




Rayat Shikshan Sanstha's
Karmaveer Bhaurao Patil College Vashi
(Empowered Autonomous)

7.1.10-Handbook on Human Values and Professional Ethics

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Preface

Every Indian person has the fundamental right to "education," according to the country's constitution. An important factor in the social and economic advancement of a community and a country is higher education, which is the cornerstone of career and leadership growth. Higher Education Institutions (HEIs) are entrusted with a great role and responsibility in fostering strong leadership and a cohesive society through academic achievement, morally sound curricula, and community involvement. By raising the awareness of human values and professional ethics among its stakeholders—especially higher education administrators, professors, and students—education in general and higher education in particular aim to assist the actualization of human potential. Therefore, in order to uphold human values and foster an atmosphere of the highest calibre, HEIs must ethical standards to protect their honor and honesty. The HEI's financial resources and physical-psychological expertise must expand along with its moral principles. The "Code of Ethics" handbook outlines the values and rules that all HEI stakeholders must abide by.




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Human Values

The term "human values" refers to the fundamentally good moral tendencies that underpin human nature and the goodness of society as a whole, such as kindness, honesty, loyalty, love, peace, sympathy, and truth. These are the ideals that people respect, uphold, and practise in the majority of settings and eras, whether consciously or unconsciously. Human values impact one's view of the world and aid in understanding behaviour, motivation, and attitude. They offer methods for comprehending people and organisations as well as the ability to interpret what is "right and wrong." The following is a quick discussion of the main human values:

2.1. Love and Compassion: Love is demonstrated by genuine concern for other people, kindness, empathy, and compassion for everyone. Compassion is the result of true, unconditional love. It can be observed in action when people show kindness, charity, and generosity.

2.2. Peace: Characteristics of peace include equality, modesty, optimism, patience, self-assurance, self-control, and self-worth. Its purview encompasses world, societal, and individual peace.

2.3. Truth: Since truth deals with ultimate and immutable reality, it is everlasting and unchangeable. It is characterised by virtues like truthfulness, impartiality, sincerity, justice, courage, integrity, curiosity, and resolve, among others. Sincerity, which is reflected in a person's dedication to their work, is the most basic way that truth can be shown in the workplace.

2.4. Non-Violence: The refraining from intentionally causing any harm to any living or non-living thing by one's words, deeds, or thoughts not alive. The practice of nonviolence necessitates giving up animosity and cultivating compassion and love for all living things.

2.5. Righteousness: As it entails living and acting in a way that upholds decency and decorum at all times, righteousness forms the foundation of fundamental human values. It addresses moral principles, ethical conduct, and ethical standards.

2.6. Renunciation: Renunciation is having no self-interest and a compassionate attitude towards all living things. It is demonstrated by a person's self-control, austerity, and selflessness.

2.7. Service: A deed done out of love is called service. It also represents kindness and selflessness. The value of service requires equality, devoid of restrictions or prejudice based on a person's caste, creed, race, geography, or religion.



2.8. Peaceful co-existence: Coherent and cohesive partnerships are described by peaceful coexistence. It encompasses social and psychological ideals including environmental consciousness, perseverance, equality, fraternity, kindness, morality, forgiveness, and equality.

2.9. Discipline: Discipline refers to the set of rules that a person adheres to for all living things. It includes values such as direction, order, and regulation.

The cornerstone of a robust human culture is the acquisition of values via practice. Therefore, it is important for HEI administrators and professors to remember that students pick up values from their behavior and conduct. Better human values are cultivated and recognized by institutions. By upholding the aforementioned human principles, KBP College Vashi has become an empowered autonomous status college among HEIs under Mumbai University. The following lists the fundamental principles that KBP College Vashi upholds:

- ❖ **Quality Education and Research**
- ❖ **Striving for Excellence**
- ❖ **Strong Professional Ethics**
- ❖ **Student Centric Academic Environment**
- ❖ **Social Well-being and Development**
- ❖ **Respect for All**





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Professional Ethics

Professional ethics and human values are complimentary to one another. Ethics refers to the recognized norms and standards of behavior regarding moral obligations and virtues as they relate to an organization, whereas human values express personal conviction. Professional codes of ethics serve as guidance for an organization's stakeholders regarding appropriate and inappropriate behavior within the field.

Encouraging individuals to adhere to a sound, standard code of ethics is the fundamental idea behind professional ethics. The value-based ethical behavior of an institution's dedicated academics, officers, staff, and students is what propels the achievement of its purpose and vision. Professional organizations must incorporate the following essential elements of professional ethics in their code of conduct:

- 3.1. Integrity:** Performing tasks in a morally upright manner and in line with the values of truthfulness, transparency, justice, and trust.
- 3.2. Trusteeship:** Managing an organization effectively, morally, and authentically while guaranteeing teamwork and a check-and-balances mechanism.
- 3.3. Harmony:** Maintaining a climate of forgiveness, dialogue, and tolerance among all parties involved while balancing variety and difference.
- 3.4. Accountability:** Creating a transparent and trustworthy atmosphere that allows for error-making and motivates people to accept accountability for their actions.
- 3.5. Inclusiveness:** Establishing guidelines, rules, and practices to guarantee and advance equitable opportunities for all people, regardless of background, in pursuit of learning, work, advancement, and other institutional endeavors.
- 3.6. Commitment:** Making a commitment to the institution's vision and mission while developing the knowledge, abilities, and attitudes necessary to attain greatness within legal and schedule constraints.
- 3.7. Respectfulness:** Fostering an atmosphere of trustworthiness, excellent engagement, and respect for one another as well as equitable participation from both institution employees and beneficiaries.


