

Sustainability Report

2021-22

Our Journey of Taking Less and Giving More



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Sadguru Sri Madhusudan Sai
Spiritual and Social Leader of the Global Mission of
Nutrition, Education and Healthcare

FOUNDER'S MESSAGE

Let's Do It Right

The idea of sustainability is not new to Indians. The very first mention of such an idea is there in *īśopaniṣad* which is part of the *yajur veda*. Its very opening verse proclaims:

īśā vāsyamidam sarvaṁ yatkiñca jagatyāṁ jagat |

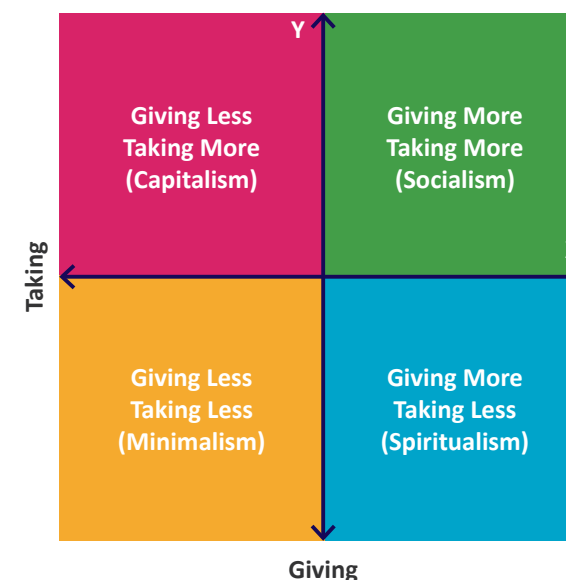
tena tyaktena bhuñjīthā mā grdhaḥ kasyasviddhanam ||

Meaning: All that you see in this changing world, is all enveloped by the Divine. Therefore, consume with sacrifice and do not take any other person's wealth.

However simple this may sound, yet it is very profound and deep. Just a small *upaniṣad* of 18 verses, in its very first opening verse gives out the secret of sustainability. Simply put, it means – Give More and Take Less. This is what it means, when we say – consume with sacrifice.

When Mahatma Gandhi was asked by an impatient journalist to summarise his philosophy of life in just three words, he quoted these three words from the *īśopaniṣad* and said, *tena tyaktena bhuñjīthā* – consume with sacrifice. When we sacrifice first and consume later, when we give more and take less, we become sustainable as a society, as a planet, and as a human race.

When we think about sustainable development goals, or when we talk about sustainable development or sustainable future, more often than not these ideas are based on capitalistic or socialistic ideas of society, which is very much against or different from the spiritual fundamentals that Indian texts offer us. If you could think of the whole human race in terms of four quadrants, with x- axis about giving and the y-axis about taking, the first quadrant will have people who give less take less. Then there are those in the second quadrant who take more and give less. Then there is this third quadrant of those who take more and give more. But, none of these three are sustainable ideas. The fourth quadrant which talks of people who give more and take less, are the ones who can create a sustainable future.



Only with those who not just reduce, not just recycle, not just reuse, but refuse to take what they don't need, the world has a hope to become sustainable. Give more, take less – this is the simplest way to build a sustainable planet, sustainable societies, sustainable relationships, and sustainable happiness in life. When we believe that we are born not to take but to give; when we know that we are here to serve and not to rule; when we realise that we are here to sacrifice, not to accumulate, we become sustainable.

As an American proverb goes, ‘we do not inherit the earth from our ancestors; we borrow it from our children’, and that is precisely the second part of the verse which says do not take another man’s wealth.

We don’t own this earth; we hold this earth in trust for our children and for our future generations. And it should always be looked upon from that point of view and not from the point of view of having any rights, but only responsibilities towards passing on a better planet to the future generations, than what we have inherited from our ancestors. This would not be possible unless we sacrifice our selfish desires of consuming endlessly and instead exercise restraint in our ways.

When we buy mindlessly and borrow endlessly, what are we doing essentially? We are causing an artificial price rise of even essentials that are required for every man’s survival, and thereby making them unaffordable to the common person. Just because we have access to money, it doesn’t give us the right to consume more. All the economic bubbles—be the great depression of 1930, to the dot-com bubble, to the recent subprime mortgage crisis, the world has witnessed the downside of borrowed financial growth, fuelled by senseless lending and mindless spending. And the root cause of this all is because of taking more than what we need, out of sheer greed.

Mahatma Gandhi said, ‘there is enough for everyone’s need but not for everyone’s greed.’ Therefore, all that is not a need is simply all that which doesn’t belong to us. That is another man’s wealth as per the *upaniṣad*.

A report by the title, ‘how many people can live on this planet earth’, revealed that by the end of this century, we will have more than 12 billion humans inhabiting earth. Very interestingly, it also said that if every person on earth on an average starts consuming as much as an average Indian does, then the earth’s resources can sustain up to 15 billion people. But if everyone on earth starts consuming as much as an average North American does, the earth has only so much resources to support 1.5 billion people, and we have gone past that figure by five times already.

The monetisation of essential commodities and commercialisation of essential services have led to an unsustainable world. Today, we trade in futures of food grains without bothering about food for our future. We sell services like education and health care and burden the sick and the students under burgeoning debts. Is this the way we can create a sustainable future? Definitely not. Therefore, the need is to revisit our past, when the great culture of this planet originating in a spiritual outlook towards life, respected all life and existence and cared for each other, thereby taking less and giving more.

The ancient South African philosophy of Ubuntu which says, ‘I am because we all are’, defines the need for looking at the whole of creation as one interconnected and interdependent entity. Unless we develop this deeper spiritual outlook and shun selfish materialism, sustainable future will remain a distant dream.

Let’s not forget that this earth has been here for 5 billion years now and probably it will be another 5 billion years by the time it crashes into the sun of our solar system. We as human race have emerged only 200,000 years ago. And, we could think of the whole of earth’s life as one full year, humans have appeared one minute before the midnight of December 31st and that says it all. It is not the earth which needs saving, but it is the human race which needs saving. And it is in our own favour that we behave responsibly, so that we as human race would survive and pass on this legacy to our future generations.

For our sake and the sake of the future generation whom we owe this planet to, we need not merely reduce, reuse or recycle, but actually refuse to consume more than what we need to. Without the way we lived in our past, firmly rooted in our spiritual togetherness, there is no future, let alone a sustainable future.

India lives in its villages, said Mahatma Gandhi way back in 1940 and it is true until today. While a part of India lives in the cities, there is the other that lives in villages. Cities have had unprecedented, unbridled growth with the principles of sustainability thrown to winds. But, if India needs to develop as a whole and so also the other developing nations of the world, the rural geographies need to develop sustainably. And for that the policies, principles and the methodologies have to be very different from what has happened in the cities. We cannot afford to repeat the past mistakes that we made while developing our cities. We ought to rethink and retain the originality, the traditions, the culture, the naturalness of our villages, and at the same time provide them with the modern technology, facilities, amenities which will make their lives easier, comfortable and safer. There is much to be done in the field of providing safe drinking water, energy, maternal and child health, nutrition, infrastructure, education and employment and a whole lot of other things, but this time let’s do it right.

Enriching those lives who have been left behind, by giving them their fundamental needs of **Nutrition, Education, and Healthcare** is our way of reinstating sustainability in the society. Giving the members of the society what they need most, without any consideration of taking back from them, will go a long way to bring back the balance.

Aligning Ourselves to the SDGs



- ◆ The monetary poverty of people is tackled by educating impoverished children absolutely free of cost at the Sri Sathya Sai Loka Seva Gurukulam Group of Institutions
- ◆ Boarding, lodging, clothing, food, and all other requirements is provided for the students
- ◆ High quality healthcare is made accessible to the poorest sections of the society absolutely free of cost. More than 50% of our healthcare beneficiaries earn less than 13,000 INR in a month, and about 25% of beneficiaries’ monthly income is less than 8,000 INR



- ◆ 400,000 school-going children are served morning nutrition across 17 States and 3 Union Territories in India, and 5 other countries overseas
- ◆ More than 5,000 expecting mothers and lactating mothers are provided with SaiSure multinutrient supplement rich in micronutrients
- ◆ 5,000 children who are provided free values-based education at our schools are also provided with balanced nutritious meals and nutrition supplements four times a day
- ◆ The educational campuses also have organic farms to grow vegetables, and goshalas – exclusive shelter for the cows, which takes care of the milk requirement.



- ◆ Over **85,000 children** and **16,000 expecting women** have been screened for health defects and provided with SaiSure multinutrient supplements
- ◆ Regular health screening is conducted for students at our educational campuses for dentistry, gynaecology, ophthalmology, ENT, and any other specialised healthcare need
- ◆ Promoting mental health and well-being of students by means of spiritual and moral injunctions in a nurturing environment is taken care of



- ◆ Quality values-based education is bestowed on children, both boys and girls, from Grade 6 till Doctoral Programme absolutely free of cost
- ◆ Tertiary education, research and vocational courses for skill development and knowledge enhancement are given to university students
- ◆ Gender sensitive and safe education facilities are provided
- ◆ Young teachers are groomed by giving them exposure to on-the-job teaching training
- ◆ Exposure to global culture, art forms, architecture, economy, and societal needs is given to all students
- ◆ At our hospitals, health education and healthcare skills are imparted by providing on-the-job fellowship programmes in numerous disciplines of paediatric cardiac care and nursing



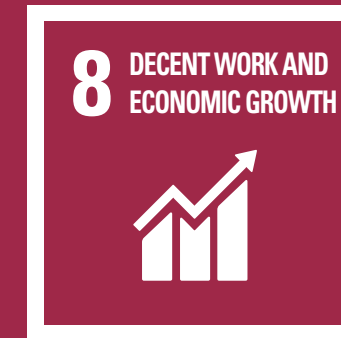
- ◆ Girls' education is given utmost importance, especially for the ones in the rural areas, to protect them from early marriage, child labour, trafficking, and other kinds of abuses
- ◆ Self-defence techniques, sports, and other fine arts are some of the areas in which girls are also given equal opportunities
- ◆ Mothers of the students are being employed as cooks, seamstresses, and in various other capacities where their skills could be used
- ◆ 50% of staff in our Sanjeevani hospitals are women



- ◆ Clean drinking water facility has been arranged for about 400,000 beneficiaries in 27 villages
- ◆ About 150 water purifiers have been installed in 170 Government schools benefiting 17,000 to 20,000 school children
- ◆ Rain water harvesting, waste water management and recycling of used water is followed in our educational campuses



- ◆ Solar-powered educational campuses with 674 KWp capacity, saves 790 metric tons of CO2 emission every year. This saves about 50% of the electricity consumption
- ◆ More than 50,000 saplings are planted across our educational campuses
- ◆ Solar energy usage and in-house agriculture is implemented in our hospitals



- ◆ All the stake holders involved – staff, parents, vendors, farmers, villages and local communities are empowered with decent work thus contributing to their economic growth
- ◆ Especially, parents of students from extremely difficult backgrounds are embraced by the institution. Employment, housing, food, electricity and water is provided absolutely free of cost to them



- ◆ Equal opportunities for education are given to all students, irrespective of their economic background, religion, caste, or nationality
- ◆ Globally, at Nigeria, Australia, and Laos, educational campuses have been established to bestow values-based education, free of cost to needy children



- ◆ The educational campus buildings are constructed in naturalistic settings using local materials, and as representations of the local culture and architectural heritage
- ◆ Pockets of land in our hospitals are earmarked for afforestation. The ecological engineering method known as 'Miyawaki' has been used for the rapid development of high-density native trees



- ◆ Zero food wastage and smart carbon emissions management policy is followed



- ◆ The 3S model – Samstha (Institutions), Samaj (Society) and Sarkar (Government) is the way in which our institutions of Nutrition, Education, and Healthcare function to bring about consistent collaboration towards a concerted effort for societal welfare

ABOUT THIS REPORT

Reporting Period and Scope

Our very first Sustainability Report 2021-2022 elucidates our activities for the calendar year ending March 31, 2022. We operate consciously across the three verticals through the various Trusts and Foundations in India, with a commitment to provide value across every facet of activity, and our sustainability objectives are aligned to this value proposition.

Reporting Frameworks

UN Sustainable Development Goals – Our ambitions and commitments are closely aligned with the 17 UN Sustainable Development Goals (SDGs).



NUTRITION



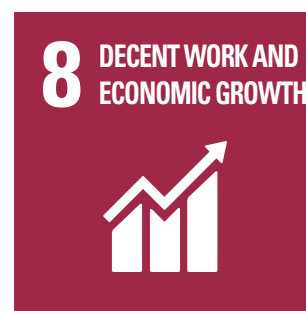
SRI SATHYA SAI
ANNAPOORNA
LET NO CHILD GO TO SCHOOL HUNGRY EVER

Let
NO
CHILD
GO TO
SCHOOL
HUNGRY
EVER!

NOURISHING CHILDREN WITH A BALANCED NUTRITION FOR A FLOURISHING FUTURE

Annapoorna Morning Nutrition Programme offers *anna* or food to make children *pūrṇa* – wholesome and perfect. Healthy, perfect, and happy children make a happy world.

UN SDGs Aligned



PATRONS SPEAK

Mrs Tamilisai Soundararajan – Lieutenant Governor, Government of Puducherry

“Education and nutrition are investments made on our future generations. Sri Sathya Sai Annapoorna Trust is investing and contributing to the betterment of the society through the medium of nutrition for children, and their work is highly commendable.”



Dr Audimulapu Suresh – Minister for Education, Andhra Pradesh

“I am very happy about the service initiatives undertaken by Sri Sathya Sai Annapoorna Trust for providing breakfast for school-going children in rural Government schools. This nutrition programme will definitely help in eradicating extreme hunger and malnutrition in growing children. We don’t want poverty to stand between the child and his/her education. The breakfast model will help us in many ways especially to get more children admitted in our Government Schools. Our Government is working closely with the Trust to expand this breakfast programme further. *annadātā sukhībhava* – ‘Let the one who serves food be happy.’”



Mr Thaneeru Harish Rao – Minister of Finance and Health, Government of Telangana

“The Annapoorna Breakfast Programme is engaging the local communities to participate in the process of feeding children and this is a key factor in bringing about social responsibility among communities. Along with the Government and various other NGOs, the local communities also need to engage in these noble initiatives. There are many children who come to school with an empty stomach and providing a morning meal at the school will bring better academic performance. We want to expand this programme to many more schools in our State. Healthcare, Education and Nutrition are the three areas of focus for the Trust and we will provide the necessary support wherever needed.”



Ms Sreemathy Venkatraman – Clinical Nutritionist/ Chief Dietician Regional Officer, Indian Association for Parenteral and Enteral Nutrition (IAPEN), Bangalore Chapter

“I am pleased to know that an attempt has been made by Sri Sathya Sai Annapoorna Trust to improve undernourishment in children, through SaiSure Multi-Nutrient Supplement, which is provided along with milk – *Ksheera Bhagya* Programme at Government Schools.

The composition of SaiSure for children has the right amount of nutrients as per the standard Recommended Daily Allowance (RDA). This has been developed scientifically and has the medically prescribed amounts of daily calories, protein, vitamins, iron, calcium and trace elements of iodine, zinc, copper and selenium. This will definitely improve the daily nutrient value of children, especially the vulnerable group, who are prone to nutritional deficiencies.”



THE NEED – THE ACTION

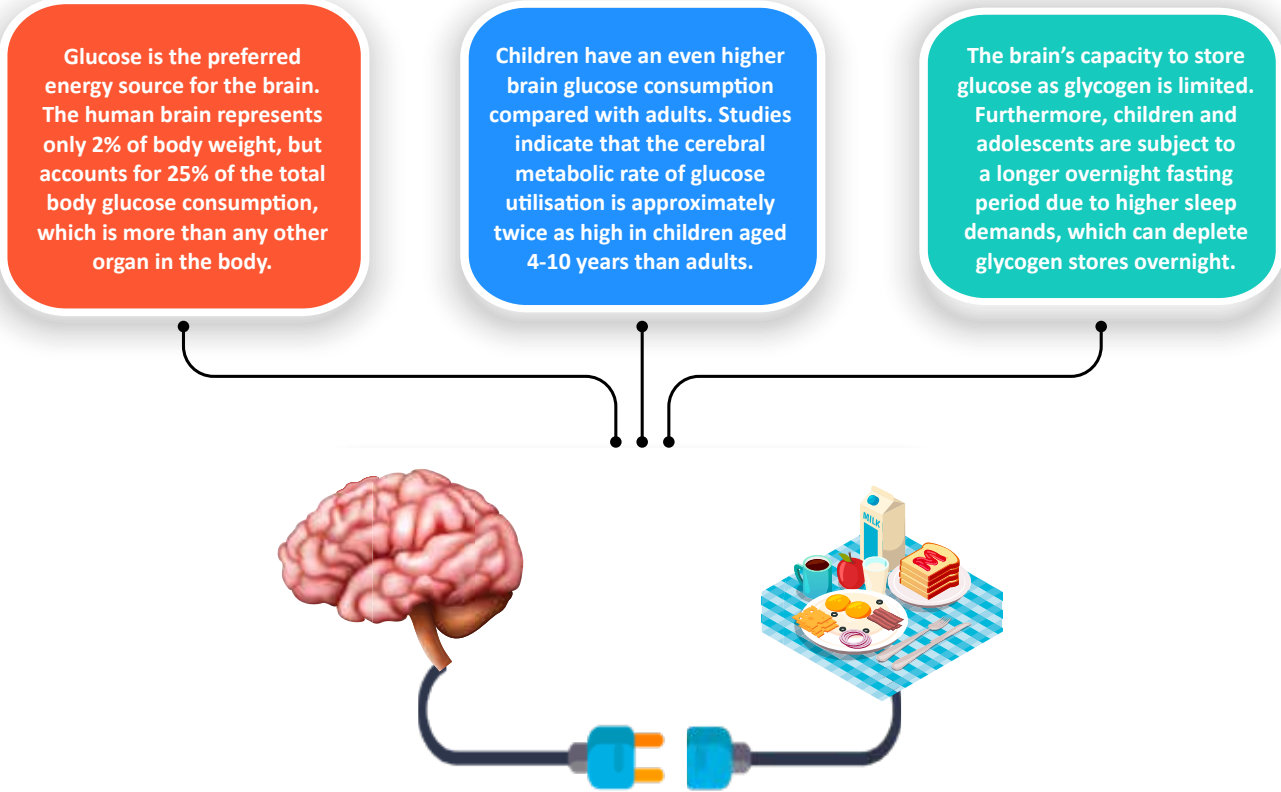
THE IDEA OF BREAKFAST FOR CHILDREN

‘Let No Child Go to School Hungry Ever’ –
Annapoorna Morning Nutrition Programme

The Annapoorna Morning Nutrition Programme signifies its intent to offer wholesome nutritious breakfast to school-going children, to bring back the balance in ‘food security’ and ensure ‘right to food’ for every child in India.



