

## **HUMAN VALUES & PROFESSIONAL ETHICS CODE OF CONDUCT**

### **CONCEPT NOTE:**

Values are beliefs that have an inherent worth in usefulness or importance to the holder," or "principles, standards, or qualities reflected worthwhile or desirable." Values institute an important characteristic of self-concept and serve as supervisory principles for person. In literature, it is documented that values are so indissolubly woven into human language, thought and behaviour patterns that they have fascinated philosophers for millennia. Human Values are things that have an intrinsic worth in usefulness or importance to the possessor, or principles, standards, or qualities considered worthwhile or desirable. Human Values constitute an important aspect of self-concept and serve as guiding principles for an individual. Human values are the virtues that guide us to take into account the human element when one interacts with other human beings. They are the many positive dispositions that create bonds of humanity between people and thus have value for all of us as human beings. They are our strong positive feelings for the human essence of the other. It's both what we expect others to do to us and what we aim to give to other human beings. These human values have the effect of bonding, comforting, reassuring and procuring serenity.

Human values are the foundation for any viable life within society; they build space for a drive, a movement towards one another, which leads to peace. Human values thus coined are universal, they are shared by all human beings, whatever their religion, their nationality, their culture, their personal history. By nature, they induce consideration for others.

### **RESPECT**

Respect is a feeling of deep esteem for someone or something elicited by their abilities, qualities, or achievements. Respect is one of the most important human value for establishing relations of peace and yet it remains elusive: its understanding varies according to age (child, teen, adult), to one's education and surrounding culture. It is better understood when combined with other values. A disposition that is deeper than civility, very close to consideration, and approaching appreciation. Indeed, to respect someone, one must be able to appreciate some of his/her human qualities, even if one does not appreciate his/her opinions or past behaviour. A 'value system' is an enduring organization of beliefs concerning preferable modes of conduct along a continuum of



importance. Thus the importance of different values co-varies with the importance of others in the value system.

## **HONESTY**

Honesty is also vital human values. Presently, adopting an honest approach can often feel intimidating and impossible, but people fail to realize is that it is not the act of simply telling the truth that makes someone honest rather the quality of person who is being honest. An honest person is often straight, upright, sincere and fair and being an honest person brings more reward to the soul than the damage a lie could do.

## **LOVE**

The presence of love in human life, the love they have for their families, friends, our faith and for themselves is important source of energy to lead smooth life.

## **CIVIC VIRTUES**

Civic virtues are the moral duties and rights, as a citizen of the country or an integral part of the society and environment. An individual may exhibit civic virtues by voting, volunteering, and organizing welfare groups and meetings.

The duties are to pay taxes to the local government and state, in time.

- To keep the surroundings clean and green.
- Not to pollute the water, land, and air by following hygiene and proper
- Garbage disposal. For example, not to burn wood, tyres, plastic materials, spit in the open, even not to smoke in the open, and not to cause nuisance to the public, are some of the civic (duties) virtues. To follow the road safety rules.
- On the other hand, the rights are to vote the local or state government.
- To contest in the elections to the local or state government.
- To seek a public welfare facility such as a school, hospital or a community
- Hall or transport or communication facility, for the residents. To establish a green and safe environment, pollution free, corruption free,



- To follow ethical principles. People are said to have the right to breathe in fresh air, by not allowing smoking in public. People have inalienable right to accept or reject a project in their area.
- One has the right to seek legal remedy, in this respect, through public interest petition. Civic virtues as indispensable for a self-governing administration.

### **ROLE OF UGC:**

In 1985, the UGC prepared a blueprint for promotion of Human Rights teaching and research at all levels of education. This blueprint contained proposals for restructuring of existing syllabi, and introduction of new courses and/ or foundation courses in Human Rights. This was for students of all faculties at the under-graduate, graduate and post-graduate levels for both professional and non-professional education. The UGC has been promoting and supporting Human Rights and Duties Education in universities and colleges since the IX Plan and the UGC would continue to strengthen this programme in the X Plan, also. The National Policy on Education has laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society education should factor universal and eternal values oriented towards the unity and integration of our people.

In the present times of unprecedented changes dislocating traditional values and creating conflict between traditional and new values there is a universal concern in respect of erosion of values, promoting values and culture which fit in with the needs of the modern times. This concern is universal but is more acute for our country which has led its own distinct culture, worked view and a living value tradition. The process of developing in to a modern nation, with new social, political and economic institutions, and with emphasis on science and technology, has thrown up many new value – challenges in all areas of our national life. It is important that we examine these challenges and prepare our youth to face and resolve them.

### **ROLE OF HUMAN VALUES IN EDUCATIONAL INSTITUTIONS**

In institutions, Students are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in institution. They play a major role in inculcating their ethical behaviour. Peers at Institution diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the Students in an informal way. They play a major role



in developing ethical behaviour in Student. General Steps are: Accountability: The Student should be encouraged to be accountable for their own actions and should learn to respect and treat others kindly.

The IQAC Cell of the Institution will ensure that the students are made aware of values in human life. The Cell will ensure that the students internalize the fact that they have to respond to situations instead of react. At the same time, the Cell will facilitate the students to identify their social and moral responsibilities.

### **OBJECTIVES:**

The main objectives are as follows:

1. To understand the moral values that ought to guide the students
2. To resolve the moral issues in the profession;
3. To develop interaction between society and educational institutions;
4. To create an awareness on Ethics and Human Values;
5. To sensitize the citizens so that the norms and values of human rights and duties education programme are realized;
6. To encourage research activities;
7. To encourage research studies concerning the relationship between Human Rights and Duties Education and International Humanitarian Law;
8. To appreciate the rights of others.

