



Parvatibai Chowgule College of Arts and Science
Autonomous

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HANDBOOK

ON

HUMAN VALUES

AND

PROFESSIONAL ETHICS



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Parvatibai Chowgule College of Arts & Science follows the Code of Human values and Professional Ethics for internal & external stakeholders laid by UGC guidelines entitled 'MulyaPravah - Inculcation of Human Values and Professionals Ethics in Higher Educational Institutions' (Nov, 2019).

CHAPTER 1

1.1 Preamble

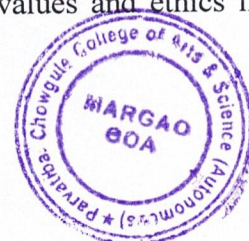
Human Values and Ethics define the quality of a person or an organisation or society at large. Practitioners of values and ethics learn these lessons through self-initiated endeavours, through the life experience that is the greatest laboratory of learning, and through the educational institutions, those they attend. Hence, the educational institutions themselves need to be values and ethics personified.

The present policy framework reiterates the need and process to create high-quality practices and environment backed with human values and professional ethics in institutions of higher education. In its first part, the document elaborates the objectives and possible outcomes of establishing a value-based environment charged with professional ethics. In the second part, it delves into the conceptual framework of human values and professional ethics. The third part elaborates the value-based and ethical practices of various internal and external stakeholders. The fourth part, while suggesting the operational guidelines, emphasises on the implementation and monitoring of the relevant programmes.

1.2 Objectives

The objectives of this policy framework to inculcate human values and professional ethics in higher educational institutions are the following:

- (1) To reinstate the rich cultural legacy and human values of which we are the custodians.
- (2) To focus on professional ethics which are broader indicators of desirable actions vis-à-vis undesirable actions.
- (3) To lay down broader guidelines of values and ethics for internal and external stakeholders.
- (4) To suggest operational guidelines for value-based and ethical practices in the higher educational institutions leading to implementation and monitoring.
- (5) To indicate the outcomes of creating a value-based and ethical culture in HEIs.
- (6) To suggest indicative reinforcement programmes for nurturing human values and ethics in HEIs.



CHAPTER 2

2.1 Human Values

The purpose of education in general and higher education in particular is to facilitate actualization of human potential by making its stakeholders, particularly higher educational administrators, teachers, and learners conscious about human values and professional ethics. The principal values are discussed in brief as follows:

Love & Compassion: Love is the all-pervading life energy. It finds its manifestation in sincere care for others, kindness, empathy and compassion and is unconditional. True love leads to compassion.

Peace: The scope of peace includes peace at the individual level and at the world level. For world peace, peace at the level of individual, society and nations is imperative.

Truth: In professional life, the simplest manifestation of truth is in sincerity that can be seen in terms of commitment to work.

Non-Violence: *Ahimsa* means non-killing. Non-violence is a result of restraint from consciously doing any harm through one's thoughts, speech or action to any entity, living or non-living.

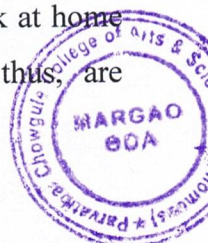
Righteousness: Righteousness is the backbone of core human values and also of human existence. It involves conduct of life and action by practicing propriety and decorum at every stage. It covers ethical guidelines, ethical behaviour and moral righteousness.

Renunciation or Sacrifice: Renunciation has two preconditions: care as well as love for all living beings attended by absence of selfishness. Renunciation begins when selfishness ends.

Service: When love and compassion for others and willingness to sacrifice for others out of love take the form of action, it becomes service. Service is possible only when one loves others as one's own, not as other.

Human values are mankind's deepest moral aspirations and form the foundation of human culture and lives as individuals and as societies. The need is to inculcate and practice them consciously to be a good human so that s/he can realize his/her potentials as a human being.

Values are to be learned through practices. Hence, the administrators and teachers in higher education need to bear in mind that they are being watched and observed by their peers and learners in general and they (peers/learners) are learning values by observing them (seniors and peer learners). So the ambience in and around higher educational institutions should be such as would be conducive to value education and bring qualitative change in life and work at home and workplace with professional ethics. Human values and professional ethics, thus, are



indispensable steps in the odyssey of transformational learning and life of happiness and greatness.