The Anatomy between Breakfast and Brain



Therefore, breakfast consumption is vital in providing adequate energy for the brain for the school morning.

The Breakfast Bonanza



- ◆ Ensures favourable nutrient intake like dietary fibre, total carbohydrate, lower total fat, cholesterol, and iodine (important for thyroid function)
- ◆ Contributes to daily micronutrient intake like iron, Vitamin B (folate – important for development of genetic material, thiamine, riboflavin, niacin, Vitamin B6, Vitamin B12), and Vitamin D

Children who regularly eat breakfast are found to be approximately 20-60% higher in these nutrient levels when compared to children who do not consume breakfast

- ◆ Contributes to maintaining body mass index (BMI) within the normal range
- ◆ Reduces likelihood of being overweight
- ◆ Contributes to healthy lifestyle practices

Children who do not consume breakfast are more likely to be less physically active and have a lower cardiorespiratory fitness level.



DO ALL OUR CHILDREN EAT BREAKFAST EVERY MORNING?



- ◆ As per a media report, in India, city-based schools show that one in every five children comes to school without breakfast, almost every day. While many private schools have breakfast counters, under-privileged children attending government schools wait for free midday meals until lunch hour.
- ◆ A report on midday meals in Karnataka State by the Karnataka Evaluation Authority says that 2.1 lakh children – 6.4% of total children in government schools, do not get breakfast at home. For them, milk given in school is the first meal of the day, pointing to the need of expanding the midday meals to breakfast too.

Malnutrition Indicators

- ◆ The National Family Health Survey 2020 found that acute undernourishment and stunting had gone up in most of the States and Union Territories. In the Global Hunger Index of 2021, India ranks 101st of 116 countries—it's score stands at 27.5 indicating a 'serious' level of hunger, on par with Afghanistan and Somalia, and well behind Pakistan, Bangladesh and Nepal

The GHI score is calculated using the extent of total undernourishment in a population, and for many countries, it relies on government data—on child stunting (low height for the age), child wasting (low weight for the height), and child mortality

- ◆ Child and maternal malnutrition is estimated to be responsible for 15% of Indians' total disease burden, according to a report based on National Family Health Survey (NFHS) data.
- ◆ According to the National Health Survey (NHS), more than 19 crore Indians are under-nourished. 38% of children below five years are stunted, and 21% of children in India suffer from wasting syndrome. A total of 36% children are underweight and 58% are anaemic.

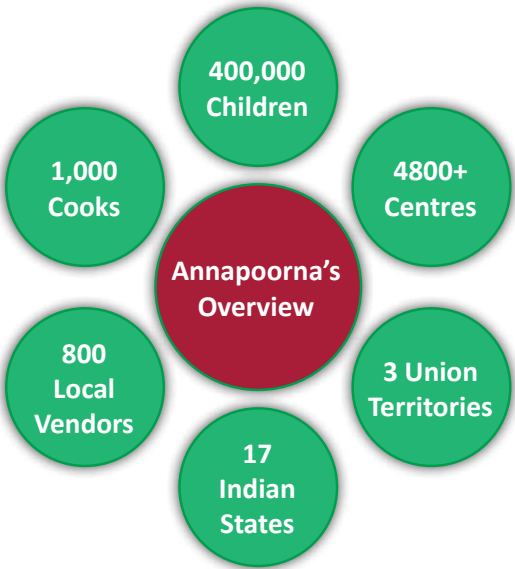
ANNAPOORNA – THE BANDWAGON OF BREAKFAST



Sri Sathya Sai Annapoorna Trust is a charitable Trust that was formed in November 2015 to pool resources for serving breakfast to school-going children at the Government Schools in rural India and the disadvantaged sections of the society. An initiative that started in July 2012 with a handful of volunteers slowly and steadily expanded to a platform where 600 volunteers have come together with the joy of serving children with nutritious morning meals.



Breakfast is considered as consumption of over 100 calories between 6 a.m. and 9 a.m. It is the most important meal of the day, as it fuels the body before the start of the day and rekindles metabolism, thus energising the body and the mind to do all that is to be done throughout the day.



Statistics as of March 2022



A Simple Model for a Sophisticated Service

The Annapoorna Morning Nutrition Programme follows a decentralised model where the management of operations is taken care locally at the Government School by their authorities and teachers.

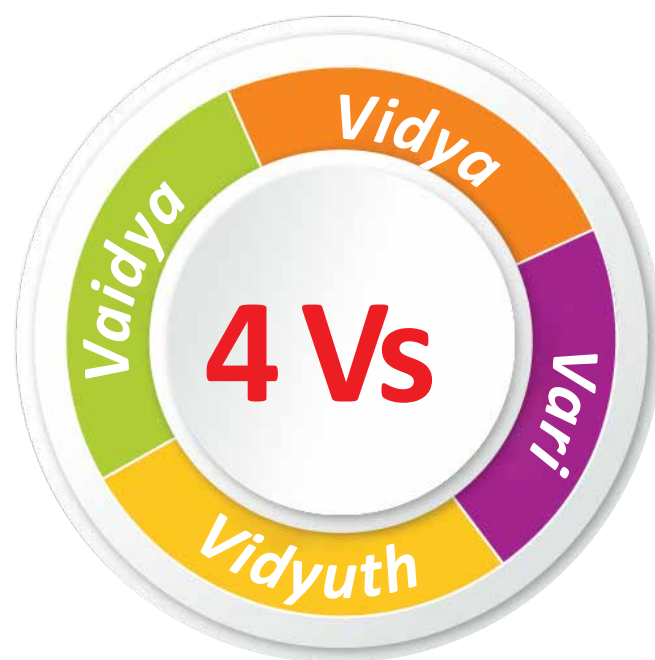
Customised menu that will suit the regional palate, and standardised menu within a region is followed, so that the children can relate to the taste and relish it better.

The Annapoorna Team formulates and executes policy decisions, maintains quality check on food served, selects local vendors and cooks, interacts with volunteers, teachers, students, and school authorities, conducts regular health screening, works with village elders, gram panchayats, and local authorities.

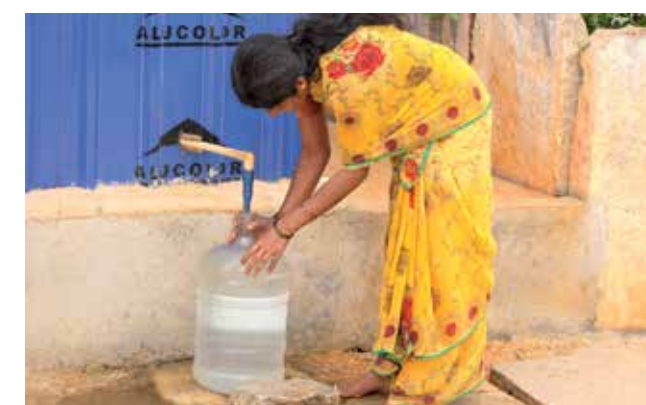


Four-Pronged Avenues of Annapoorna

Vidya (education), *Vaidya* (healthcare), *Vari* (water), and *Vidyuth* (clean energy) are the avenues which Annapoorna has embraced, along with providing nutrition to school-going children.



1. Annapoorna volunteers conduct human values classes for children. Some of the needy students are enrolled for education at the Sri Sathya Sai Loka Seva Gurukulam Group of Institutions through the Each One Educate One Programme.
2. Regular health screening is conducted for the villagers, primarily for women and children in collaboration with Divine Mother and Child Health Program. Referrals to Sri Sathya Sai Sanjeevani Hospitals and Sri Sathya Sai Sarla Memorial Hospital for completely free of cost healthcare is done based on need.
3. Drinking water facilities have been arranged in several villages.
4. Sanitation and hygiene facilities have been provided in many needy villages.



Rural upliftment and transformation beginning with children's nutrition and education, and expanding to health, water and hygiene—the Sri Sathya Sai Annapoorna Trust has laid out an all-comprehensive, sustainable model.

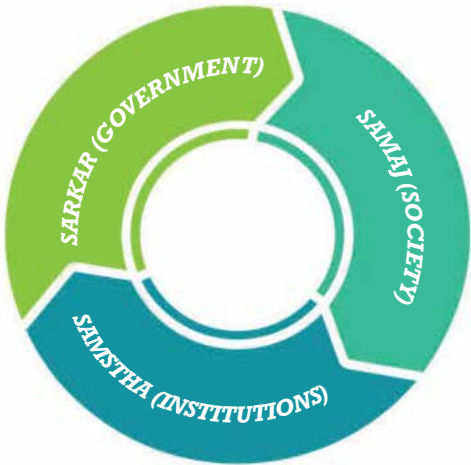
BREAKFAST’S BOUNTY – ANNAPOORNA’S FINDINGS

The Annapoorna Team has identified demonstrable positive effects of breakfast on children who were previously undernourished.

- ◆ Cognitive function of these children in terms of their attention span, memory, reaction time, and executive function improved
- ◆ Academic performance improved in terms of better school grades and achievement test scores, especially in mathematics and sciences
- ◆ On-task behaviour of children in terms of their adherence to school rules, discipline, and appropriate behaviour in a learning situation improved








OUR STAKEHOLDER MATRIX



	Who are They?	Our Engagement
SAMSTHA (INSTITUTIONS)	Volunteers	Over 600 Annapoorna volunteers have come together as a well-organised team—speaking different languages, moving in different spheres of personal and professional life—but united in the cause of serving children and finding their joy in this service. Over 400,000 children are directly cared for with breakfast every single day, by the volunteers who serve them every morning.
SAMAJ (SOCIETY)	Children, Parents, Vendors, Farmers, Villages, Local Communities	<p>Annapoorna’s main artery is the children whom they serve. Treating every child as their own, Annapoorna continues to do all its capacity to embrace every child who is struggling to get the most important morning meal of the day.</p> <p>Local vendors, cooks, and parents are given employable opportunities to serve.</p> <p>Villages and local communities are provided their basic sanitation and hygiene facilities, to improve their standard of living, their health, and on the whole their outlook towards life.</p>
	Corporate Partners (CSR)	<p>Corporate Partners extend their services willingly as part of their contribution towards a shared social responsibility. Corporates either expend their employee time, grant some of their products and services (breakfast cereals, fruit juices), supply chain management services, or provide financial sponsorships.</p> <p>Several institutions have also come forward to spread the word and create awareness, help in networking with State government officials...etc.</p>
SARKAR (GOVERNMENT)	Government –State and National	Memorandum of Understanding (MoU) is signed with several State Governments to work together mutually for a cause that is not only the responsibility of the Government but every member of the society as well. Collaborations with Government helps in increasing the quantum and coverage of service rendered in the rural areas.

OUR COMMITMENTS

1.	Zero Hunger		Ending hunger and ensuring access to food, in particular the poor and people in vulnerable situations to safe, nutritious and sufficient food all year round Ending all forms of malnutrition including stunting and wasting in children, and addressing the nutritional needs of toddlers, pre-schoolers, children, pregnant and lactating women
2.	Ensuring Good Health and Wellbeing		Regular health screening is conducted for people in rural villages and necessary nutrition supplements are provided
3.	Clean Water and Sanitation		Clean drinking water facility and sanitation facility have been arranged in several villages and Government schools
4.	Promoting Decent Work		Products and services of local vendors and cooks have helped a great deal in their income generation
5.	Responsible Consumption and Production		Proper and judicious utilisation of in-house resources so that the complete investment goes for the child's nutrition without any wastage on administrative costs

THE IMPLEMENTATION



END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE

BRINGING ALIVE CHILDREN AND THEIR COMMUNITIES

Food is Conscious Energy. Its Very Existence is to Energise All for a Healthy and Purposeful-Living

The Pandemic Pledge

As per the Sustainable Development Goals globally, an additional 70-161 million people are likely to have experienced hunger as a result of the pandemic. The pandemic has worsened child malnutrition—149.2 million children under age five are stunted; 45.4 million children under age five suffer from wasting; 38.9 million under age five are overweight.

An additional 6.7 million children younger than five years went malnourished in low and middle income countries in the pandemic's first 12 months.



During the pandemic times, when schools were closed, Sri Sathya Sai Annapoorna Trust continued to provide food through cooked meals, dry ration kits and SaiSure multi-nutrient supplements to children and their families. It also extended help to labourers, migrant workers, and cooks of Government schools who lost their livelihood, by taking care of their basic food arrangement.

Annapoorna Morning Nutrition Programme has been working tirelessly to **end hunger**, particularly for the poor and vulnerable sections of the society.

COVID RELIEF (APRIL 2020 TO MARCH 2022)

States Covered - Karnataka, Telangana, Andhra Pradesh, Tamil Nadu, Odisha, Bihar, Jharkhand, Uttarakhand, West Bengal and Kerala



45,198,696
Beneficiaries



100,000
Dry Ration Kits



104,590
Meals



52,302
SaiSure Multi-Nutrient Supplement Packets



41,804
COVID Prevention Kits



3 GOOD HEALTH AND WELL-BEING



ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

Health and Well-Being – A Composite of Body, Mind, and Soul

- ◆ The health screening camps conducted by Annapoorna, helps in timely health assistance to about **85,000 villagers**, especially pregnant women, lactating women, and children. SaiSure multi-nutrient supplement is provided to toddlers, pre-schoolers, children and women to ensure that their micronutrient needs are taken care of
- ◆ For the mental health of children, values-education classes with fun-filled activities are conducted by Annapoorna volunteers along with the volunteers from Corporate Companies who willingly join such initiatives. Drawing competitions, puppet and magic shows are conducted to bring out the cheer and laughter in children



ERADICATING HIDDEN HUNGER

SaiSure – Replacing Hunger with Health

- ◆ SaiSure is an innovative, cost-effective, scientific and easily scalable initiative towards ameliorating the health quotient of women and children
- ◆ It is a **Multi-Nutrient Supplement Programme**, launched in February 2019, as an attempt to address the specific nutritional needs of expecting mothers, toddlers and school-going children at absolutely no cost
- ◆ The composition of SaiSure was conceived with scientific inputs by a panel of specialist doctors, nutritionists and experts in public health, keeping in mind the demands of **vital macronutrients and micronutrients** for a healthy progeny
- ◆ SaiSure is manufactured in a **FSSAI Licensed, FDA approved, WHO-GMP certified** manufacturing facility in Bengaluru (Karnataka) with the highest quality standards. The compositions have been approved by **CFTRI, Mysore** and the **State Food Laboratory, Bengaluru**



SaiSure for Expecting Mothers

- ◆ Cardamom flavoured ready to drink product with milk powder
- ◆ Blended with macronutrients and micronutrients including DHA (Omega-3 fatty acid, Docosahexaenoic acid)
- ◆ Enhances healthy pregnancy, foetal growth and development

Beneficiaries: Over 5,000 expecting mothers on a monthly basis in about 60 Primary Health Centres (PHCs).



SaiSure for Toddlers

- ◆ Malt-based apple and orange flavoured multi-grain product
- ◆ Blended with vital nutrients for children of six months to two years
- ◆ SaiSure for Toddlers along with SaiSure for expecting mothers will ensure the critical first 1,000 days of nutrition in the life of a child

Beneficiaries: About 1,500 toddlers.



SaiSure for Pre-Schoolers

- ◆ Multi-grain chocolate flavoured product with vitamins and minerals
- ◆ For children from two years to six years



SaiSure for Children

- ◆ Malt-based composition in chocolate and almond
- ◆ For children and adolescents from six to sixteen years
- ◆ Designed to meet 50% of the Recommended Dietary Allowance (RDA) of most of the micronutrients
- ◆ Integrated with Government Milk Scheme Programmes

Beneficiaries: Over 440,000 Children (10 grams of SaiSure is mixed with 150 ml of milk)

Impact Study:

- A study of 95 random samples out of 700 children, after a duration of three months showed:
- ◆ Average Haemoglobin levels of the children improved from 11.6 to 12.3
 - ◆ Average percentage improvement was 6.1% over the three-month period

6 CLEAN WATER AND SANITATION



ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

Water and Sanitation – The Two-Twinned Elixir

As per a UNICEF Report, it is estimated that waterborne diseases have an economic burden of approximately USD 600 million a year in India. This is especially true for drought and flood-prone areas, which affected a third of the nation in the past couple of years. Less than 50% of the population in India has access to safely managed drinking water.

All children have the right to clean water and basic sanitation, as stated in the 'Convention on the Rights of a Child.' The ultimate aim of UNICEF's work in water, sanitation and hygiene (WASH) is to ensure that all children fulfil this right, and that no child is left behind.

Syncing with the efforts of the UNICEF, Sri Sathya Sai Annapoorna Trust, in collaboration with Village Panchayats and the villagers has taken the necessary steps for providing 'clean water and sanitation' to people in need.

- ◆ Clean drinking water facility has been arranged for about **400,000 beneficiaries in 27 villages**. Simple and cost-effective '**Reverse Osmosis Water Plants**' have been set up in the villages. A designated engineer provides regular service to these RO water plants, to ensure uninterrupted supply of water to the villagers
- ◆ About **150 water purifiers** have been installed in **170 schools benefiting 17,000 to 20,000 school children**
- ◆ In collaboration with CSR partners, several events are organised in schools to educate children about the importance of hygiene and cleanliness, and taught specific practices of keeping up personal and community hygiene. Dental hygiene is emphasised and encouraged by distributing tooth pastes and tooth brushes to children. Demonstrations, Charts and Pictorial diagrams are used for depicting hygiene practices that students can emulate
- ◆ In line with the Indian Government's initiative of Swachh Bharat Abhiyan, the Trust is involved in construction of toilets in schools. This plays a major role in reducing female dropouts from school. Special care is taken to maintain clean toilets and to set up overhead tanks with abundant water supply. Cleanliness drives and provision of dust bins in schools are also undertaken



8 DECENT WORK AND ECONOMIC GROWTH



PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

Commanding a Fine View to Gauge the Needs of Ours and Others

Annapoorna takes due care to adopt safe practices for its own volunteers, who either does desk job at Annapoorna offices or at the field in godowns and schools.