### **B. PROMOTION OF ETHICS AND HUMAN VALUES**

The main objectives of promotion of Ethics and Human Values are as under:

- (i) To create awareness, conviction & commitment to values for improving the quality of life through education, and for advancing social and human wellbeing.
- (ii) To encourage universities and colleges to undertake academic and other activities pertaining to teaching, research and extension programmes in respect of values and culture like extramural lectures, seminars, conferences, workshops and orientation programmes for teachers and students.
- (iii) To encourage universities to undertake preparation and production of requisite material including books, handbooks, Journals, teaching materials, video CD and films relating to values.



## **PREAMBLE:**

As per UGC guidelines whoever adopts teaching as a profession assumes the obligation to conduct himself/herself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The basic ethical values underlying the code are care, trust, honesty, integrity and respect. It is expected that all the teachers should make themselves familiar with this Code of Ethics and Conduct (hereinafter referred to as the 'Code') and the duties, rights, responsibilities including the restrictions flowing from it.

## **CODE OF CONDUCT**

1. Every Teacher shall discharge his/her duties efficiently and diligently to match with the academic standards and performance norms laid down by the College Management from time to time.
2. Every Teacher shall update his/her knowledge and skills to equip himself/herself professionally for the proper discharge of duties assigned to him/her.
3. Every Teacher shall conduct himself/herself with absolute dignity and decorum in his/her dealing with the superiors, colleagues and students.
4. No teacher shall accept any honorary or other assignment given to him/her by any external agency without the prior permission of the College Management.
5. No teacher shall act in any manner that violates the norms of decency or morality in his/her conduct or behaviour inside and outside the College Campus.
6. No teacher shall incite, provoke or instigate any students or any other member of the staff into any form of action against the betterment of the College, or that seeks to disrupt the academic activities of the College.
7. No teacher shall by act or deed degrades, harass or insult any other person for any reason whatsoever or act in a manner unbecoming of the teaching profession.
8. Every teacher in the service of the College shall at all the time strive for academic excellence in the discharge of his/her duties and conduct himself/herself in the manner of a perfect role model for others to emulate.



9. Teacher should not allow considerations of cast, creed, religion, race or sex in his/her professional undertaking.

10. Teacher is expected to discharge his duties as per the guidelines of the UGC and the University and rules and regulations of the state government issued from time to time.

### **CODE OF ETHICS AND CONDUCT FOR THE PRINCIPAL**

The Principal of a college has different roles to play. He has to shoulder many responsibilities having characteristics of a patron, custodian, supervisor, administrator, adjudicator, protector, inspirer etc. As the Academic and Administrative Head of the Institution the Principal is liable to follow certain codes of ethics in his conduct as proclaimed by the University Grants Commission (UGC) in tandem with the guidelines framed by the Ministry of Human Resource Development (MHRD) and the Government resolutions made in this context by the State of Maharashtra.

The Principal shall adopt and abide by the following code of conduct:

1. To uphold the ethos of inclusiveness in terms of imparting education in the institution.
2. To protect the collective interest of different sections of the institution so that each and all can perform freely and give their highest for the betterment of the institution.
3. To give equal treatment to all the stakeholders in the College so that there is no discrimination in any of the practices undertaken on the campus.
4. To uphold and maintain the essence of social justice for all the stakeholders irrespective of their caste, creed, race, sex, or religious identity as within the framework of Indian Constitution.
5. To create and maintain an unbiased gender-free atmosphere on the campus of the College so that all the stakeholders enjoy equal opportunities.
6. To maintain required alertness among all the stakeholders of the College against the sexual harassment of the employee.
7. To initiate and propagate the spirit of welfare within all the sections of human resources attached directly or indirectly with the College.
8. To create an environment conducive for research oriented academic gatherings so to promote research activities in the institution.



9. To promote and maintain harmonious relationships of the College with the adjoining society in order to ensure the all-round development of the students and the institution.

10. To act as a bridge between the staff and the Management of the institute for the betterment of all the stakeholders.

### **CODE OF CONDUCT FOR THE COLLEGE DEVELOPMENT COMMITTEE (CDC)**

There shall be a separate College Development Committee (CDC) comprising of the following members, namely:-

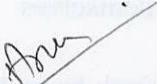
- Chairperson of the management or his nominee Secretary of the management or his nominee
- One Head of department, to be nominated by the Principal
- Three teachers in the college, elected by the full-time amongst themselves out of whom at least one shall be a woman
- One non-teaching employee, elected by regular non-teaching staff from amongst themselves
- Four local members, nominated by the management in consultation with the Principal, from the fields of education, industry, research and social service of whom at least one shall be alumnus
- Coordinator, Internal Quality Assurance Committee of the college President and Secretary of the College Students' Council Principal of the college - Member - Secretary.


The College Development Committee shall meet at least four times in a year. Elected and Nominated members shall have a term of five years from the date of election or nomination. If any vacancy occurs in the office of such member, the vacancy shall be filled within three months by the Principal and the member so appointed shall hold office for the residual term for which the earlier member shall have held the office if the vacancy had not occurred.

The College Development Committee shall,-

- prepare an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, which enable college to foster excellence in curricular, co-curricular and extra-curricular activities
- decide about the overall teaching programmes or academic calendar of the college

- recommend to the management about introducing new academic courses and the creation of additional teaching and administrative posts
- take review of the self-financing courses in the college, if any, and make recommendations for their improvement
- make specific recommendations to the management to encourage and strengthen research culture, consultancy and extension activities in the college
- make specific recommendations to the management to foster academic collaborations to strengthen teaching and research
- make specific recommendations to the management to encourage the use of information and communication technology in teaching and learning process
- make specific recommendations regarding the improvement in teaching and suitable training programmes for the employees of the college.

  
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