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3.8. Belongingness: Creating a common institutional vision that enables everyone to experience safety, support, inclusion, and acceptance.

3.9. Sustainability: Guaranteeing the best possible use of economic, environmental, and social resources in order to create a secure and long-lasting future.




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Code of Conduct for Governing Body and administration

College Principal

College Principal should:

- a) Provide inspirational and motivational value-based academic and executive leadership to the college through policy formation, operational management, organization of human resources and concern for environment and sustainability;
- b) Conduct himself/herself with transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the college;
- c) Act as steward of the college's assets in managing the resources responsibility, optimally, effectively and efficiently for providing a conducive working and learning environment;
- d) Promote the collaborative, shared and consultative work culture in the college, paving way for innovative thinking and ideas;
- e) Endeavour to promote a work culture and ethics that brings about quality, professionalism, satisfaction and service to the nation and society;
- f) Adhere to a responsible pattern of conduct and demeanour expected of them by the community;
- g) Manage their private affairs in a manner consistent with the dignity of the profession;
- h) Discourage and not indulge in plagiarism and other non-ethical behaviour in teaching and research;
- i) Participate in extension, co-curricular and extra-curricular activities, including the community service;
- j) Refrain from allowing consideration of caste, creed, religion, race, gender or sex in their professional Endeavour.

IX. Director Physical Education and Sports (University/ College)/ Librarian (University/College)

Director Physical Education and Sports (University/ College)/ Librarian (University/College) should:

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- a) Adhere to a responsible pattern of conduct and demeanour expected of them by the community;
- b) Manage their private affairs in a manner consistent with the dignity of the profession;
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Code of Conduct for Administrative Staff

1. Loyalty to the College by punctual and reliable in all duties.
2. Integrity by being honest in words and actions.
3. Creating and maintaining with strong relationships with:
 - a. Proper interactions with students
 - b. Maintaining professional boundaries with students and staffs.
4. Dignity by treating students by care and kindness.
5. Being supportive and cooperate with other staff members
6. Responsibility by meeting the required standards for every assigned task.
7. Respect by mutual respect, trust and confidentiality
8. Justice by being committed to the wellbeing of individuals, the wider community and the common good of all people.
9. He / she must respect and maintain the hierarchy in the Administration.
10. He /she should adhere strictly to the official resumption/ closing time and must dress decently and appropriately.
11. Must not use unauthorized persons to perform official duties.


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Code of Conduct for Teachers

I. Teachers and their Responsibilities:

Whoever adopts teaching as a profession assumes the obligation to conduct him / her in accordance with the ideal 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 national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Teacher should:

- i. Adhere to a responsible pattern of conduct and demeanour expected of them by the community;
- ii. Manage their private affairs in a manner consistent with the dignity of the profession;
- iii. Seek to make professional growth continuous through study and research;
- iv. Express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;
- v. Maintain active membership of professional organizations and strive to improve education and profession through them;
- vi. Perform their duties in the form of teaching, tutorials, practical, seminars and research work, conscientiously and with dedication;
- vii. Discourage and not indulge in plagiarism and other non-ethical behaviour in teaching and research;
- viii. Abide by the Act, Statute and Ordinance of the University and to respect its ideals, vision, mission, cultural practices and tradition;
- ix. Co-operate and assist in carrying out the functions relating to the educational responsibilities of the college and the university, such as: assisting in appraising applications for admission, advising and counselling students as well as assisting

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conduct of university and college examinations, including supervision, invigilation and evaluation; and

x. Participate in extension, co-curricular and extra-curricular activities, including the community service.

II. Teachers and Students

Teachers should:

- i. Respect the rights and dignity of the student in expressing his/her opinion;
- ii. Deal justly and impartially with students regardless of their religion, cast, gender, political, economic, social and physical characteristics;
- iii. Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;
- iv. Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- v. Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;
- vi. Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason;
- vii. Pay attention to only the attainment of the student in the assessment of merit;
- viii. Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
- ix. Aid students to develop an understanding of our national heritage and national goals; and
- x. Refrain from inciting students against other students, colleagues or administration.