- ◆ Comfortable uniforms suitable for field work are given to the volunteers
- ◆ Every Annapoorna staff is covered with Health and Accident Insurance by premium agencies
- ◆ During COVID times, the volunteers who performed their roles as frontline workers were supplied with sanitizer kits, N95 masks and PPE kits. Vitamin supplements were given to improve their immunity levels and every Annapoorna staff was vaccinated. Additional monetary fund was also provided to them
- ◆ Health and Accident insurance was extended to the families of Annapoorna staff
- ◆ School-going children of Annapoorna staff were offered sponsorship to avail free education in the institutions run by Sri Sathya Sai Loka Seva Gurukulam Group of Institutions
- ◆ Healthcare for the family of Annapoorna Staff was provided free of cost at the hospitals run by the mission

Village Communities

Parents of children, local vendors, and cooks are given opportunities to provide service with their skills, products, and other services.

Tree plantation is done at the schools and surrounding communities to make it green and refreshing.

Annapoorna Staff



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

Intelligent Consumption for Sustainable Conservation

Zero Food Wastage

- ◆ Sri Sathya Sai Annapoorna Trust works closely with schools by using their own infrastructure in preparation of food for the school children
- ◆ Zero food waste policy is practised in all the schools. Sufficient and exact quantity of food is prepared to minimise food wastage
- ◆ Awareness about composting is created in every school. Every school, where Annapoorna has been serving, follow their own simple composting process



Smart Emissions Management

- ◆ Minimal usage of vehicles helps cutting down road trips. Since food is prepared at the respective schools itself, there is no requirement for transportation of food from a centralised kitchen otherwise.

In partnership with local logistics companies in every State and Union Territory, only a small fleet of vehicles is used on a monthly basis to deliver dry rations at the schools



EDUCATION

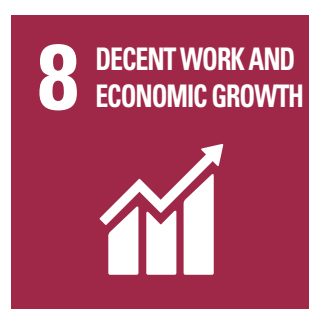


Institute of
Human Values

EMPOWERING THE MINDS AND ENLIGHTENING THE HEARTS OF CHILDREN THROUGH VALUES-BASED INTEGRAL EDUCATION

Sri Sathya Sai Loka Seva Gurukulam Group of Institutions and its allied educational initiatives, innovate the very purpose of education on the lines of affordability, accessibility, and availability.

UN SDGs Aligned



PATRONS SPEAK

Mr Thawar Chand Gehlot – Honourable Governor of Karnataka

(Excerpt from the speech during the event of Sri Sathya Sai Award for Human Excellence 2021)

“This University, under the guidance of Sadguru Sri Madhusudan Sai and his teachings of सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः – sarve bhavantu sukhinah sarve santu nirāmayāḥ, is doing commendable work in the field of education, by offering the gift of education completely free of cost. To sacrifice everything and work for the welfare of others and also encourage others to tread this path, is our prime duty, and we should derive inspiration from this Institution.”



Mrs Meenakshi Lekhi – Minister of State for External Affairs and Culture, Government of India

“Sri Sathya Sai University for Human Excellence plays a big role in becoming the flag bearers of India’s message of spirituality and well-being to the entire world. Development of spirituality, practice of yoga and meditation, and development of conscience are key to creating responsible young citizens who would value their own lives and also take care of the society and build this nation. This is where Sri Sathya Sai University for Human Excellence and many other spiritual gurus of India are contributing to make India the ‘viśvaguru’ and spread the message of happiness and peace to the world. The Ministry of Culture and Ministry of External Affairs have been working extensively as part of the Government to nurture and promote the cultural uniqueness of India and take pride in developing a new India spiritually, economically and militarily. The unique educational system of Sri Sathya Sai University for Human Excellence, which has revived the culture of gurukula system, has to spread across the country for reviving and preserving the country’s spiritual heritage.”



Dr Ramesh Pokhriyal ‘Nishank’ – Former Minister of Education, Government of India

“I am very glad that the Sri Sathya Sai University for Human Excellence has introduced a very important aspect of education in their curriculum, which is in concurrence with the New Education Policy 2020 that includes knowledge, science, Indian culture, and values in its content. This University will train many students who can show the right path to the world and will raise our Country back to its pristine glory of being the ‘Vishva Guru.’ It will elevate to the heights of functioning like the ancient Indian Universities of Nalanda and Takshashila, which carried global acclamation. It is already doing a great job and will only prosper and flourish in the years to come.”



Prof J S Rajput – Former Director, National Council for Educational Research and Training (NCERT), India

“National Education Policy of 2020 envisages fundamental reforms in the education system, and envisions nurturance of full human potential. It intends to develop human beings possessing compassion and empathy, courage and resilience, with sound ethical moorings and values: ‘Value-based education will include the development of humanistic, ethical, constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (śānti), love (prema), non-violence (ahimsā), scientific temper, citizenship values, and also life-skills; lessons in seva/service and participation in community service programmes will be considered an integral part of a holistic education.’ This inclusion paves the pathways to character development.

These five Sai Values are universally acceptable. The articulation of these by Sri Sathya Sai Baba stirs the hearts of the old and young alike. Sri Sathya Sai University for Human Excellence is devoted to the propagation of these values nationally and internationally. One could say with confidence that it would succeed in moving substantially towards a world of social cohesion and religious amity; a world of peace and human dignity to one and all.”



THE NEED – THE ACTION

SRI SATHYA SAI LOKA SEVA GURUKULAM GROUP OF INSTITUTIONS

Sri Sathya Sai Loka Seva Gurukulam Group of Institutions is built on the grounds of:

- ◆ Absolutely free of cost education
- ◆ A contextual curriculum based on the National Institute of Open Schooling (NIOS)
- ◆ An experiential pedagogy
- ◆ A trans-disciplinary approach
- ◆ A problem-solving methodology
- ◆ Indigenous wisdom rooted in spirituality
- ◆ Modern acumen that provides local solutions to real-life problems



EDUCATION AS A COMPLETE PACKAGE

As depicted in the Maslow's Motivation Model/ Hierarchy of Needs, it is important that every human fulfils his basic needs in order to ultimately realise 'who he is truly meant to be.'

Maslow divides this into the: Deficiency Needs and Being (Growth) Needs

Deficiency Needs:



Physiological Needs (food, clothing and shelter)



Safety Needs (employment, social stability and security)



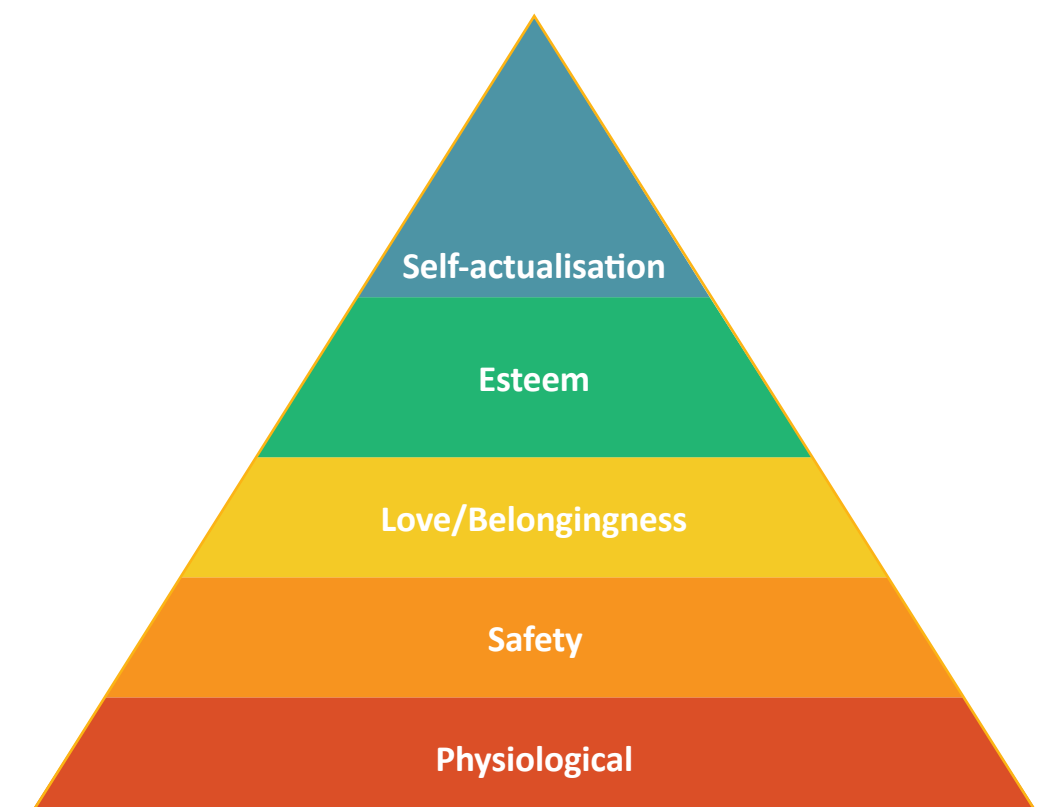
Love and Belongingness Needs (connectedness with the group, interpersonal relationships, trust and acceptance)



Esteem Needs (self-worth, accomplishment, respect, independence)

Growth Needs:

Self-actualisation Needs (morality, self-fulfillment, seeking personal growth and attaining one's fullest potential)



Sri Sathya Sai Loka Seva Gurukulam Group of Institutions is clear in its ultimate purpose of bequeathing ‘education’—simply put, ‘Education is that which Liberates.’

A child who is falsely made to believe that it is his fate to struggle to get to the basic needs of living, and hence has to resign to the fact helplessly, is shown greener pastures at Sri Sathya Sai Loka Seva Gurukulam Group of Institutions.

Refuting the dogmas of ‘commercialisation of education’, needy children are brought into the system and taken care of with healthy nutrition, safe environment, optimistic life style and community living; along with a balanced mix of academic and extra-curricular activities that ultimately helps the child to see himself ascending to that stage where he knows himself better and sees what he is capable of.



SPIRITUAL EDUCATION – THE ULTIMATE ANTIDOTE

“You are not a drop in the ocean. You are the ocean in a drop.”

– Rumi

Sri Sathya Sai Baba defined education in the simplest manner when He said, “*Pure Love, its chief manifestation—that is education.*” Love, He recognised as the basis of all human values, and the practical way to lead a spiritual life.

Thus, the Sri Sathya Sai Integral System of Education at the Sri Sathya Sai Loka Seva Gurukulam Group of Institutions aim at granting students an experience beyond the realms of their material existence to find and live their true nature of ‘love.’

As prophesied by the ancient truths of *sanātana dharma*, the true nature of everything in creation is the ONE—the substratum which is unchanging and eternal—a space where one feels connected in ‘Oneness’ with all. In this ‘Oneness’ is the real experience of ‘Love’—the only truth that really exists!

Thus ultimately, education/ vidya has to take every child closer to ‘truth and totality’ and allow him to explore and find it on his own. This, we believe, is the only worthwhile and the greatest exploration of all and the real purpose of education.

True education must lead to expansion—to love and serve all!



OUR STAKEHOLDER MATRIX



	Who are They?	Our Engagement
SAMSTHA (INSTITUTIONS)	Students and Staff (teaching and non-teaching)	<p>Community living where all students and staff live together, develops a bonding that is genuine and lasting. In this space of acceptance and meaningful relationships—learning, praying and playing happens.</p> <p>A disciplined routine, gives time for everything for students and staff – which includes time for ‘self-care’ in the morning through prayers, meditation, exercises and yoga; time for ‘learning’ which includes both secular and spiritual knowledge; time for ‘playing’ which includes all the extra-curricular activities like music, fine arts and sports; time for ‘praying’ to reflect, meditate and calm down; time for ‘reading and studies’ to revise the lessons learnt, ponder, understand and gain knowledge; time to ‘bed’ after a fulfilling day.</p>
	Other Educational Institutions	Collaborations with institutions such as Karnataka State Dr Gangubai Hangal Music and Performing Arts University; Sri Sharada Peetham, Sringeri; Kalakshetra Foundation for enhancing studies on <i>vedās</i> , scriptures of <i>sanātana dharma</i> , music and fine arts...etc.
SAMAJ (SOCIETY)	Parents, Villages, Local Communities	Empowering through employment; through their skills, knowledge, products and labour; through good will and community participation—and all of these without any monetary stress on them is our contribution to them . A give and take relationship, though it seems, the ‘receiving’ from them, also ‘gives’ them in a way by strengthening their economy and well-being.
	CSR	We believe that much more can be accomplished with close collaboration with corporate CSR teams, where more impact can be achieved with stakeholder value creation which leads to scale.
SARKAR (GOVERNMENT)	Government – State, National and International	<p>Liaison with the local Government for identifying land, purchase and permissions.</p> <p>Collaboration with the Ministry of Education, Government of India for values-based education strategies, and training teachers of India to impart values-based education.</p> <p>International collaborations for conducting global education conferences, seminars and the like, for global thoughts and perspectives to come together to take united action on revolutionising the arena of ‘education’ as a powerful tool of transformation.</p>

OUR COMMITMENTS

A Commitment should always be a well-thought one that shall produce a result which enhances the well-being, peace and happiness quotient of all. What other better way to pledge a commitment other than simply aligning with the Global Sustainable Development Goals for an all-inclusive development strategy for education!



END POVERTY IN ALL ITS FORMS EVERYWHERE

- The monetary poverty of people is tackled by educating impoverished children, building their emotional resilience and honing their intellectual abilities to climb up the economic ladder and help many others in the same way.
- Placing absolutely no strain on parents for educating children, by bestowing quality education absolutely free of cost.
- Boarding, lodging, clothing, food, and all other requirements for the students during the period of their study is provided by the institution.



2 ZERO HUNGER



END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE

- i. Providing students with balanced nutritious meals four times a day, along with milk, fruits and multi-nutrient supplements, to improve their immunity and health.
- ii. Most of the students studying at the Institution have not had proper three-square meal a day up to 10 years of age. To cope for the many years they could not access nutrition in a wholesome way, the residential Campuses ensure that proper nutrition reaches every student without fail consistently throughout the year.
- iii. Special nourishment for adolescent girls to cater to their biological needs is given necessary attention.
- iv. Campuses have organic farms (to grow vegetables) and goshalas (as exclusive shelter for the cows, which takes care of the milk requirement.)



3 GOOD HEALTH AND WELL-BEING



ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

- i. Regular health screening is conducted at the Campuses for dentistry, gynaecology, ophthalmology, ENT—any other specialised healthcare need is also taken care with the necessary quality healthcare services.
- ii. Access to safe, effective, quality and affordable essential medicines and vaccines for all the students is ensured.
- iii. Reproductive health related knowledge is shared with children to create awareness and ensure safety.
- iv. Promoting mental health and well-being is one of the primary factors of health that is looked into, by means of spiritual and moral injunctions and way of life, in a nurturing environment.



4 QUALITY EDUCATION



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

- i. Providing free quality values-based education to children, both boys and girls, from Grade 6 till Doctoral Programme absolutely free of cost.
- ii. Tertiary education, research and vocational courses for skill development and knowledge enhancement are given to university students, to equip them for a future in which they use their skills to serve others.
- iii. Building global citizenship by exposing students to diverse cultures from around the world, not only for gaining knowledge, but also for applying practical strategies to serve communities there.
- iv. Providing education facilities that are gender sensitive and safe.
- v. Teachers training and grooming young teachers.



5 GENDER EQUALITY



ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

- i. Girls education is given utmost importance, specially for the ones in the rural areas, to protect them from early marriage, child labour, trafficking, and other kinds of abuses.
- ii. Leadership opportunities are given for women to ensure their equal standing in all aspects of planning, decision-making and execution.
- iii. Mothers of the students – the women force are being employed as cooks, seamstresses, and in various other capacities where their skills could be used.
- iv. Self-defence techniques are taught to girls to help them build their physical strength in addition to their mental strength.
- v. Girls are given equal opportunities in every area where their innate potential could blossom further, be it—music, dance, fine arts, sports, vedic studies...etc.



6 CLEAN WATER AND SANITATION



ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

- i. Increasing water-use efficiency by implementing rain water harvesting, waste water management and recycling.
- ii. The recycled water is used for irrigation.
- iii. Hygienic sanitation practices are compulsorily followed in the Campuses, both for boys and girls.
- iv. Sessions on sanitation, health and hygiene are conducted regularly to inculcate these values in children, since most of them are from rural areas.