2.2 Professional Ethics

Ethics has been described as standards of conduct that indicate how one should behave based on moral duties and virtues arising from principles about right and wrong. Professional ethics is concerned with the concept and framework of moral right or wrong as applied to a professional organisation, execution policies and behaviours. Though education in its truest sense is not a profession, for practical purpose here we would address it to be a profession so that an institutional framework of ethics in higher education may be propounded.

Some guidelines based on surveys in Indian organisations suggest that: administration must be transparent; decision must be taken in public interest; administrators should leave behind their caste, community, and language in their own homes; corruption must be punished; discriminatory privileges should not be given to officials; persons at all levels must be encouraged to think and to give their advice freely, and; entire administration must be geared to tackle by itself or through other organisations the menace - poverty. Various studies in Indian context suggest that organisations can encourage moral behaviour by: communicating expectations that employees will behave ethically and define what that means; hiring at the top who set good examples; rewarding ethical behaviours and punishing unethical behaviours; teaching employee basic tools of ethical decision making, and; encouraging discussion of ethical issues.



CHAPTER 3

The success of an Institution's Mission and vision is driven by value-based ethical behaviour of its committed faculty members, officers, staff and students. Thus, an institute should thrive for imbining core value and ethical behaviour into the daily interactions of stakeholder groups. These stakeholders of an institution; the faculty, students, administrators or others, should be guided by the following core values:

3.1 Values and Ethics For Stakeholders

- (1) **Integrity** –adhering to a conduct of duties in righteous manner and in accordance with the principles of honesty, trust, transparency and fairness.
- (2) **Trusteeship**- Operating in an efficient, ethical and true manner while ensuring group participation and a system of check and balances within an institution.
- (3) **Harmony**- Balancing the diversity and difference through a culture of tolerance, discussion and forgiveness among stakeholders
- (4) **Accountability** - Enabling the environment of openness and trust to accommodate mistake and to encourage individual in taking the responsibility of one' action
- (5) **Inclusiveness** – adopting standards, policies and procedure to promote and ensure equal opportunity, without any discrimination against an individual or a group, for education, employment, promotion and other activities in an institution
- (6) **Commitment** – Dedicating to the vision and mission of the institution while cultivating one's knowledge, skill and attitudes to achieve excellence in due time and regulatory boundaries.
- (7) **Respectfulness** – Creating an environment of mutual respect, trustworthy and quality interaction as well as fair participation by functionaries and beneficiaries of the institution.
- (8) **Belongingness**- fostering a shared vision of institute to make everyone feel secure, supported, accepted and included.
- (9) **Sustainability** – Ensuring optimal resource utilization-economic, environmental and Social-to achieve long lasting and safe future

3.2 Institutional Level Academic Administration

It would include Principal, Vice-Principal, Deans of Various Faculty, Heads of Departments, Academic Statutory Bodies, etc.



The authority would

1. Be responsible, as the principal academic and administrative officer of the institution, to see that the provisions of Acts/Statutes/Ordinances and Regulations of the institution are duly observed and is carried out in strict adherence thereto.
2. Comply with laws, rules, and regulations of the government applicable to the institution.
3. Provide inspirational and motivational value-based academic and executive leadership to the institution through policy formation, operational management, optimization of human resources and concern for environment and sustainability.
4. Conduct with accountability, transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the institution.
5. Act as an agent of social change for national development and, therefore, strive for creating an environment conducive for teaching, learning, research and for development of the potential of the institution to the maximum extent.
6. Follow the objectives and policies of institution and contribute constructively to their on-going evaluation and reformulation.
7. Maintain the confidentiality of the records and other sensitive matters.
8. Endeavour to promote a work culture and ethics that brings about quality, professionalism, satisfaction and service to the nation and society.
9. Refrain from any misappropriation of financial and other resources.
10. Refuse to accept any gift, favour, service, or other items from any person, group, private business, or public agency which may affect the impartial performance of his/her duties.

3.3 Governing Body

The function of the governing body is to ensure that the organization fulfils its overall purpose, achieves its intended outcomes and operates in an efficient, effective and ethical manner.

The members would

1. Work in the best interest of the institution.
2. Work co-operatively with fellow members in carrying out their responsibilities.
3. Act honestly and in good faith at all times in achieving institute's intended outcomes.
4. Maintain the confidentiality of information.



