



Sri Sathya Sai Institute of Higher Learning
(Deemed to be University)

THE FOUNDER CHANCELLOR'S VISION

“My Sankalpa (plan of action) is to provide the youth with an education which, while cultivating their intelligence, will also purify their impulses and emotions and equip them with the physical and mental disciplines needed for drawing upon the springs of calmness and joy that lie in their own hearts. Their higher natures will have to be fostered and encouraged to blossom, by means of study, prayer and sadhana, exposure to the sages, saints and spiritual heroes and heroines of their land. The teaching of the university curricula is only the means employed for the end, namely, spiritual uplift, self-discovery and social service through love and detachment.

The main purpose is

- To help students to cultivate self-knowledge and self-confidence, so that each one can learn self-sacrifice and earn self-realisation.
- To impart true, ideal education, and mould thousands of students as ideal citizens for the service of the country and
- To equip them for the role of future leaders of India, as persons of integrity and character, as embodiments of Truth, Justice (righteousness), Peace and Love.
- To be an ideal educational institution for others. It must be distinct from the rest and attain a unique status.
- To blossom as true representatives of Bharateeya Samskriti spreading tolerance, charity and brotherhood throughout the World.

The sankalpa of Sathya Sai is to offer, for serving humanity, heroes of action and heroes of self-sacrifice. I have established the Sathya Sai Educational Institutions only with a view to inculcate love and teach good qualities to the students. They learn here humility, discipline and faith. Education should confer humility.

Our hope is that by their lives they will be shining examples of spiritual awareness, and its beneficial consequences for the individual and society.” - Bhagawan Baba

ATTESTED

REGISTRAR

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Anantapur Dt. A P. - 515 134.



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CODE OF CONDUCT FOR TEACHERS

(Based on the Founder Chancellor's advice)

GENERAL GUIDELINES

"My entire property consists of My students," says Bhagawan Baba. Imbibing the same spirit, teachers must consider the students as their Prema putras (Children born out of Love.)

The teacher dedicates himself to a great sadhana, when he/she enters upon this profession. They have to be what they advise the pupils to be. The teachers must strive to be a role model for the students. Teachers must be examples of sincerity, simplicity and mutual cooperation and love. Respect from students must be commanded by personal example rather than demanded.

Teaching is a sacred duty. Teachers must dedicate their learning and wisdom to the great task of uplifting pupils to higher levels of knowledge and action. They must shape them into useful, patriotic and worthy citizens, reflecting the culture and traditions of the country.

Teachers should not confine themselves only to their classrooms. They should identify the special caliber of students, unfold their talents and skills and recognize their latent potentialities. Apart from the classroom, they must interact with the students in their other activities (including service activities) in the campus and hostel to encourage and enthuse them.

Some programmes in the Institute are designed to instill faith and spiritual discipline. Teachers too must evince interest in prayers and other items of special importance.

In this Institute the medium (of instruction) is discipline. Teachers must not give too much freedom to the students. They should do what is good for students (Shreyas) rather than what is liked by them (Preyas). But it should be coupled with love and care.

A teacher should bring to the notice of the students their mistakes. The teacher will ruin the life of students if s/he ignores their faults and continues speaking only good about them. Teachers should never tolerate students guilty of alakshyam (negligence), avinayam (disobedience), ahamkaram (ego), asuya (jealousy) and asabhyata (lack of social etiquette).

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The teacher should not cultivate divisive traits. Along with acquisition of secular knowledge, they should turn inward and acquire spiritual knowledge. Only then they can achieve unity and harmony.

Teachers should avoid politics while in service.

When other colleges deem their existence fulfilled when the curriculum is taught, this college considers the development of self-reliance, self-confidence, self-sacrifice and self-knowledge as the basic curriculum. Those who draft the syllabi and curricula for the Institute must be imbued with reverence for our national culture, which is really pure international culture

Sri Sathya Sai education imparts practical knowledge while modern education teaches only bookish knowledge. But do not ignore bookish knowledge also, because the former grants us spiritual happiness and the latter, worldly happiness. Modern education gives us the means of livelihood whereas Sri Sathya Sai education leads us to the ultimate goal of life. The two constitute the two sides of the same coin.

Avoid bad habits that are injurious to health. Welcome good thoughts, good feelings and good habits.

The members of teaching staff must move among themselves as brothers and sisters. Students become aware of differences and rivalries between their teachers. Of course, differences are inevitable and may even be useful. But they should not pollute mutual relations, hinder the progress of the institution and affect adversely the processes of teaching and learning.

Be punctual and regular for classes, prayers and other designated activities in the department, campus and Institute.

Teachers should not discriminate students and other members of the Institute based on caste, gender, language, region, religion or nationality.

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Professional Duties:

Teaching

Teachers have to be life-long students, engaged not in mere study, but immersed in practice too. 'I shall be the ideal student my students can emulate.' This must be the motto inspiring the teacher.

Teachers should prepare well for their lessons in class. Competence in the subject in terms of breadth and depth of knowledge inspires student respect and will go a long way in nourishing value education in students. Teachers should also be concerned with how well the students have grasped the lessons and which subject has to be taught in which way for achieving that goal.

There is need for an inter-disciplinary approach so that the connection between one subject and another is properly understood.

The teacher must come down to the level of the student while imparting lessons. It means accepting the level of students. Slow learners and advanced learners will require differential handling.

Along with subjects taught, teachers should teach moral conduct and spiritual knowledge which must be embedded in each lesson.

While teaching, cover only the subject and don't waste time in class. Don't talk about extraneous topics. Don't discuss in class about individual doubts. Clarify these later individually.

Teachers must keep themselves abreast with the fundamentals and latest developments of their discipline and revise curricula accordingly at least once in three years.

Teachers must not teach only answers to questions which are likely to appear in the examination. Subjects in the curriculum must be taught fully and well.

Allocate specific time in your time-table for reviewing Ph.D. student's progress, so that they complete in time.

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Assessments:

Teach a lot to students, give them your best. When it comes to examination, be balanced and follow a simple approach which does not horrify students in examination hall.

Adopt the middle path and avoid extremes. Be strict, but do not be cruel. Be liberal but do not indulge the students in assessments.

In preparing question papers for examinations, teachers should observe certain rules. The questions should relate to what has been taught to the students. Very often questions do not bear any relation to what the students have been taught or to the prescribed syllabi. This results in misbehavior by the students. The examiner should also know the answers for the questions s/he prepares.

Teachers should not lower standards in question paper setting.

In evaluation be rigid in marks. Do not give grace marks. Show your grace only in teaching, but not in giving marks. Teachers should be impartial in evaluation and be also perceived so by students.

Give timely feedback to students on their performance in their internal assessments, at least within 15 days of the examination. Do not postpone examinations dates and adhere to the pre- announced schedule. If assigned any confidential work for end- semester examinations, strive to maintain the time schedule for assessments to facilitate timely declaration of results.

Research:

Cultivate discrimination in the promotion of research. Unless the results of research are applied in practice, it will be an expensive futility.

Research should not be for boosting one's name and fame; it is for promoting public well-being.

Be concerned with the harmful effects of research pursuits undertaken by you.

Be judicious in the use of funds irrespective of source of funding.

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