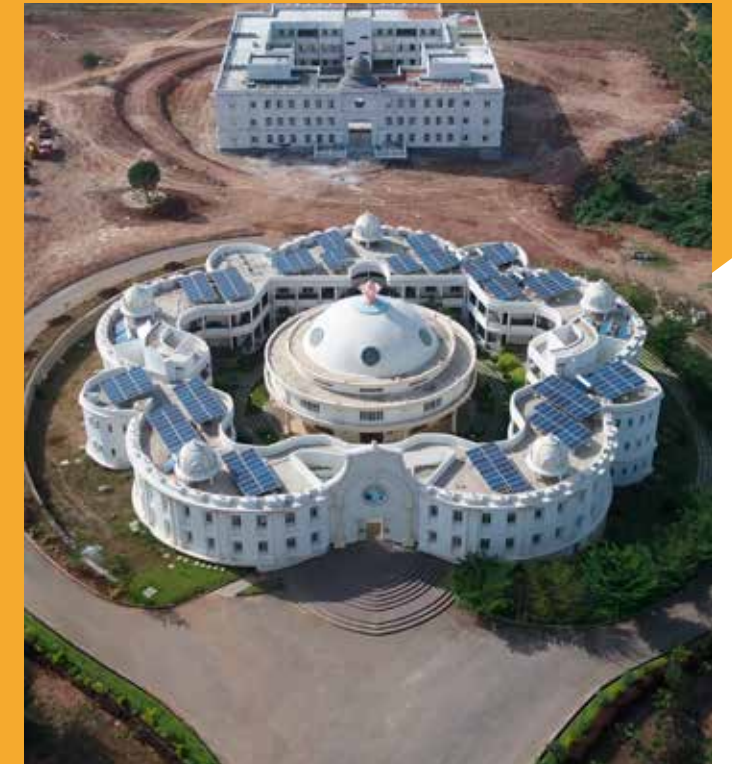


7 AFFORDABLE AND CLEAN ENERGY



ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

- i. Solar-powered Campuses with 674 KWp capacity, saving 790 metric tons of CO2 emission every year have been set up. This saves about 50% of the electricity consumption. This will further expand to include every Campus of the Sri Sathya Sai Loka Seva Gurukulam Group of Institutions.
- ii. The use of energy efficient lighting and ventilated buildings reduce carbon footprint.
- iii. More than 50,000 saplings planted across Campuses.



8 DECENT WORK AND ECONOMIC GROWTH

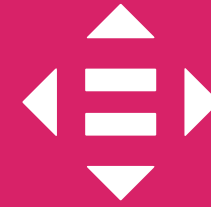


PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

- i. Local vendors, parents of the students, and the community around the School Campuses are economically empowered by providing them with suitable employment opportunities and decent remuneration.
- ii. Especially, parents of students from extremely difficult backgrounds are embraced by the institution. Employment, housing, food, electricity and water is provided absolutely free of cost to them.



10 REDUCED INEQUALITIES



REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

- i. Empowering and promoting the inclusion of all irrespective of sex, disability, race, ethnicity, origin, religion, economic or other status.
- ii. Ensuring equal opportunities for all students, reducing inequalities of outcome, eliminating discriminatory laws, policies and practices.
- iii. 75% of seats are reserved for children coming from the rural strata of the society.
- iv. Expanding education globally to children of Nigeria, Australia, and Laos by bestowing values-based education free of cost to needy children.



11 SUSTAINABLE CITIES AND COMMUNITIES



MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

- i. The Campuses are set up in naturalistic settings in green sprawling spaces, away from the hustle bustle of the cities to provide students with an environment that is cordial and in consonance with their true inner nature of beauty and peace.
- ii. The Campus buildings are constructed in a resilient way using local materials, and as representations of the local culture and architectural heritage.
- iii. The values for sustainability are imbued into the students by way of their very life at the Campuses that fosters harmonious community living which nurtures love, caring for others, sharing and equality.



THE IMPLEMENTATION



EQUITABLE EDUCATION FOR ALL

In Concurrence with UNESCO and SDGs

1. Education is gifted **completely free of cost** to all the children from **Grade 6 to Research Studies**.
2. Underprivileged rural children are prioritised in the admission process. 75% of the admissions are reserved for rural children.
3. There is no discrimination based on caste, gender, geography, language and religion.
4. 'Education for Girls' promoted with paramount care.
5. Enabling the participation of the alumni of the institution through a 'pay it forward' model that puts them on the stage of responsibility and as key contributors to the education of their own brethren.

DROPOUTS, DROP-IN AND STAY ON

1. **Removing 'affordability'** from the equation of access to education, makes education universal for all from Grade 6 till Research.
2. **Facilitating 'physical accessibility'** by establishing schools in the remote rural areas, cuts out the reason for dropouts because of distance.
3. **Counselling parents** about the long-term benefits of education to help them defeat the inclination of just looking at the short-term financial gains from their children.
4. **Developing indigenous creative pedagogies** to make learning, interesting and applicable.
5. **Providing a residential set-up** clears away the concerns about travelling to school every day.
6. **Offering a nurturing environment in naturalistic settings** improves the mental and emotional health of children.
7. **Providing healthy nutrition, a disciplined way of life, values education along with academics**, and over and above these – giving students a **natural spiritual experience** by way of their life at the Campuses, takes care of their holistic well-being.
8. **Providing employment to rural youths** infused with human values who will dedicate themselves to the cause of education, as they receive the opportunity to work at various campuses assisting the Campus heads.



WHY FREE EDUCATION? KNOWLEDGE IS UNRESTRICTED – LET’S GIVE IT FREE!

If one’s ability to afford – ‘Affordability’ has to determine one’s access to education, very soon the world shall see an illiterate society, inspite of its potential human resources.

TO KNOW – TO ACT

According to UNICEF, children and young adults contribute to the largest population globally. 2.6 billion children are less than 20 years and 2.3 billion are young adults from 20 to 39 years of age (UN Pew Research Centre)

However, the alarming facts about child poverty as reported by UNICEF states that:

- ◆ 1 billion children worldwide are multi-dimensionally poor – without access to education, health, housing, nutrition, sanitation or water
- ◆ 100 million additional children have been plunged into multidimensional poverty due to COVID-19
- ◆ 356 million children are living in extreme poverty, forced to survive on less than \$1.90 a day
- ◆ Children are more than twice as likely to live in poverty than adults
- ◆ Children from the poorest households die at twice the rate of their better-off peers

Thus, ‘Affordability’ has to be necessarily erased from the equation of education.

CHETHAN K GRADE 12 – PHYSICS, CHEMISTRY, MATHEMATICS AND BIOLOGY

Free Education – Freedom to Serve Without Other Concerns!

“A remote village gave me food and shelter, but not good education. Accessing quality education elsewhere was only a dream, for the financial resources to acquire it or congenial social circumstances to allow the opportunity was too difficult to gain. It is then, that we came to know about the Sri Sathya Sai Loka Seva Gurukulam Group of Institutions that imparts quality education for no cost! This was unheard of for me and my family. I stepped into the portals of this hallowed institution in the year 2018 for my Grade 9. The academics, co-curricular activities, spiritual studies, and above all dedicated teachers who stay with us and play multiple roles as that of parents, mentors, and guide—have helped me see the power of selflessness and service. My inspiration to serve several needy children like me springs from here and this is my encouragement to study hard, gain knowledge, and contribute back to the society through the various humanitarian service projects of this Institution. To work for the welfare of entire humanity, and not for my selfish gains—this is entrenched in my heart now!”



TO KNOW – TO ACT

One out of every eight students enrolled in a school or college tends to drop out midway without completing the education and over 62% of all dropouts happen at the school level, a survey by the National Statistical Office (NSO) of the Government of India revealed in 2021.

More than 40% of girls dropout of school because of marriage or engagement in domestic (household) work; while most boys leave education to involve in economic activities to support families. Financial constraint or non-affordability of education is still one of the major reasons for discontinuation of education in India. One-fourth of the boys have had to leave education for this reason, according to the survey. Similarly, about 17.7% of girls dropout from different levels of education due to financial reasons.

BHOOMIKA KAMBLI GRADE 8

A Saviour in the Form of a School for Girls!

“I hail from a small village, Chikkamagyeri in the Koppal district of Karnataka. I was fortunate to be rescued from the inescapable cycle of poverty that led to malnutrition, child labour, early marriage, domestic violence, and ‘ditto’ for several generations to come. However, my parents and their parents were helpless victims to these and so I thought we were duped into this deception as our destiny. How did we find a way out of this ensnare? The benevolence of a spiritual master, came in the form of a school that offered free values-based quality education – Sri Sathya Sai Vaniniketanam in the Gadag district of Karnataka. I used to work in the farms—my father was a tractor driver and my mother – a daily wage labourer. I was a school drop-out and even while I was attending a school, I used to be very irregular. For a girl to study is considered a luxury in our village, and to travel to the school every day after working in the farm, is a tiresome venture. Vaniniketanam solved all the challenges or rather excuses that came in the way of girls education. A safe hostel, exclusive girls school, good food, enriching spiritual environment, and on top of these – education for no fee—all the factors that shall ensure drop-outs like me, dropped in and stayed on, was ensured by the Institution. I joined the school in my Grade 6 and now my family and my entire village feels proud of a girl being educated.”



KNOWLEDGE ECONOMY VS FREE EDUCATION

Can Free Education Balance the Knowledge Economy?

Our Strategy – The Butterfly Effect

When knowledge through school and college education is given free, it increases students retention, improves enhancement of knowledge through higher education and research, nullifies student debt, increases employability, and above all creates the butterfly effect of passing on knowledge to the less privileged and helping them climb up the economic ladder.



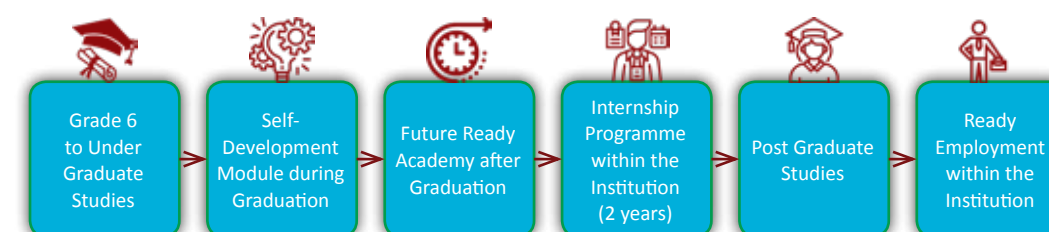
The World Bank defines knowledge economies according to four pillars:

- ◆ Institutional structures that provide incentives for entrepreneurship and the use of knowledge
- ◆ Availability of skilled labour and a good education system
- ◆ Access to information and communication technology (ICT) infrastructures
- ◆ A vibrant innovation landscape that includes academia, the private sector, and civil society



The Journey from Students to Servitors

Sri Sathya Sai Loka Seva Gurukulam Group of Institutions has constituted a robust system that starts from education, proceeds to employability, and continues as service to society. The students, upon completion of their graduation undergoes on-the-job training as an Intern, before they are absorbed, as per their volition, into the various departments of the Institution, in different capacities, to serve further the cause of creating an equitable and sustainable society for all.



Thus the Institution fulfills various aspects of the four pillars of Knowledge Economy by:

- ◆ Providing good education system
- ◆ Creating Skilled Labour
- ◆ Bestowing the best of facilities with top-notch technology and infrastructure
- ◆ Promoting research in all streams of sciences and arts to contribute to the betterment of society

TO KNOW – TO ACT

TEL Education Report 2021 on 'The Impact of Affordability' shows that:

- ◆ Cost in education prevents students from exploring new areas of interest, especially in higher education, since it is too expensive. Hence, students tend to keep low and continue with their courses whether they like it or not. This prevents students from taking up further research studies that can contribute to the knowledge base in their chosen fields of interest
- ◆ While colleges and universities in the US have attempted to offset rising tuition prices with discounting and financial aid packages, the end result is an increase in student borrowing and financial debt. At the beginning of 2021, students' debt is in excess of \$1.7 trillion, an increase of roughly 250% since 2006

LOHITH D K

INTERN, SRI SATHYA SAI VISHWANIKETANAM,
VIJAYANAGAR, KARNATAKA

Leadership Skill – The Power to Empower

“Skills and knowledge coupled with capability and character is the backbone frame of Sri Sathya Sai University for Human Excellence. Using the skills in a creative way on a practical field strengthens the confidence to wield the skills acquired, for the benefit of the society. This is what this Institution has given me through its curriculum and coaching. The most important skill which is imparted to students of the University is the art of ‘leadership’ – assuming the responsibility of a leader so that one serves with independence, keeping the good of others in mind. **Leadership is not for acquiring power but to empower others.** Even while as a student, self-reliance is inculcated into the life of students through hostel management, guest management, sports management, soft skills development, cultural activities, event management, stock management, crisis management and finance management. While working as an intern, the practical exposure that we have had as students, is further bolstered with right decision-making skills, problem solving skills, taking responsibility, self-discipline, putting others before oneself...etc. A wholesome personality with confidence and courage to do the right things at all times is the secret behind righteous success, and this is what the Institution equips us all for.”



TO KNOW – TO ACT

Ten years after the Right to Education (RTE) Act came into being, nearly 40% of adolescent girls in the age group of 15-18 years are not attending school, while 30% of girls from poorest families have never set foot in a classroom. Insufficient funding for school education is seen as a major impediment to achieve RTE.

The most pressing reason why girls have not been able to go to school in India is ‘domestic work.’ Indian women contribute only 18% to the country’s GDP – one of the lowest in the world and only 25% of India’s labour force is women.

In its 2015 report on gender inequality in India, the McKinsey Global Institute found that Indian women perform nearly 10 times the unpaid care work as men. That’s almost three times more than the global average. Housework accounts for 85% of the time women in India spend on unpaid care work, most of which is done by young girls.

SHRUTHI B
GRADE 8

From the Scary Abyss of Suffering – To the Safe Shores of School

“In a family of four children, consisting of three girls and one boy, I was the second child after my older sister. I was enrolled in a school at Hebbal in the Yadgiri district of Karnataka, which I used to attend five days in a week and the remaining two days, I used to go for domestic work, to fetch money for my family. My parents really wanted me to study well and fair well, but what could they have done for me, without the means to pay for my education! My older sister was married at the age of 15 years itself. I was next in the line for marriage, as is the practice in our village—girls of 13 years or even younger are pushed into marriages. Childhood—I knew is very precious, but I couldn’t enjoy its sweetness. Like the clouds that gather with a lot of noise and show—thunder and lightning, but finally doesn’t pour, is a disappointment—several efforts of my parents through several people who promised to help continue my education, failed. At this hopeless juncture, there was a fresh cool breeze that touched our faces gently and showed drizzles of blessing in the form of Sri Sathya Sai Vaniniketanam School. The school empowers me to live my lost childhood—I eat well, pray, play, study, and explore new things to learn every day. What this opportunity means to me, I know, is the same for several girls like me. To make several children like me pray, play and study is my resolve...!”



EDUCATION FOR GIRLS

1. Sri Sathya Sai Loka Seva Gurukulam Group of Institutions nurtures to about 780 girls from Grade 6 to Research, by providing education completely free of cost in a safe and healthy environment.
2. 40% of the admission is reserved for girls every year at the six girls campuses located in various districts of Karnataka.
3. Most of these girls are first generation literates in their family stepping into a school for the first time.
4. Equal opportunities for not only education, but also every other form of knowledge including sports and art forms are given to the girls.





Practical Perquisites of Spiritual Education

- ◆ Children are naturally inclined to subjects of spirituality. Their attention is quickly captured on spiritual topics, as it exposes them to facts that are not otherwise spoken of. This brings them alive 'literally' because it is about 'them'
- ◆ Curiosity about spirituality leads children to do self-study and they attempt to seek answers from within
- ◆ Spiritual education brings about certain poise, independence, a new outlook, optimism and self-confidence in children
- ◆ It opens their minds and hearts to see infinite possibility and potential in themselves and others, and prods them to do more and be more

Slowly, but steadily, Spiritual Education brings out the best in every child, with a strong passion to do good action, and a deeper dispassion towards the results that come therefrom.

Feeling bound by goodness, and experiencing the freedom to flow with its breeze, is the result of all Spiritual Education!



TEACHERS – THE INSPIRATION

Children are great imitators. So, let's give them something great to imitate!

Teachers are the mainsprings in the education system of Sri Sathya Sai Loka Seva Gurukulam Group of Institutions, because the system considers 'teachers' the best exemplars that the students can imitate.



The unique factors about the teachers' role in this residential system of education are briefed as follows:

- ◆ Teachers live with the students like in a close-knit family. In other words, they act multiple roles as that of parents, friends, mentors, counsellors, and teachers—all rolled into one
- ◆ Every child is attended to personally by the teachers and each is treated with care, based on the child's background, aptitude, strengths and weaknesses
- ◆ Since, most of the children come from rural backgrounds with less exposure to good hygiene practises, basic levels of academia, and basic etiquette and manners, the teachers start from the scratch for every child and handholds them with patience and empathy
- ◆ Sensitivities of every child is understood and catered to with sensitivity
- ◆ Professional teachers are allotted for arts, crafts, sports and other activities of extracurricular interests

A system that accepts the children as they are, are loved and cared for, leads to the blossoming of 'the real person' in the child, which is far from the appearances it bore due to external circumstances.



MS CHAYA MURTHY CHAIRPERSON, SECRETARY AND WARDEN, SRI SATHYA SAI SRINIKETANAM CAMPUS – GRADE 6 TO 12, JAYAPURA, CHIKKAMAGALUR

“Living For Students Made My Life Worthwhile! My love for children fructified by being in their company for 12 years as a Kannada teacher at the Sri Sathya Sai Institutions in Alike—a complete labour of love without any remuneration further increased my happiness quotient during those years. Along with my husband G M Anantha Murthy, Principal for 22 years who also served as a teacher in Alike, we moved to the Sri Sathya Sai Sharadaniketanam Campus at Mandya district of Karnataka. This was the real testing ground, for it was a new campus that just began in the year 2013 with students from the most rural background, without any prior exposure to quality education, hygiene or manners. The exercise of teaching subjects extended to moonlighting hours together for inculcating knowledge in the most simplest and interesting manner, for some of the students at their Grade 6 had to be taught from the alphabets. Short and powerful talks about human values were held every day to make ‘values’ a natural aspect of the school culture—this helped students to think, speak and act values—and not only that, it also groomed them as public speakers ready to appear for competitions. Cleanliness and hygiene related etiquettes were taught to them by way of inculcating a taste for it in them, so that they are clean because they like to be clean. Drama, skits, sports, singing...were a part of everyday activity in the school, and this brought out the inherent talent of the students. Just like how a new-born baby has to be given complete attention, until he/she is grown-up to do things themselves, the initial years of being with the tiny tots at the school, was like being not only their teacher, but also their parents, mentor and friend. To be available for them was a truly rewarding experience”



GROOMING YOUNG TEACHERS HIGH IN CHALLENGE, LOW IN STRESS

Sri Sathya Sai Loka Seva Gurukulam Group of Institutions produce teachers from their graduating students to perpetuate the art of teaching to the next generation, and also to bring back those who have been nurtured spiritually to serve other children, just like how they were served.