3.4 Administrative /Support Staff

Administrative/ Support staff would

1. Carry out official decisions and policies faithfully and impartially, seeking to attain the highest possible standards of performances.
2. Encourage the staff to maximise their efficiency.
3. Create conditions that inspire teamwork.
4. Act timely to readdress the genuine grievances.
5. Maintain the confidentiality of the records and other sensitive matters.
6. Co-operate and liaison with colleagues, as appropriate, to ensure students receive a coherent and comprehensive educational service.
7. Care for the institute's property.
8. Facilitating congenial environment.
9. Refrain from any form of discrimination.
10. Not accept bribes or indulge in any corrupt practices.
11. Make every effort to complete the assigned work in a time-bound manner.

3.5 Staff Union

The staff union would

1. Support the administration for developmental activities.
2. Raise the issues in a dignified manner.

3.6 Teachers

Teaching is a very noble profession. A teacher has a very crucial role in shaping the character, personality and career of the students.

The Teachers would

1. Act as a role model for students by displaying good conduct, set a standard of dress, speech and behaviour worthy of example to the students.
2. Act as friend, philosopher and guide of students.
3. Help students in identifying their potential and support through counselling and mentoring.
4. Create a conducive environment for teaching–learning process and strive for innovative practices and knowledge creation.
5. Observe punctuality in teaching and other duties.
6. Exhibit decent behaviour with all.
7. Refrain from harassment of student in any form.



8. Actively participate in institutional development.
9. Refrain from any type of discrimination
10. Inculcate human values, scientific outlook and concern for the environment among students and others.
11. Develop an understanding of our heritage.
12. Encourage students to actively participate in scheme/ activities of national priorities.
13. Cooperate with the institution authorities for betterment of the institution.
14. Actively work for national integration and communal harmony.
15. be sensitive to societal needs and development.
16. Abide by Act, Statutes, Ordinances, rules, policies, procedures of the institution and respect its ideals, vision, mission, cultural practices and the traditions.

3.7 External Experts/Invitees as member of Various Committees

External experts/Invitees would

1. Support decisions with an approach such that they have no axe to grind.
2. Help to take the right decision through their expertise and impartial views
3. Help an institution to enable attaining highest quality and standards.

3.8 Students

Students would make the best use of the golden part of their lives in institution by devoting their energy for learning and developing a wholesome personality.

Students would

1. Abide by Act, Statutes, Ordinances, rules, policies, procedures of the institution and respect its ideals, vision, mission, cultural practices and the traditions.
2. Stay in an academic institution with the joyful learning experience.
3. Remain punctual, disciplined and regular in attending classes.
4. Observe modesty in their overall appearance and behaviour.
5. Behave with dignity and courtesy with teachers, staff and fellow students.
6. Act as a role model for the junior students by attaining the highest level of values and morality.
7. Maintain harmony among students belonging to different socio-economic status, community, caste, religion or region.
8. Contribute towards cleanliness of the campus and surroundings.



9. Respect and care for the institutional properties.
10. Observe proper behaviour while on outside activities (educational tour/visit or excursion).
11. Be honest in providing only truthful information on all documents.
12. Maintain the highest standards of academic integrity while presenting own academic work.
13. Help teachers in maintaining the learning environment conducive for all students.
14. Strive to keep campus ragging free.
15. Be sensitive to gender issues.
16. Be sensitive to societal needs and development.
17. Maintain good health and refrain from any kind of intoxicants.

3.9 Student Union

The student union would

1. Support the administration for right and timely decision.
2. Raise legitimate issues in dignified manner.



CHAPTER 4

4.1 Concept of Implementation of Human Value and Professional Ethics

The tenets of Human Values need to be embedded in the societal act and behaviour of mankind. There is an urgent need for implementation plan of action to inculcate human values and professional ethics for significant stakeholders of the higher education in different levels i.e. individual level, inter-personal level and intra-institutional level.