III. Teachers and Colleagues

Teachers should:

- i. Treat other members of the profession in the same manner as they themselves wish to be treated;
- ii. Speak respectfully of other teachers and render assistance for professional betterment;
- iii. Refrain from making unsubstantiated allegations against colleagues to higher authorities; and



iv. Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

IV. Teachers and Authorities

Teachers should:

- i. Discharge their professional responsibilities according to the existing Rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organizations for change of any such Rule detrimental to the professional interest;
- ii. Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- iii. Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- iv. Co-operate through their organizations in the formulation of policies of the other institutions and accept offices;
- v. Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with the dignity of the profession;
- vi. Adhere to the terms of contract;
- vii. Give and expect due notice before a change of position takes place; and
- viii. Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

V. Teachers and Non-Teaching Staff

Teachers should:

- i. Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;
- ii. Help in the functioning of joint-staff councils covering both the teachers and the nonteaching staff.

VI. Teachers and Guardians

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Teachers should:

Try to see through teachers' bodies and organizations, that institutions maintain contact with the guardians, their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

VII. Teachers and Society

Teachers should:

- i. Recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided;
- ii. Work to improve education in the community and strengthen the community's moral and intellectual life;
- iii. Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;
- iv. Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;
- v. Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.



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Code of Conduct for Students

- a) All students must be **regular** and **respect** the institute and its property in all aspects of **discipline** contributing to personal honor and professional integrity.
- b) All students must deter from indulging in any and all forms of misconduct including indulging in any activity off-campus which can affect the Institute's interests and reputation substantially.
- c) Every student must strictly and abide by the rules of attendance by the institute and follow the same with honesty and use of mobile phones should be avoided during college hours. (if possible the mobile phones will be collected during lecture hours in extreme cases if required)
- d) Intentionally damaging or destroying Institute property or property of other students and/or faculty members should be strictly avoided.
- e) He / she shall avoid any disruptive activity in a class room or in an event sponsored by the Institute.
- f) All students must **represent** themselves by producing the identity card, issued by the Institute and produce it on demand by campus staffs and security guards.
- g) Smoking/ Drinking on the campus of the Institute should be avoided.
- h) Students are not permitted to provide audio and video clippings of any activity on the campus to media without the permission of the Institute authorities.
- i) Indulging in any form of Harassment which is defined as a conduct that is severe and objectively, a conduct that is motivated on the basis of a person's race, color, national or ethnic origin, citizenship, sex, religion, age, sexual orientation, gender, marital status, ancestry, physical or mental disability, medical condition should be avoided.
- j) Awareness and application of these conduct codes of ethics should be implemented in all corner of campus.





VALUE BASED EDUCATION

Based on Human Values



Rayat Shikshan Sanstha's

Karmaveer Bhaurao Patil College, Vashi

[Empowered Autonomos]

- Re-accredited by NAAC with "A + " grade [CGPA 3.53]
- ISO 9001:2015 certified
- "Best College Award" (January 2014) by University of Mumbai
- DST FIST SCHEME GRANT IN 2014
- DBT STAR STATUS GRANT IN 2019
- RUSA COMPONENT 8 GRANT 2020



THE CONTEXT

- ✓ Value education is rooted in Indian philosophy and culture and ingrained in every tradition of Indian culture.
- ✓ In the current scenario of declining value system, educational institutes can play important role in re-instilling the common values amongst students to orient the progress and endorse the moral awareness for welfare of mankind.
- ✓ Therefore, the need for a consciously planned value education program is obvious to establish formal learning.
- ✓ Furthermore, one of the five core values of NAAC is – inculcating value systems among students.

SELF DEVELOPMENT PROGRAMM IN THE CONTEXT OF SPIRITUALITY – A PRACTICAL APPROACH



IMPLEMENTATION

- 2- Step Approach:**
- ✓ Faculty Development Program
 - ✓ Student Development Program

FOUR 'I' & 'D' MODEL FOR SUCCESSFUL IMPLEMENTATION

- ✓ Identification
- ✓ Implementation
- ✓ Institutionalization
- ✓ Internalization
- ✓ Dissemination

IDENTIFICATION OF THE GOAL

- ✓ Development of proper attitudes, ethics and values like- love, respect,, large heartedness etc. amongst students.
- ✓ Guide students on self-development and self- management. cooperation, tolerance
- ✓ Empower students to take proper decisions and make appropriate choices in challenging situations.
- ✓ Promote appropriate social conditioning and contribute in nation building.

INSTITUTIONALIZATION

StartUp

Connection
Core
Context
Choices
Causality
Community

❖ 3 masterclasses to make students familiar with meditation practice and its benefits.

Discover-1

Heartfulness Enabled
Leadership Mastery - An Overview
Discovering the Personality
Healthy Lifestyle
Time Management-I
Time Management-II
Befriending Stress
Peak Performance
Situational Awareness
Heartful Conversations
Heartful Relationships

Discover-2

Silence is the language of the Heart
The Science Behind Meditation:
Habits and Change
The Art Behind Meditation:
Observation and Diary writing
The Heart Behind Meditation:
Experience and Evolution
Live Light
Live Right
The Power of Pause
Designing your Destiny -1
Designing your Destiny -2
Practice! Experience!



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