- ◆ Graduating students are given the necessary training as ‘Interns’ in various Campuses before they complete their Post-Graduation. After Post Graduation, they join back their alma-mater equipped with the necessary knowledge and skills, and above all the heart to love children
- ◆ Children relate with these young teachers the most due to their familiarity with them and the reduction in generation gap
- ◆ The interns turned teachers understand the life, challenges, likes and dislikes of the children living in the residential set-up and hence cater to their needs diligently
- ◆ The Institution provides the needed autonomy for these young teachers to learn, develop their skills, take up responsibilities, implement new ideas for improving the life of students, and live with students as one among them
- ◆ Motivation for these young growing teachers is constantly given by the elders in the Institution
- ◆ Job security and professional growth is taken care of at every step

TO KNOW – TO ACT

UNESCO’s Annual State of the Education Report 2021 states India faces a deficit of over 1 million teachers. Around 1.1 lakh schools in India are single-teacher entities. A total of 11.16 lakh teaching positions in schools lie vacant in the country. 69% of teaching positions are vacant in rural areas.

According to the Right to Education Act, the norm for pupil-teacher ratio (PTR) is 30:1 for Grade 1 to Grade 5 (Primary) and 35:1 for Grade 6 to Grade 8 (middle school/ upper primary). The act also specifies full time subject teachers for Grades 6 and 8 and part-time teachers for art, physical and work education.

PRAVEEN KUMAR T C, INTERN SRI SATHYA SAI SATHYANIKETANAM, HASSAN, KARNATAKA

The Taste of Being a Teacher

“In the ‘Nation Building’ movement of Sadguru Sri Madhusudan Sai, through children, for children, and by children of this country, I am fortunate to have a small yet a significant role to play, and that is of that of a ‘teacher.’ I am currently serving at the Sri Sathya Sai Sathyaniketanam campus at the Hassan district of Karnataka as an intern, to be trained into a teacher. I am inspired by the idea of what difference a teacher can bring in the lives of children. If there is one profession that is positive, giving, and loving—probably that is the ‘teaching profession.’ Without holding back anything for oneself, a teacher shares his/her all – knowledge, skills, experience, and values with the children—this is why perhaps, it is called the noblest profession. The schools that are run by our Institution are for the rural poor children—to empower these children is real nation building—isn’t it?—for can a nation ever prosper when the majority of its children are living in tatters and only a minority are living in princeliness? The gap can be bridged only by embracing children who have been left out, by empowering them with values-based education. Serving the noblest ideal of preserving and promoting the nobility in children by being their teacher is to me, the most worthwhile thing to do.”



ENRICHING LIVES WITHIN AND WITHOUT

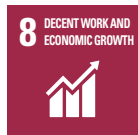
Developing Refined Tastes to Life, Art, Culture, and Service



Environment

The Campuses of Sri Sathya Sai Loka Seva Gurukulam Group of Institutions invites nature into its lap by having placed themselves amidst nature’s beautiful bounty, to remind every student and staff about their innate nature of peace and truth; to unclutter their mind, unwind all the undesirable impressions of their intellect, and become empty and pure to receive the good noble thoughts and learnings imparted. Renewable energy is used to preserve and protect the environment.

Nourishing the body with wholesome nutrition and healing the mind with positive affirmations brings forth the hidden potential of every student and staff, and naturally leads to better performance in whatever they do.



Economy

While completely removing the aspect of financial burden on education, the Institution offers several opportunities for employment at the Institution for parents, local vendors and communities. The completely free of cost education that is imparted to students is an investment that shall reap its fruit in manifold ways in the future to spur economic growth.



Exposure

The Institution gives global exposure to students in terms of the culture, art forms, architecture, societal needs, and economy of different countries; while at the same time helps students to learn the indigenous culture, art forms; and develops an appreciation in the minds of students for the Indian values and spirituality. World Youth Meets that call for speakers from different countries and allows participation of youth from more than 20 countries; World Music Festival; Global Education Conferences...etc. are conducted to enhance their understanding about the different aspects that make a global society; incites them to learn more based on their aptitude and interest; and ultimately encourages them to determine what they would love to do for the larger benefit of the society.

To engage in meaningful community service in the institution, students are encouraged to embrace villages around the Campuses. Also called ‘grama seva’, students are sensitised to meaningfully associate themselves towards rural upliftment.



The Institution has no discrimination whatsoever on the basis of religions, faiths, economy, nationality, ethnicity or gender. Celebration of all festivals like Christmas, Dussehra, Shramadan... etc. are celebrated and each individual's religious beliefs are honoured. Study of different religions and faiths are part of the curriculum of the students, and thus they develop the broad-mindedness to appreciate all religions and more importantly, understand the inner meaning and significance behind the teachings and rituals that may be observed in different religions.



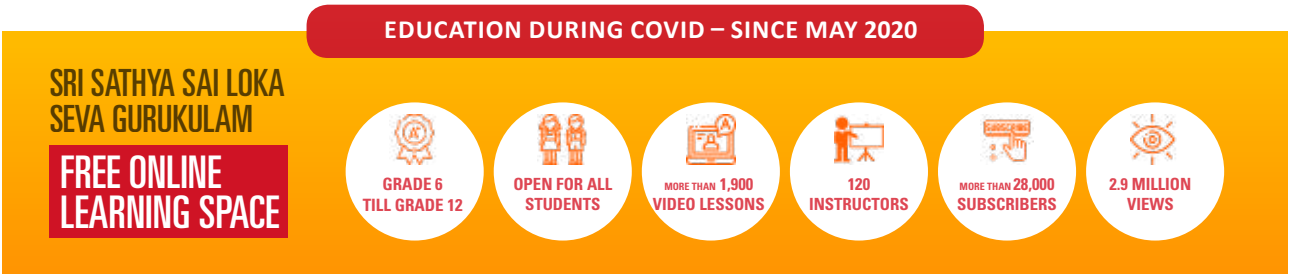
The institution has an exclusive brass band consisting of more than 30 types of instruments in a 100-piece orchestra, and students are being trained to play instruments like flute, oboe, clarinet, saxophone, bassoon, trumpet, french horn, trombone, bass guitar, piano, drums, harp...etc. Many of these students from the rural background are very new to handling western instruments, and yet their inclination to music was identified—and with great interest and perseverance, the students have picked up the skill to bring out melodies from the instruments over the last six years, to the extent that they render symphony performances on the stage.



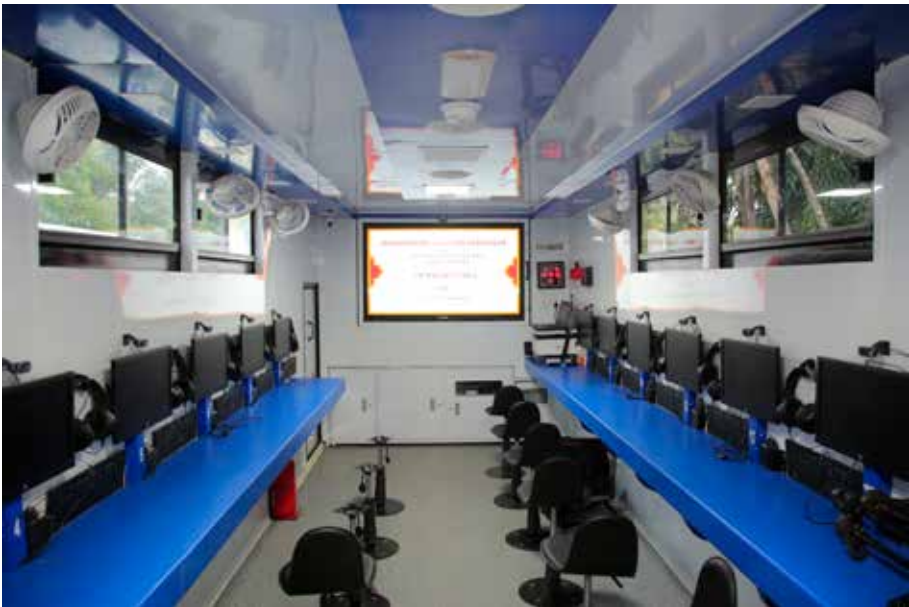
THE PANDEMIC PLEDGE

Sri Sathya Sai Loka Seva Gurukulam Group of Institutions worked consistently to improve access to education for all students; especially for those girls and boys from families who cannot afford any paid mode of online education.

Sri Sathya Sai Loka Seva Gurukulam Online Learning Space was initiated to offer free quality online video lessons from Grade 6 till 12 for all children; with no exclusivity to students from the Campuses under the ambit of the Sri Sathya Sai Loka Seva Gurukulam Group of Institutions; but open to all students from around the world.



Statistics as of July 2022





Sri Madhusudan Sai Institute of Medical Sciences and Research

World's First Free Medical College



When medical education becomes a commodity that is sold and bought, often students are conditioned to commercialise their knowledge and skills during their medical practice, resulting in urbanisation and commercialisation of healthcare and a medical brain drain.



73% of India's Rural Population accesses only 25% of the country's Healthcare Infrastructure



Doctor to Patient Ratio in rural India is 1:11082, as compared to 1:1511 pan India, and 1:1000 as per WHO norms



55 million pushed into poverty annually due to healthcare costs



Only 10% of medical aspirants qualifying NEET get admission, due to shortage of Medical Colleges

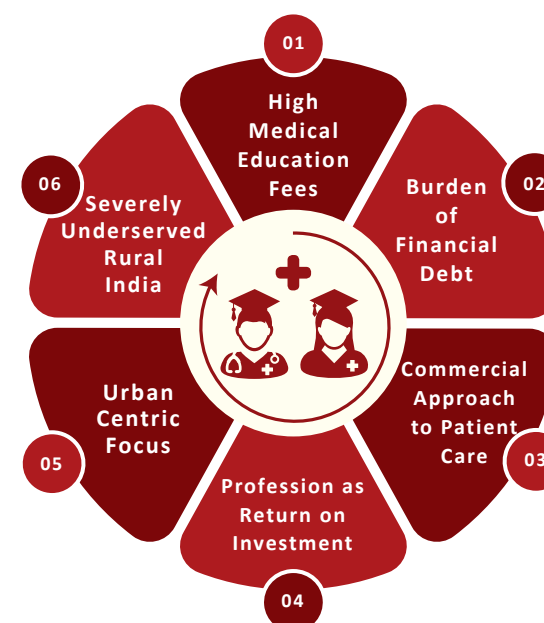


76% shortage in availability of specialists in rural India

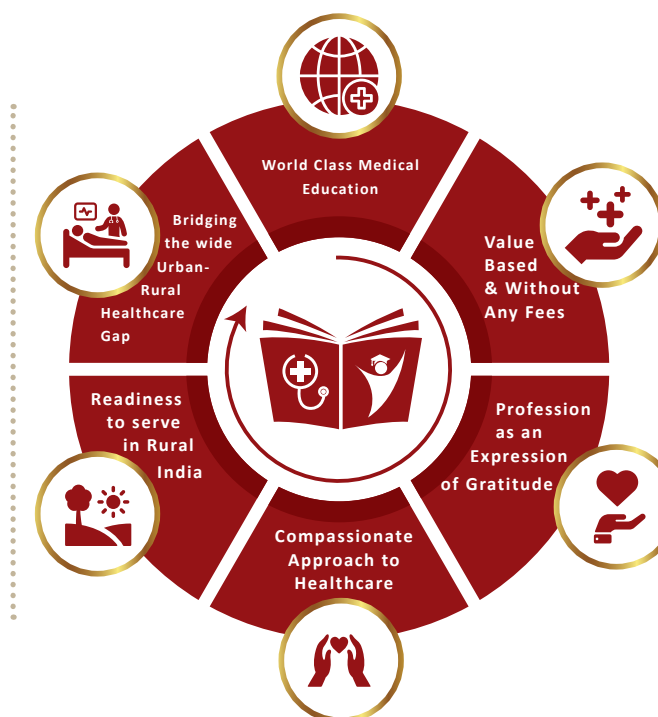


High cost of undergraduate medical education (5 yrs) in private Institutions ranges from INR 1 to 5 Crores

The Effect of Commercialising Medical Education



The Magic of Gifting Medical Education



The Sri Sathya Sai University for Human Excellence under the aegis of the Prashanthi Balamandira Trust, India is geared to establish the World's First Totally Free Medical College, in Sathya Sai Grama, Muddenahalli, Karnataka, India. The upcoming Medical College shall provide values-based medical education completely free of cost, inspiring youth to serve society and contribute towards universal health, with love and compassion as the guiding tenets.

Guided by the norms of the National Medical Commission (NMC), the apex steering body for medical education in India, the Medical College shall comprise – one academic block and two teaching hospitals. The Medical College is proposed to commence in the academic year of 2023 with an intake of **100 medical students**.

Specialised courses for nurses and paramedics, will also be offered completely free of any cost at the University.



HEALTHCARE



SaiSure



SRI SATHYA SAI SARLA
MEMORIAL HOSPITAL

सर्वे सन्तु निरामयाः



HEALING WITH COMPASSIONATE CARE ASKS NOT, BUT GIVES WITHOUT ABANDON

Sri Sathya Sai Sanjeevani Centres for Child Heart Care – the world’s largest chain of paediatric cardiac hospitals without billing counters, heal little hearts, under the dictum – from the heart (compassion), for the heart (medication), and of the heart (humanisation).

UN SDGs Aligned



PATRONS SPEAK

Mr Narendra Modi – Honourable Prime Minister of India

(Excerpt from the speech during the event of the inauguration of Sanjeevani Hospital at Palwal, Haryana in November 2016)

“Sri Sathya Sai Sanjeevani Hospital in Palwal is not just for Haryana but will become a blessing to children from various parts of North India. This will emerge as a Centre for new faith, energy and transformation. Many will walk the path of Love and Service as shown by Baba.”

(Excerpt from the speech during the event of the inauguration of Sanjeevani Hospital at Suva, Fiji in April 2022)

“I feel extremely happy to join you all on this august occasion of the inauguration of the Sri Sathya Sai Sanjeevani Children’s Heart Hospital in Suva, Fiji. I hail and admire the Government of Fiji, the Sai Prema Foundation Fiji and the Sri Sathya Sai Sanjeevani Chain of Child Heart Care Hospitals in India. This Hospital will take India-Fiji relations to a new height.”



Mr Josaia Voreqe Bainimarama – Honourable Prime Minister of Fiji

(Excerpt from the speech during the event of the inauguration of Sanjeevani Hospital at Suva, Fiji in April 2022)

“This hospital is performing life-saving procedures—the likes of which were never possible in Fiji and the entire South Pacific. Every child is a gift, a miracle in their own right, and a beacon of hope for their family and the country. Each child’s life deserves to be honoured and protected at all costs. As humans, we are all bound by an inner call to help and ease in some way, the burdens of our fellow brothers and sisters. Today we can see the awe-inspiring result of what becomes possible when we respond to that sacred call.

This Hospital was born from the compassion and commitment of the Sai Global Federation of Foundations, which delivers humanitarian services the world over. Over the last three years, the Sai Prema Foundation has saved 25 million dollars —single largest undertaking by an NGO in Fiji’s history.”



Mr Sunil Gavaskar – Former International Indian Cricketer

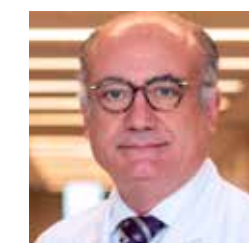
“When I visited the Sri Sathya Sai Sanjeevani Hospitals, I saw hope in the eyes of the parents. It should be our collective decision to open more such Institutions across the country.”



Professor Afksendiyos Kalangos – Paediatric Cardiac Surgeon, Turkey

(At the event of the 20th Annual Conference of the Pediatric Cardiac Society of India (PCSI) that was hosted by Sri Sathya Sai Sanjeevani Hospitals at Nava Raipur, Chhattisgarh, India)

“As a humanitarian cardiac surgeon who has been involved in the humanitarian field since 1998, I was deeply touched by the free care for the poor that Sanjeevani hospitals are providing and I must congratulate them on that, and wish them a long life of service.”



Dr Marco Pozzi – Chief Paediatric Cardiac Surgeon, University of Ancona, Italy

(At the event of the 20th Annual Conference of the Pediatric Cardiac Society of India (PCSI) that was hosted by Sri Sathya Sai Sanjeevani Hospitals at Nava Raipur, Chhattisgarh, India)

“I’ve seen many hospitals in India and all over the world. The ICU and operation theatre in this hospital are so impressive and I’m delighted by the work done here. I hope to be able to contribute as well. I am looking forward to working on some joint projects in the future.”



THE NEED – THE ACTION

HEALTH – A UNIVERSAL RIGHT

The French Philosopher Voltaire said, “*The art of medicine consists of amusing the patient while nature cures the disease.*” Health is the natural state of every human being, in which the highly sophisticated and intelligent system of his body works in agreement and harmony with its embodied parts. One can simply say that ‘Health’ is a state of being in which one is as natural as he is meant to be, without any distortion, of whatever kind. However, the collective forces of mankind’s mismanagement of the resources at his disposal, leads to several absurdities that takes grotesque forms, affecting societies at large. Thus, an individual loses the control over his own health and subsequently, it becomes the society’s responsibility to help each other out of the problem. At this defining moment, comes the need for specialists — the Doctors who know the skills of correcting the malconformation and bringing back the balance. For performing this Divine Art, they are verily regarded as God in the Indian tradition – *vaidyo narayano harihi*. Thus, Healthcare — the system that cares for our health, has become the most booming profession of the day.



Whilst the healthcare system has thrived the past several centuries, during the course, it has somewhere gone off course, by forgetting the underlying philosophy that ‘Health’ is a gift given to us by ‘Nature’ and hence it deserves restoration, as the very right of every individual and not as a favour, for isn’t it true that health cannot be created by us, but can only be preserved or restored at the most?

Thus, with the sole intention to restore health as the right of every individual, **Sri Sathya Sai Health and Education Trust** works on a futuristic goal keeping ‘children’ as the focus. **Sri Sathya Sai Sanjeevani Centres for Child Heart Care** have been functioning for the last 10 years to protect the health of the heart of children.