4.2 Implementation Plan for Teachers

- (1) Workshop and training programmes on human values and professional ethics for teaching fraternity.
- (2) Putting inputs of human values and professional ethics in induction, orientation and refresher programs for teachers.
- (3) Open interaction on regular-basis with other stakeholders for harmony.
- (4) Consultation for human values and professional ethics.
- (5) Encourage teachers for involving other stakeholders in curricular and co-curricular activities to demonstrate certain values.
- (6) Promoting teachers to take up inter-disciplinary research based on human values and professional ethics.
- (7) Encouragement to teachers for rendering their services as a mentor for inculcating ethical and human value among their students.
- (8) Quoting ethical and value thoughts and edifications in official correspondence.
- (9) To take programs on ethics and human values to society at large.
- (10) Encouragement to teachers for ethics and human values manuscripts and books repositories (library and e-library).

4.3 Implementation Plan for Students

- (1) Introduction of Foundation Course on Human Values and Professional Ethics at the undergraduate level and advance course at postgraduate level.
- (2) Outreach Program on Human Values and Professional Ethics
 - Training, workshop and orientation programs for students
 - Assignments and short projects on tenets of human values
 - Promoting human values through social services



- Participation in national schemes and programs such as Fit India, *Swachh Bharat Abhiyan*, *JalSanrakshanAbhiyan* etc.
- Interface with the societies, NGOs and similar organizations.

(3) Promotion of Human Values and Professional Ethics

- Display of ethical and human value thoughts and edifications at public places.
- Placement of ethical and human value thoughts and edifications in official correspondence.
- Open interaction on regular-basis with other stakeholders for harmony.
- Annual activity plan for value promotion activities.
- Publications of manuscripts and books
- Repositories (Library and e-library)

4.4 Implementation Plan for Staff Members

- (1) Training programs on human values and professional ethics for staff members.
- (2) Induction and Refresher Programs for staff members
- (3) Open interaction on regular-basis with other stakeholders for harmony.
- (4) *Maitri-Bhawana* practices in the institution.
- (5) Encourage staff members for involving other stakeholders to demonstrate human values and professional ethics.
- (6) Quoting ethical and value thoughts and edifications in official correspondence.
- (7) Outreach program for the promotion of ethics and human values.

4.5 Methodology for Implementation of Human Values and Professional Ethics in HEIs

- Training/Workshop
- Lectures
- Discussions
- Demonstration
- Dramatization
- Short Movies
- Value clarification approach for classifying values in a given situation/problem
- Exposure to incidents full of values
- Field visits etc.
- Self-development
- Study-cycle



- Writing articles for newspapers and magazines
- Participation in community programmes
- Cultural activities
- Case studies

4.6 Monitoring Mechanism for Human Values and Professional Ethics

- (1) Review meeting for the inculcation of human values and professional ethics.
- (2) Value audit of human values and professional ethics in HEIs.
- (3) Feedback reports.



5. REINFORCEMENT

To strengthen the structure of value-based management and ethical practices in institutions of higher education, there is a need for on-going efforts to inculcate the suitable environment by following on-going measures:

- (1) Values and ethics are intertwined in almost all dimensions of education and thus integration of these aspects is expected from faculty.
- (2) Students need to be sensitized towards ethics in research while exploring any domain of knowledge. Unethical practices in research would contaminate the domain of knowledge itself.
- (3) In the case of administration, it is desirable to feel responsibility by all the internal stakeholders to share their bit of accountability, be it academic administrators, faculty, staff, students etc.
- (4) Once in two months, decision-makers in any capacity may hold discussion with team members to discuss about their experiences related to decision making and confronting the situation in which they either could stick to ethical practices or they might have fumbled taking an ethical decision. Such discussions need to take place in a collegial environment. Purpose of such sharing is to strengthen one another.
- (5) On chosen days of Jayanti of great persons, colloquium may be organised to inculcate the values shown by such great souls.
- (6) Workshop may be organised on values and ethics to inculcate virtues among students.
- (7) At suitable frequency, students should be sensitized towards values and ethics through debate competition, poster competition, anecdotes sharing etc.
- (8) One-day or two-day Values and Ethics Workshop at least once a year may be organised separately for different levels of academic administrators, officers, staff, union office bearers and members etc.
- (9) Speech by eminent persons, speakers, practitioners, figures of social service etc. may be organised on the theme of human values and ethics.
- (10) The on-going programmes related to augmentation of value-based and ethical practices may be periodically reviewed.



The guidelines have covered conceptual framework of Human Values and Professional Ethics, value based and ethical practices of various internal & external stakeholders and implementation monitoring plan. All the stakeholders are expected to lay emphasis on development of value based institution.



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