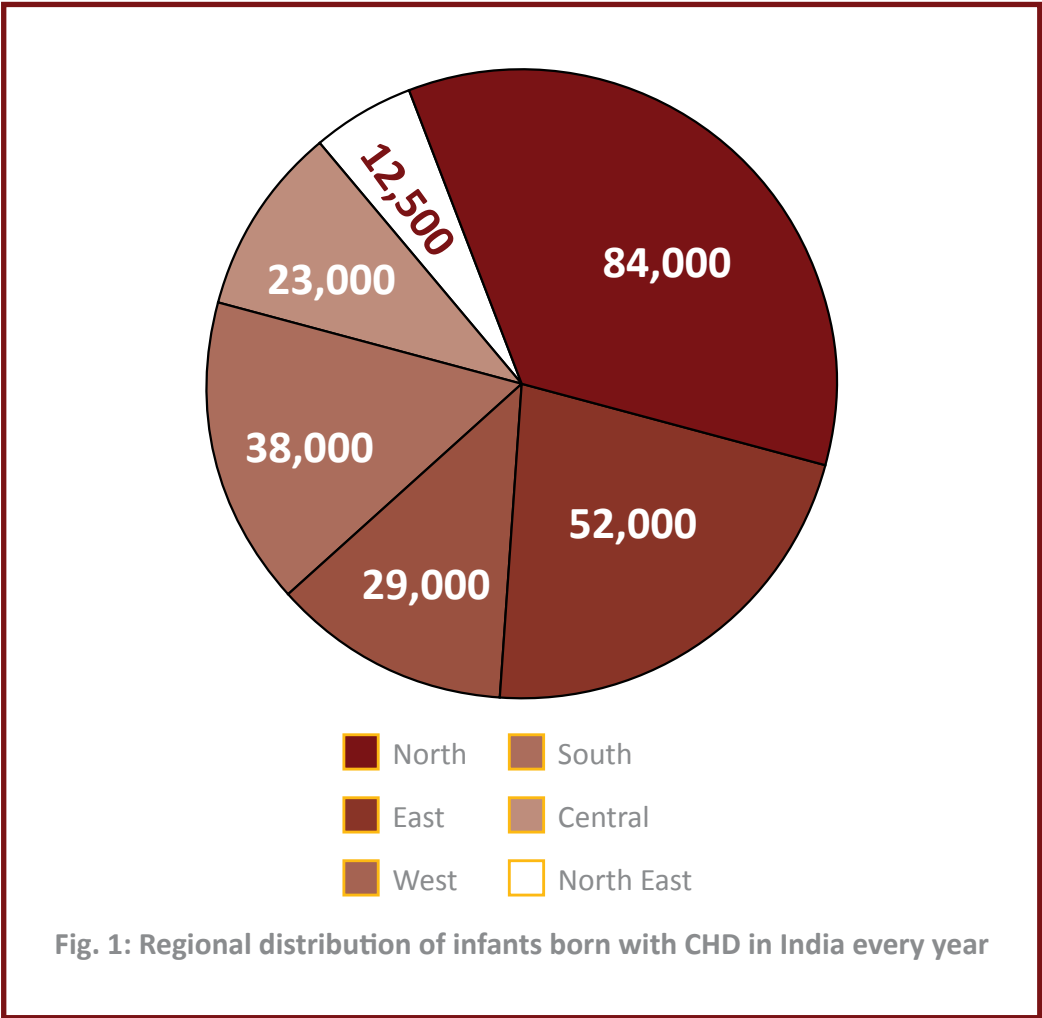
The **Sustainability Development Goal 3 – Good Health and Well-Being** talks about ensuring healthy lives and promoting well-being for all at all ages. In this direction, the Sri Sathya Sai Sanjeevani Centres for Child Heart Care has taken resolute steps for maternal and child health, which will be covered in this report.



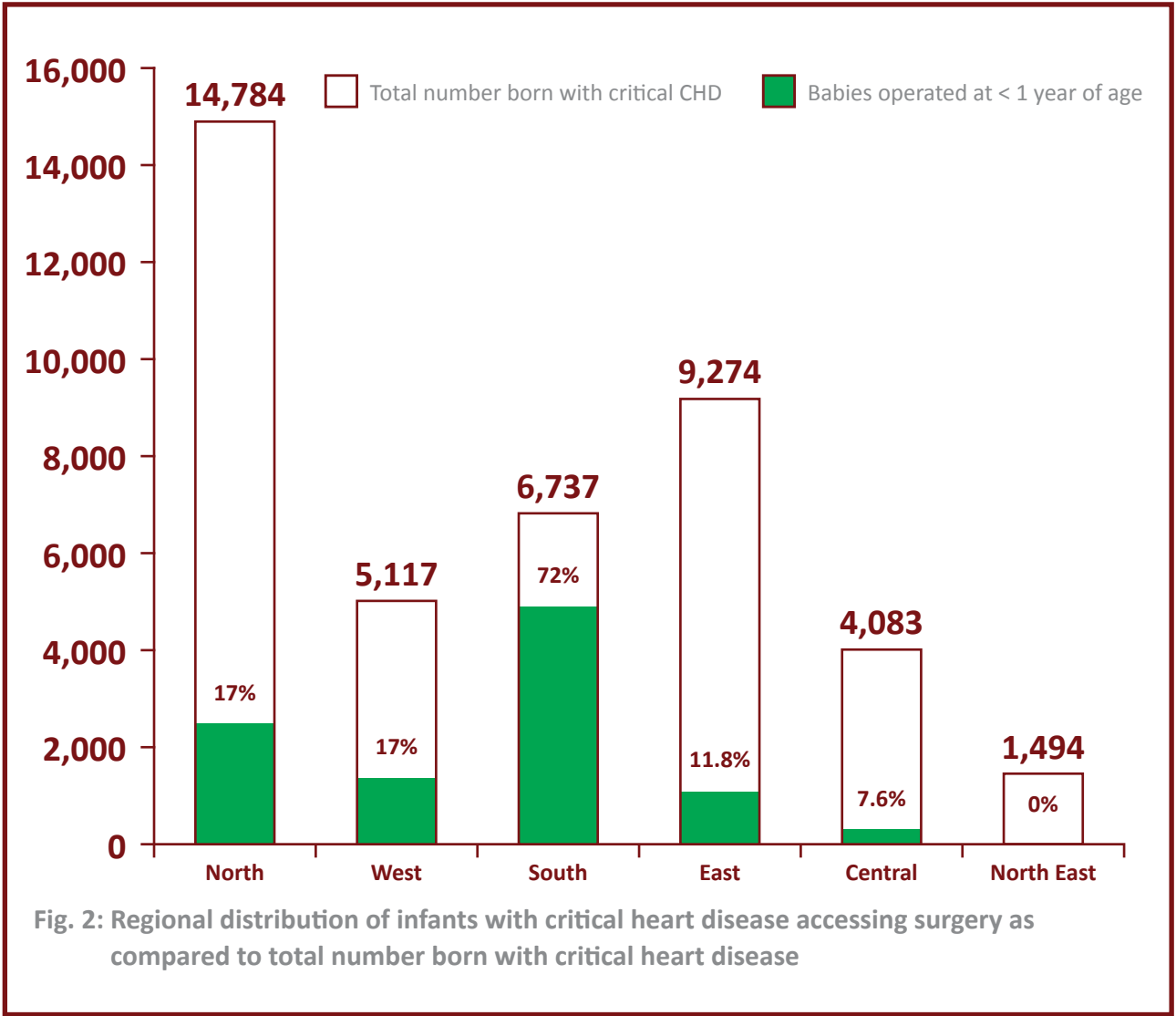
Children and Their Heart – Congenital Heart Defects

- ◆ Considering a birth prevalence of congenital heart disease as 9/1000, the estimated number of children born with congenital heart disease in India is more than 240,000 per year. Of these, about 25% are likely to have serious defects, requiring an intervention in the first year of life
- ◆ **Regional Variations**
Currently advanced cardiac care is available to only a minority of children with CHDs. A number of cardiac centers have been developed over the last 10 years. However, most are in the private sector, and are not geographically well-distributed

There are marked regional variations in the population and birth rates in various parts of India. The total number of births are much higher in Northern and Eastern parts of India (Delhi, Jammu and Kashmir, Punjab, Haryana, Himachal Pradesh, Rajasthan, Uttar Pradesh, Uttarakhand, Bihar, Jharkhand, Orissa and West Bengal) as compared to rest of the four regions (Southern, Western, Central and North-East). Consequently, the total number of babies born with CHDs are likely to be much more in regions with high birth rates (Fig. 1).



Based on the information provided by 47 centers in India, there is a clear paradox as many centers are located in regions with lower burden of CHD. When considering the critical CHD (requiring intervention in the first year of life), the Southern and Western States of India have fared much better than other regions (Fig. 2). On the contrary, States such as Uttar Pradesh, Bihar, Jharkhand and Madhya Pradesh, which presumably have much higher CHD burden as compared to the rest of States, have fared much worse. The data suggest that children born with serious CHD in Southern India have a 70% chance of receiving good cardiac care even if we consider that some of the children operated in these centres are from other parts of India. In contrast, babies born in Eastern and Central parts of India have a much lower chance of receiving an intervention.



- ◆ **Lack of Awareness and Delay in Diagnosis:** A substantial proportion of births in India occur at home, and the infant is likely to die before the critical, ductus-dependent CHD is diagnosed. Fortunately, the rate of hospital deliveries have significantly increased due to several incentivised schemes by the Government of India. Ductus-dependent CHD may still escape detection as babies are often discharged earlier. Pre-discharge screening of newborns by pulse oximetry, which may pick up these CHDs, is often not practiced, especially in rural and semi-urban centres. Frontline health workers and primary caregivers are not sensitised to the problem of CHD and a number of them believe that a child with CHD is doomed and will never be able to lead a fruitful life, even if intervened. Delay in referral, results in poor outcomes as complications and co-morbidities (such as under-nutrition) may have already set in
 - ◆ **Maldistribution of Resources:** The resources for treatment of CHD are not only inadequate but also seriously maldistributed. As mentioned earlier, the geographical distribution of these centres is very uneven. Poverty, which is the greatest barrier to successful treatment of CHD is more common in States with little or no cardiac care facilities. Transport of newborns and infants with CHD is another neglected issue in India. There is practically no organised system for safe transport of newborns and infants with CHD. The risks of developing hypothermia and hypoglycaemia during long, unsupervised transport further adds to the already serious condition of the infants with CHD. Limited resources and inefficient governance further compromise a fair distribution
 - ◆ **Financial Constraints:** Medical insurance is practically non-existent in India, for newborns. In most instances, families are expected to pay for the treatment out of their pocket, which they can barely afford. In a study from Kerala, surgery for CHD resulted in significant financial burden for majority of families. Approximately half of the families borrowed money during the follow-up period after surgery. Many families lose their wages as they are away from work during the time they need to care for their children. Though several State Government level programmes, microfinance schemes, charitable and philanthropic organisations exist for the benefit of economically weaker sections of the society, awareness amongst community about such programmes is very low. The number of public hospitals which provide care at a low cost are very few. Most cardiac centres, especially those set up more recently, are in the private sector and may not be affordable for the majority. Public hospitals are faced with a very large number of patients and have waiting lists ranging from months to years. Children undergoing surgery are often in advanced stages of disease with associated malnutrition. The results of intervention in such settings are expected to be less than ideal
- According to data collected from 47 centres in India, about 35% of cardiac surgeries are funded by families themselves. Government schemes, mostly at State level, cover about 40% of all surgeries for CHD patients. Many hospitals partner with charitable non-government organisations and multinational companies to assist economically weaker families. About 20% of cardiac surgeries are funded by such organisations. Other less common (<5%) funding sources include parents' employer and donations. Some of the charitable cardiac centres are providing completely free treatments; however, such centres generally have long waiting lists
- ◆ **Health Seeking Behaviour of the Community:** Often the parents seek medical care only when child develops significant symptoms. This may not be only due to financial constraints. Local religious and socio-cultural practices in India affect the level of care received by children with CHD. Illiteracy may be partly contributing to such behaviour. Gender bias, as prevalent in some societies, may put girls at a disadvantage compared to boys. In a study from a referral tertiary care centre, girls were less likely to undergo cardiac surgery for CHD than boys
 - ◆ **Lack of Follow-Up Care:** Most children with CHD, including those who have undergone an intervention, require long-term care for a good outcome. Unfortunately, a large number of children in India, especially those from middle or lower socioeconomic strata, are lost to follow-up. The onus of follow-up is totally on the family of the affected child as our health system is not proactive despite having a network of primary health care units
 - ◆ **Other Factors:** Investment on healthcare is one of the lowest in India when compared to several other countries, including many Low and Middle Income Countries (LMIC). There is no national policy for CHD. Rapid population growth, competing priorities, inefficient and inadequately equipped infrastructure, and a deficit of trained staff at all levels of healthcare are some of the other major roadblocks to cardiac care of children with CHD. There are very few specialised paediatric cardiology training programmes, and those there are, are often imparted through combined adult and paediatric programmes

Source: <https://pubmed.ncbi.nlm.nih.gov/>, <https://www.indianpediatrics.net/dec2018>

The Heart of Children is at the Heart of Sanjeevani

Sri Sathya Sai Sanjeevani Centres for Child Heart Care addresses this national issue of congenital heart diseases to ensure quality healthcare is made available to the underprivileged. In answer to the painful calling of a mother with her dying baby, Sri Sathya Sai Health & Education Trust established the Sri Sathya Sai Sanjeevani Centres for Child Heart Care, which are India's largest dedicated single specialty hospitals providing world class quality paediatric cardiac services for children from across the country. The Centres are located in Nava Raipur – Chhattisgarh, Palwal – Haryana and Navi Mumbai – Maharashtra.



Sri Sathya Sai Sanjeevani Centre for Child Heart Care, Nava Raipur
Atal Nagar, Chhattisgarh

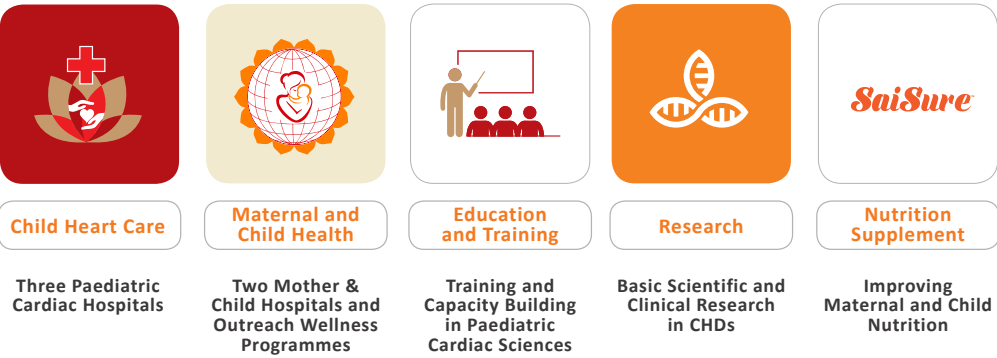


Sri Sathya Sai Sanjeevani International Centre for Child Heart Care &
Research, Baghola, Palwal, Haryana



Sri Sathya Sai Sanjeevani Centre for Child Heart Care & Training in
Pediatric Cardiac Skills, Kharghar, Navi Mumbai, Maharashtra

The Centers entail and offer diagnostic, interventional cardiology services and surgical treatment of congenital heart diseases. The Sri Sathya Sai Sanjeevani Ecosystem aims to address the burden of congenital heart diseases through a comprehensive five-pronged approach by focussing on Early Diagnosis, Cure, Nutrition, Training, and Research.



Over the last 10 years, through their diverse and holistic approach, the Sri Sathya Sai Sanjeevani Centres have contributed significantly to resolving social issues to contribute to a more inclusive, harmonious, and prosperous world. The key drivers – **Excellence, Compassion, Collaboration, and Societal Impact**, have steered the focus towards actively contributing for the national vision of ‘Healthy Motherhood, Healthy Childhood.’

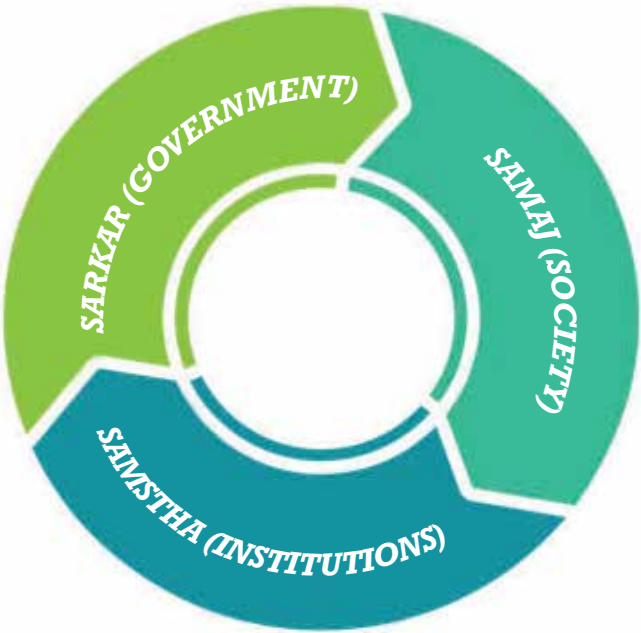
Beating the Pandemic – Unpredictable to Unprecedented:

Since March 2020, the COVID-19 pandemic impacted the entire world. In 2020, the first lockdown and the changing national guidelines resulted in the Sanjeevani Hospitals stalling outpatient and surgical work for two months, while they continued with online patient counselling and training programmes. Every passing day that went without surgeries on children, increased the anxiety about resuming it sooner, so that no child loses the time to be rescued. Thus the Sanjeevani Centres commenced surgeries as soon as the national guidelines were clear. The process began with meticulous planning and the development of guidelines to ensure staff and patient safety. At a time when elective surgeries were reduced in hospitals, the Sai Sanjeevani Centres geared up to do more, to do the undone, and to serve the unserved.



OUR STAKEHOLDER MATRIX











A healthcare model that has been operating since the last 10 years to provide free of cost paediatric cardiac defect corrections, cannot sustain without co-operation between its three main limbs – *saṁsthā*, *sarkār*, *saṁāj* (Institution, Government, and Society). All partners play an equal role in this movement of bestowing good health to the children of tomorrow.



	Who are They?	Our Engagement
SAMSTHA (INSTITUTIONS)	Medical Teams Medical professionals who drive the paediatric cardiac care work at the Sri Sathya Sai Sanjeevani Institutions.	Sanjeevani doctors serve with the zeal to contribute back to the society with a sense of duty and love. Excellence in work and commitment to the patients’ well-being are the only focus. The Sanjeevani Centres offer state-of-the-art infrastructure for the teams to carry out their tasks and apply their skills in a way that shall bring out the most efficient approaches of medical care. Opportunities in the areas of academics, training and research— nurture an environment of innovation, and enables significant contribution to the field of medical sciences.
	Employees Management, Administration, Nursing, Paramedical and Support Departments at the Centres.	A safe and friendly ecosystem, where all the employees are aligned to the same goal of compassionate healthcare, takes care that every activity is done in the best interest of the patients. The work culture is defined by how collective good can be brought about and thus is not driven by one’s personal interests. The values of equality and excellence are considered paramount.

	Who are They?	Our Engagement
SAMAJ (SOCIETY)	Patients All children with congenital heart diseases accessing care at the Centres. Expecting mothers accessing antenatal care (ANC) and nutritional care through the outreach programmes.	Patient care and their experience drive all the activities at the institution. The parents of the children are also extended with all the essential care and services. There are dedicated Patient Care Teams to assist patients during their difficult times through various services such as – information management, counselling, post-op care counselling, personal grooming, travel assistance etc.
	Vendors Local, National and International Vendors for the capital and operational requirements of the institution, including equipment, medical consumables, stationery, laboratory and blood services, etc.	Vendor Management is critical to efficient functioning. Dedicated Supply Chain Teams drive procurement and related activities to effectively align business operations to business strategies, including researching and sourcing vendors, obtaining quotes, negotiating contracts, managing vendor relationships, evaluating vendor performance and paying vendors.
	Societal Partners Social Organisations with extensive experience and similar vision, partner to further the national goal of ‘Right to Healthy Motherhood and Healthy Childhood.’	Creating a high impact model that can touch more lives through collaborative partnerships at the institutional or individual levels are encouraged. Relationship Managers are exclusive roles assigned to build, sustain and grow such relationships. The areas of research, nurses training, rural development...etc. are also explored through such partnerships.
	CSR teams of Corporates undertaking healthcare as an area of Social Impact Focus.	Senior members of the Trust drive CSR relationships for donor funding, donor retention, donor relationship management, grant proposals and grant implementation. Impact Management, Accountability and Transparency drive our approach towards CSR Partners.
SARKAR (GOVERNMENT)	Local, State, and National Governments that define the health policies and drive sustainable initiatives towards universal health coverage.	Keeping strong relationships with the Government, with a clear agenda of contributing to the Government’s national goals on healthcare, brings about mutual trust and well-disposed connections. From active contributions at the field level to informing policy making, these relationships forge partnerships and enable successful universal health coverage in the country.
	Health Programmes at the National and State levels are aimed at providing affordable quality care to all. These include Ayushman Bharat, Rashtriya Bal Swasthya Karyakram, Janani Suraksha Yojana, Chirayu Chhattisgarh, MJPJAY etc. It also includes training accreditation bodies such as the National Board of Examinations, Maharashtra University of Health Sciences etc.	Working with National and State level programmes, both operationally and financially, to increase the quantum of free care that is being offered to the economically backward families and to increase the rural coverage of the services.

OUR COMMITMENTS

1.	Tackling Poverty		Hurling out economy from the equation of quality healthcare, redeems the society out of the vicious cycle of poverty and lack of access to healthcare. High quality healthcare is made accessible to the poorest sections of the society absolutely free of cost.
2.	Ensuring Good Health and Wellbeing		Ensuring the well-being of mothers and children by constant monitoring of their health during antenatal and postnatal stages, and by giving the right kind of nutrition, health guidance and counselling.
3.	Imparting Health Education		Upgrading health education and healthcare skills is considered cardinal, and hence on-the-job fellowship programmes in numerous disciplines of paediatric cardiac care and nursing programmes are conducted.
4.	Providing Opportunities	 	Empowering all with equal opportunities without discrimination, with regards to employment, training and healthcare.
5.	Preserving Nature	 	Minimising the environmental impact by increasing regulation around energy usage and generation.
6.	Promoting Decent Work		Upholding the values of dignity of labour, mutual co-operation and respect, freedom with discipline, flexibility with accountability, helps create an ethos of harmony and trust, thereby keeping the morale and motivation of staff high.
7.	Giving Back	 	Making conscious efforts towards building sustainable campuses where the use of resources is balanced with natural living and protection of the environment.

THE IMPLEMENTATION



END POVERTY IN ALL ITS FORMS EVERYWHERE

BREAKING THE 'HEALTHCARE – POVERTY' VICIOUS CYCLE

Health is Central to Poverty Reduction

Why It Matters?

Poverty and poor health are inextricably linked. Being able to breast-feed, attend school, work to grow food, earn a living or feed a family depends on a baseline level of good health. Yet, when more than a billion people live on less than \$1 per day and 2 billion on less than \$2 a day, many have little scope to save against future costs of poor health or even to pay for health services today. Extreme poverty interacts with health in many ways and undermines a whole range of human capabilities, possibilities and opportunities. Poor child health and hunger leads to poor school performance and later the inability to find good work. Poverty leads to increased dangers to health, due to unsafe unhygienic living and work environment, lack of access to clean drinking water and basic sanitation. The poor have less knowledge about the ways to keep good health and access timely healthcare; for example – poor women access antenatal services less frequently and suffer poorer birthing outcomes than women with financial resources. These effects extend beyond birth – children born to women with five years or more of primary school education, have a 40% higher survival rate than those born to women with no education. (Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1405857/>)

Congenital Heart Diseases are the most common cause for infant mortality, accounting for around 3-10% of infant deaths. While there is an acute need for paediatric cardiac services, care remains grossly inadequate and if available, beyond reach. It is estimated that open heart CHD surgeries cost around the US \$ 4000 - 6000¹ (INR 2.5 Lakhs to INR 4.5 Lakhs and could increase depending on the complexity and extended IU stays) across most private hospitals in India. Many families tend to sell assets or take loans to take care of their little ones—thus, either pushing them into worse financial debts or leaving them hopeless about the future of their children.

What We Do?

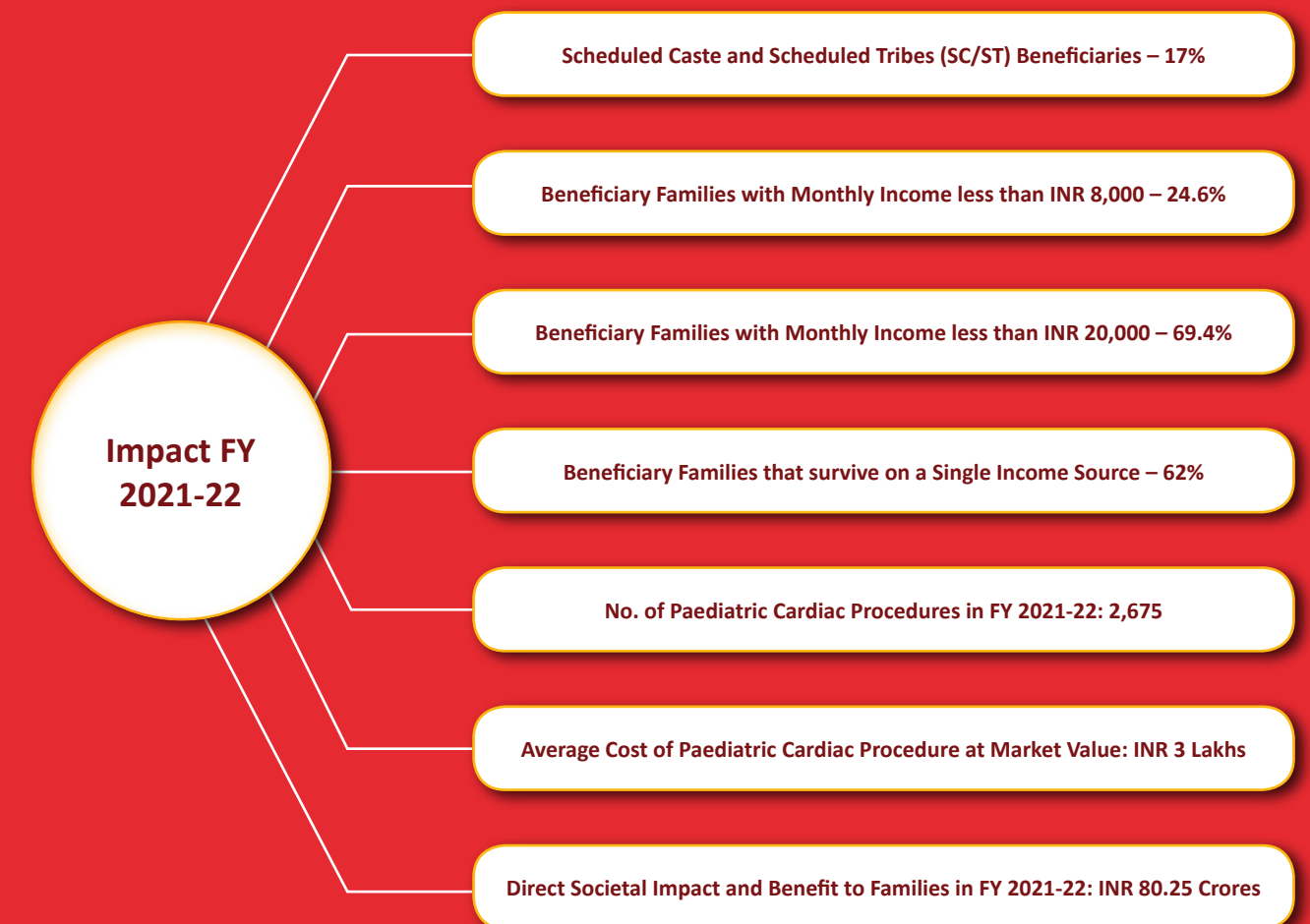
◆ Highly Advanced Healthcare Model for the Less Advanced

The Sri Sathya Sai Sanjeevani Centres for Child Heart Care have established a new model in bringing high-quality tertiary care Totally Free-of-Cost to the poor, thus making paediatric cardiac care accessible to the poor and the socio-economically backward families of the country. The model is based on the value of treating 'Healthcare as a Right and not a Privilege' and includes the entire spectrum of pre-operative diagnostic and consultation services, paediatric cardiac surgical and interventional services, intensive and post-operative care, and support services including laboratory, radiology, physiotherapy, diet and medicines. The cost also includes one-year follow-up for all surgical patients, and food and accommodation for patient attendants for the entire hospital stay

¹ Kumar R.K. and S. Shrivastava. "Pediatric Heart Care in India". BMJ Heart 2008; 94: 984-990



During the COVID Pandemic, the Sri Sathya Sai Sanjeevani Centres for Child Heart Care conducted **2,675 Child Heart Procedures, Totally Free-of-Cost**, thus giving back life to thousands of families.





ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

DOING THE UNDONE – CHAMPIONING QUALITY CHILD HEART CARE

A Holistic Healthcare Approach – Complete Physical, Mental and Social Well-Being

Why It Matters?

Well-being has been defined as the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential; having a sense of purpose and experiencing positive relationships. It is a sustainable condition that allows the individual or population to develop and thrive.

A Child and its family—are together nurtured with medical care and nutrition for their physical health; with compassion and hope for their emotional and mental health; with opportunities to be a contributor to the service that served them, thereby giving them a sense of purpose and enhancing their social well-being.



For children, the right to health is vital because they are more at risk to illness and health complications. When children are spared from diseases, they can grow into healthy adults, and thus, contribute to the development of dynamic and productive societies.

What We Do?

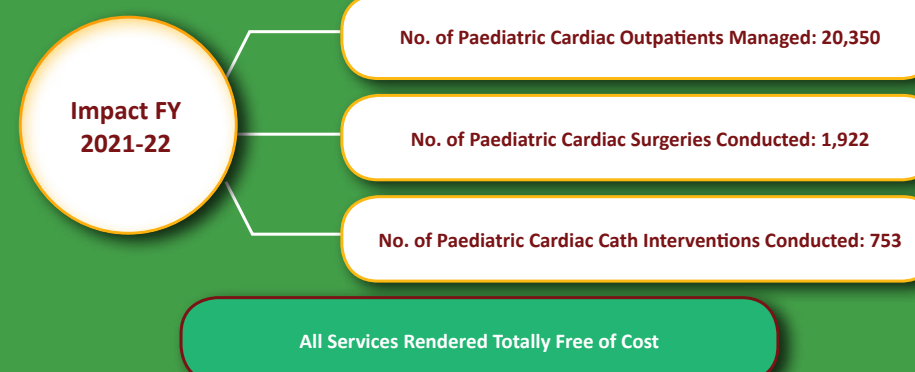
◆ Addressing Global Child Health

Sri Sathya Sai Sanjeevani Centres offer diagnostic, interventional cardiology services and surgical treatment of congenital heart diseases, handling the entire repertoire of paediatric cardiac interventional and surgical procedures, including new-born and infant heart surgeries.

Over 70% of the children undergoing timely paediatric cardiac procedures lead a normal life with an average life span

To date, the Centres have, since commencement in 2012, managed over **155,000 paediatric cardiac outpatients** and performed over **18,500 open heart surgeries and non-invasive catheter interventions** for children from all States of India. The Centres have also performed surgeries for children from over **14 developing countries**

The year 2021-22 witnessed the global COVID challenge, during which time, the Sai Sanjeevani Centres continued to offer surgical and interventional care to children with CHDs. The Sanjeevani Health Warriors overcame innumerable personal and workplace challenges, to bring a smile to thousands of families



◆ Embracing Mothers for the Sake of their Children



The antenatal care programme at Sai Sanjeevani Centres offer comprehensive services to expecting and lactating women towards the vision of 'Healthy and Safe Motherhood for Healthy Childhood.' During the pandemic, the clinics strengthened the Government's maternal health programmes by providing essential antenatal services such as gynaecology consultation, ultrasonography, micronutrient supplementation, lab tests and counselling, Totally Free of Cost to expecting women



◆ Patient Experience

The Sanjeevani Centres are nurtured as temples of healing rather than mere healthcare delivery centres. Here, healthcare is bestowed with compassion, without a trace of commercialisation, true to the integrity of this divine art, thus bringing 'healing' into the concept of healthcare—not only physically but also metaphysically at the mental and emotional levels of every patient. None of the hospitals have any cash counters and thus the family is free from the economic burden of healthcare. This enables a shift in their energy—from stressing about the costs, to focussing on improving the health of their child. To make their stay easy and stress-free, 'Patient Experience Teams' have been formed this year at every Centre to handhold every outpatient and inpatient family through their time at Sanjeevani, with regards to information management, medical / diet counselling, admissions, post-operative care, discharge, and follow-up



◆ Sanjeevani Calling – Hearts Connected for Life

During the COVID times, when people were looking for help, support and counselling, Sanjeevani took the extra steps that were least anticipated by the beneficiary families, by calling them over video calls and enquiring about their well-being. Families that were touched by Sanjeevani since their commencement in 2012, received these surprise calls of compassionate care, and expressed much gratitude



Impact FY
2021-22

No. of Beneficiary Families contacted during
COVID Lockdown: 6,250



ENSURE INCLUSIVE AND EQUITABLE QUALITY
EDUCATION AND PROMOTE LIFELONG LEARNING
OPPORTUNITIES FOR ALL

GROWING INTO CENTRES FOR LEARNING EXCELLENCE

Strengthen the Skills of Paediatric Cardiology to Safe-Guard Posterity

Why It Matters?

The US had 2,966 paediatric cardiologists in 2019, with a ratio of one paediatric cardiologist per 29,196 population. In contrast, India has only 300 paediatric cardiologists for a population of 1.39 billion with a ratio of one per 4,500,000 population. The comparison is even more dismal for paediatric cardiac surgeons, though accurate numbers are not available. There are very few personnel qualified as paediatric cardiac intensivists, and there is no system to train them.



The number of centres offering paediatric cardiology fellowship programmes has increased over the years; yet the total number of fellows trained (Doctorate in Medicine and Diplomate of National Board) is around 35 per year only. Unlike the Western World, where most fellows (59%) pursue advanced fellowships after their paediatric cardiology fellowship, such opportunities are seldom available in India. There is a need to invest in training specialised nurses to provide critical care for children with CHD, a neglected field. (Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8457276/>)

Knowing fully well that there is an immense need for trained healthcare professionals for paediatric cardiology, Sri Sathya Sai Sanjeevani Centres for Child Heart Care have expanded their scope to developing in-house quality training programmes for paediatric cardiologists, intensivists, anaesthesiologists, nurses, and perfusion technologists.

What We Do?

Sri Sathya Sai Sanjeevani Centres for Child Heart Care aim to build the national and global capacity of trained paediatric cardiac professionals through Centres for Learning Excellence. The objective is to conduct academic, training, and skill development programmes for doctors, nurses, and allied healthcare providers to develop skills and experience to address the national and global issue of congenital heart disease and become able instruments in the service of the society.



The training programmes offered are effective and market-driven. The specialties offered are of a niche nature and not offered by many institutes across India. The Sri Sathya Sai Sanjeevani Centres for Child Heart Care prepare doctors and nurses with opportunities to build their technical skills and also provide after-training opportunities.

◆ Medical Fellowship Programmes

On-the-job fellowship programmes are offered in the disciplines of Paediatric Cardiology, Paediatric Cardiac Anaesthesia and Intensive Care, Paediatric Cardiac Surgery, and Public Health. The programmes are a balance of clinical, academic, and research work – both Institutional courses and courses accredited by the Maharashtra University for Health Sciences



Impact FY
2021-22

Eight Medical Fellows Commenced their Fellowship

◆ Nursing Training Programmes for Tribal and Rural Girls

Sri Sathya Sai Sanjeevani Centres provide skill-building and placement opportunities for rural and tribal girls. Sai Sanjeevani organises opportunities for the nurses to be trained within its own Centres through customised training programmes, handholding and mentoring sessions, preparation for interviews and exposure visits to employer locations



Impact FY
2021-22

10 Internships and 5 placements of tribal girls
from Maharashtra



ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS



REDUCE INCOME INEQUALITY WITHIN AND AMONG COUNTRIES

ENSUING EQUITABLE HEALTHCARE OPPORTUNITIES

Equality Empowers

Why It Matters?

Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.

What We Do?

Sai Sanjeevani envisions providing increased and equal accessibility to all with regards to employment, training and care opportunities. All services rendered at Sai Sanjeevani are provided Totally free-of-Cost irrespective of gender, geography, caste or nationality.

Five healthcare centres in the countries of Fiji (Suva), Sri Lanka (Batticaloa), USA (Clarksdale); and two facilities in Nigeria (Ebe and Imo) offer completely free-of-cost services to all, with specialised services for children and their mothers, in the spirit of a 'Compassionate Healthcare Model' which embraces all.



Sri Sathya Sai Sanjeevani Medical
Centre, Suva, Fiji



Sri Sathya Sai Karunalayam Medical
Centre, Batticaloa, Sri Lanka



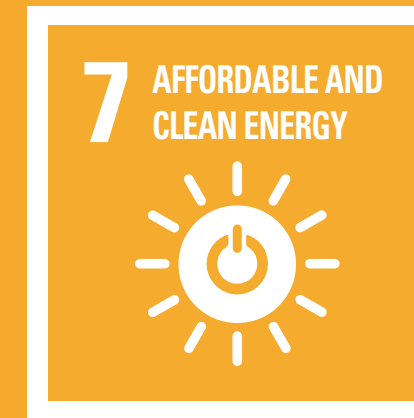
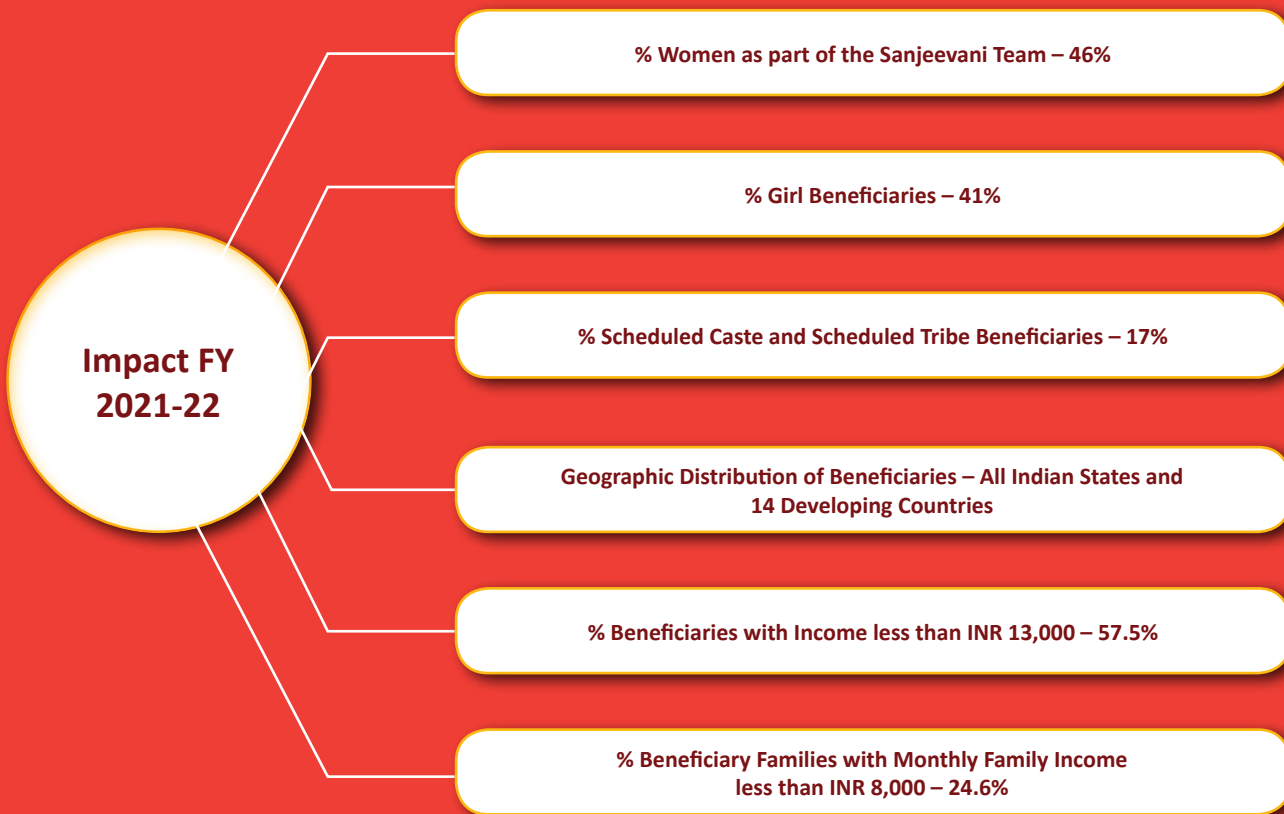
Sathya Sai Sanjeevani Medical
Centre, Clarksdale, Mississippi, USA



Aruke Speciality Hospital, Enugu,
Nigeria



Aruke Speciality Hospital, Imo,
Nigeria



ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL



TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

TAPPING INTO NATURE’S BOUNTY

Turn to Nature to be Self-Sustained At All Times

Why It Matters?

There is an ever-increasing demand for energy in all areas of our lives. Hospitals are no exceptions, with new technologies being pressed into service for monitoring, diagnostics, and treatment of critical ailments. With increasing concerns over the emission of greenhouse gases resulting in global warming and associated environmental impact; with increased regulation around generation and usage of fossil-based fuels and the costs associated with those, it has become imperative to tap into cleaner and more sustainable energy sources.

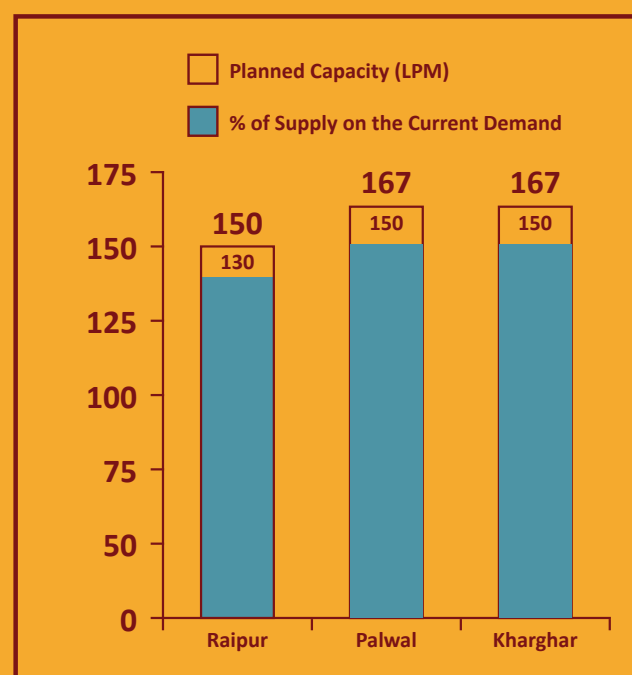
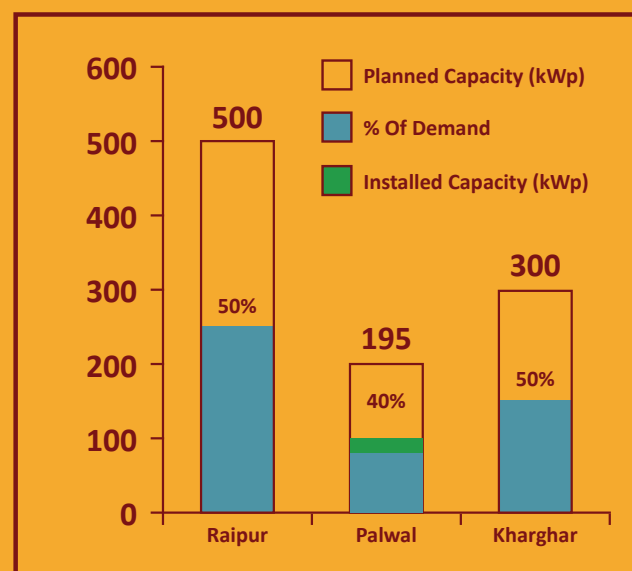


What We Do?

In a country like India, especially in areas where the Sanjeevani Hospitals are located, it is definitely a wiser option to tap into Solar Energy. Efforts are on to install solar power generation plants in all three hospitals.



COVID-19 in India brought to light the glaring gap between the demand and supply of oxygen. Responding to the need of the hour and following Government guidelines, Sai Sanjeevani Hospitals have embarked on the project to set up Oxygen Generation Plants. This readiness is to meet the demand for reliable oxygen supply for the Operating Rooms and Intensive Care Units without depending on external agencies. This will also eliminate the need to transport more than 490,000 liters of oxygen over long distances on a daily basis, thus reducing greenhouse emissions.



8 DECENT WORK AND ECONOMIC GROWTH



PROMOTE SUSTAINED, INCLUSIVE, AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT, AND DECENT WORK FOR ALL

THE SAI SANJEEVANI - FAMILY

Child, Community and Crew – An All-Inclusive Growth

Why It Matters?

In India, more than 90% of employment is in the unorganised sector, where the wages are minimal, working conditions are poor, and where an ecosystem of support for the employed and their families is missing; leading to stress, attrition, and constant migration of families to different geographies in search of better livelihood.

What We Do?

◆ Empowering Local Ecosystems

At Sai Sanjeevani, we believe in empowering the locals by hiring and training them, building institutions driven by values, and creating an eco-system of safety and growth. 80% of the people employed in the Sai Sanjeevani Hospitals are locals. Tremendous training and learning opportunities are provided to all of them to gain critical skills that will be helpful in saving children's lives. Preferably, all hospital supplies are sourced locally thus generating indirect employment and stimulating economic activity

◆ Providing Progressive and Inclusive Workplaces

Sanjeevani Hospitals are not commercial—there are no billing counters—all services are provided Totally Free-of-Cost for All. However, the remuneration of Sanjeevani staff is in parity with the market trend, thus taking care of their economic progress. The Campuses are all-inclusive and provide residential, social, and spiritual spaces for residents



◆ Living for a Purpose

The satisfaction levels of the Sanjeevani staff are high, since the concept of 'seva' is introduced in place of 'a job'. Every staff is committed to the core value of 'Love All Serve All', and thus every day brings immense happiness and pride, for having done the best for the most deserving people in the right manner, with love

◆ Social Return on Investment

There is an inherent significant economic impact in society when a child's life is saved. Social Return on Investment is a principled indicator that is used to understand and quantify the social, environmental and economic value that an initiative has brought about. Calculated after taking into account influential social factors, it measures the benefits accrued to the family and the community, including reduction in medical expenditure, improvement in earnings and savings, reduced loans, contribution to the local economy, etc

Based on an external evaluation conducted, The Social Return on Investment (SROI) ratio for the services provided by Sri Sathya Sai Sanjeevani Centres for Child Heart Care is 16.2, meaning that 'every rupee invested on a child' in the existing model generates a 'social value worth 16.2 times more', thus reiterating that the efforts to improve child health is not an expense but an INVESTMENT!



MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT, AND SUSTAINABLE



PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND BIODIVERSITY LOSS

MAKING EARTH LIVABLE FOR FUTURE GENERATIONS

Why It Matters?

With increasing population, increasing ambition and increased power to buy and consume, there has been tremendous strain on all natural and man-made resources. Non-availability of agricultural land, shrinking lakes, reduced groundwater levels, increased air pollutants, migration of rural masses to the urban areas etc., have necessitated the need to re-look how existing and available resources are being used.

What We Do?

At Sai Sanjeevani hospitals, conscious efforts are being made to build sustainable campuses.

◆ Afforestation

Pockets of land in the campuses are earmarked for afforestation. The ecological engineering method known as 'Miyawaki' has been used for the rapid development of high-density native trees. In Sai Sanjeevani's Raipur campus 10% (3 acres) of land has been used for this purpose



◆ Dairy Farms

Indigenous cow breed which are considered supreme for the quality of milk they produce are bred in the hospital's dairy farm. A2 type milk and related milk products like ghee and paneer produced from these farms are used in food preparation for the children admitted to the hospital for surgeries

Cow dung and urine are extensively used to rejuvenate the soil on campus by turning them into manure. The same is also distributed to the farmers in the vicinity to improve the soil in their farmlands



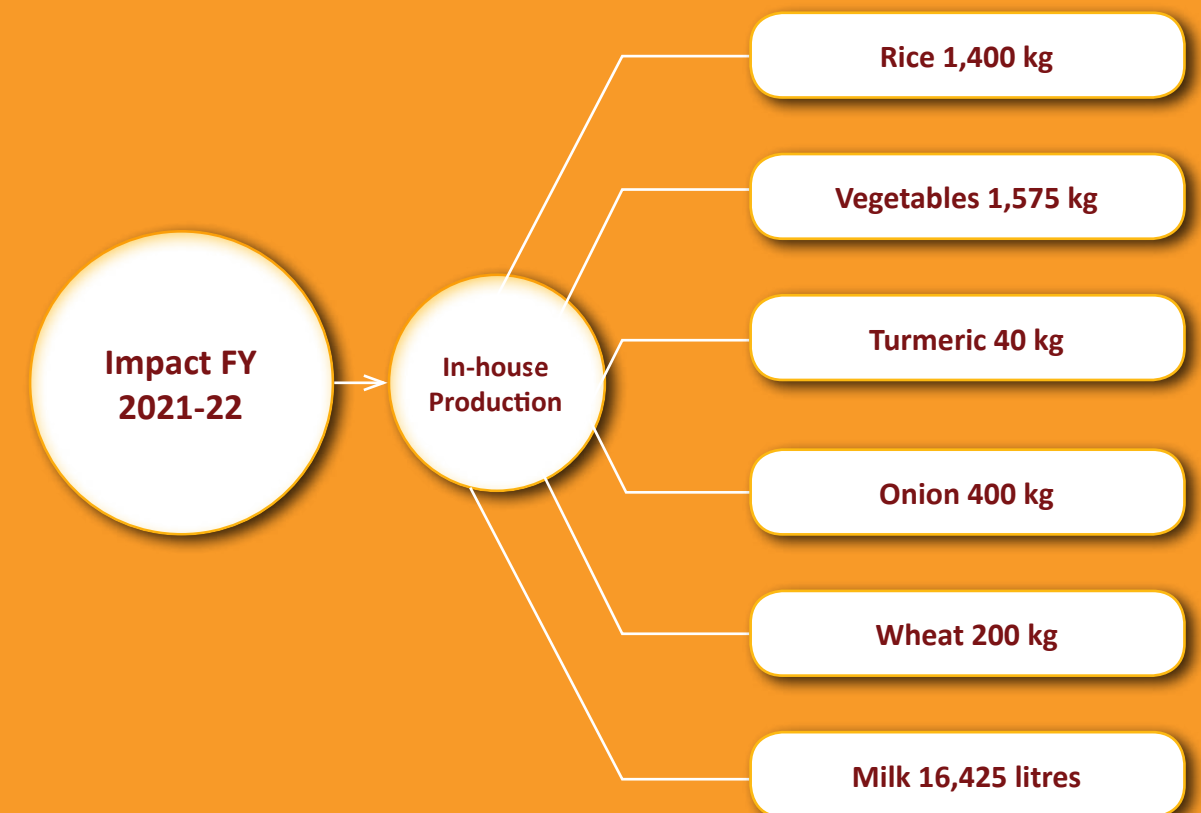
◆ Agriculture

Pockets of land on the campus are used to grow vegetables, rice, fruits, etc. and the produce is consumed by residents on campus and the patients



◆ Living Campuses

Housing for critical staff is provided in the campus itself, to reduce unnecessary travel to and fro and thus reduce the pollution associated with it. Eco-friendly campuses with large gardens, green spaces, and walkways are available to promote a healthy lifestyle and a pleasant ecosystem for the patients and residents



IMPACT STORY

And God Lives in the Drain Too!

Every two seconds a child is born somewhere in India. Many newborns that are ushered in everyday are blessed to embark and experience this marvel, we call 'Life'. While each child is a story waiting to be written, some reveal a twist in the tale, right from the very beginning.

A drain normally carries waste. Cries of a baby from a drainage canal is the least expected. A Good Samaritan stopped by and was shocked at what she saw – a just born little baby with its unsevered umbilical cord and piteous wails! The Samaritan picked up the baby to find that it was a girl and rushed to the district hospital. The baby was stabilised in the hospital and the doctors revealed that the baby had a congenital heart defect which needed surgery. All that the Samaritan could do at that time was to take the baby girl home and name her as 'Hope.'

While the baby grew in the loving embrace of its new found mother, signs of its malfunctioning heart became evident. It was in early December 2015 that she found her way to Sri Sathya Sai Sanjeevani Centre for Child Heart Care at Nava Raipur Atal Nagar, Chhattisgarh. In under a week of admission, 'Hope' was cured and transformed into a bright and healthy little girl.

The Child Heart Centre receives and cares for thousands of children with heart diseases, but this abandoned girl from a drain is everything a miracle can be. Every child is a gift to both the family and the world we live in. Sometimes we need to breathe life into the child to keep it alive and tell its story.

Our dear Hope is bringing a new Hope to all of us by proclaiming that God makes a way for us to 'Live' and not just Exist—no matter where we are born or picked up from.



“Nutrition, education and healthcare are fundamental rights of every child and collective responsibility of the entire society.”

– Sadguru Sri Madhusudan Sai

NUTRITION



www.annapoorna.org.in

EDUCATION



www.srisathyasailokasevagurukulam.org
www.pbmt.org
www.sssset.org
www.ssslst.org

HEALTHCARE



www.srisathyasaisanjeevani.org
www.ssssmh.org