



Maratha Vidya Prasarak Samaj's

Karmaveer Ganpat Dada More

Arts, Commerce and Science College, Niphad, Dist- Nashik

Established in 1971, Affiliated to Savitribai Phule Pune University ID No. PU/NS/AC/09(1971)

UGC 2 (F) No.F.8-75/76 (CP) 18 JULY 1976, 12 (B) No. F.8-87/81 (CP) 14 JUNE 1983

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Tel No : (02550)241084, 242084



Internal Quality Assurance Cell (IQAC)

HUMAN VALUES AND CODE OF PROFESSIONAL ETHICS BOOKLET



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HUMAN VALUES AND CODE OF PROFESSIONAL ETHICS

OUR COLLEGE FOLLOWS CODE OF HUMAN VALUES AND PROFESSIONAL ETHICS AS DECIDED BY UNIVERSITY GRANTS COMMISSION NEW DELHI-110002 IN DRAFT UGC REGULATIONS ON MINIMUM QUALIFICATIONS FOR APPOINTMENT OF TEACHERS AND OTHER ACADEMIC STAFF IN UNIVERSITIES AND COLLEGES AND MEASURES FOR THE MAINTENANCE OF STANDARDS IN HIGHER EDUCATION 2018 PUBLISHED ON FEBRUARY, 2018

KGDM Arts, Commerce and Science College Niphad Dist. Nashik

Vision

To inculcate values and skills in students so as to empower them to face challenges of the new millennium and develop vibrant academic environment for best quality education

Mission

To develop personality of youths through value and skill based education

Objectives

- To strive for the development of holistic personality of students
- To make higher education available to all the sections of society
- To plan and conduct curricular, extracurricular and extension activities
- To develop confidence among students to face challenges of the new millennium
- To organize conferences, seminars and workshops to inculcate research culture among faculty members, students and stakeholders
- To provide encouraging academic environment in college campus
- To promote use of ICT in teaching and learning practices
- To encourage continuous assessment of students for their academic development
- To organize staff development activities and programs
- To inculcate values of integrity, secularism and nation building and imbibe life skills among students by organizing workshops and training programs
- To conduct examination in fair atmosphere
- To develop spirit of save environment and conservation of nature
- To develop disciplined and secured learning environment for girl students

HUMAN VALUES:

MORAL

Ethics are the government assistance standards articulated by the astute individuals, in view of their experience and insight. They were altered or changed rulers concurring with the improvement of information in Higher Education and innovation time to time.

Ethical quality is worried about standards and practices of ethics, for example, What should or should not to be done in a given circumstance? What is correct or off-base about the treatment of a circumstance? Also, what is fortunate or unfortunate about the individuals, approaches, and standards included?

QUALITIES:

People have the remarkable capacity to characterize their personality, pick their qualities and build up their convictions. Every one of the three of these legitimately impact an individual's conduct. Individuals have gone to incredible lengths to exhibit the legitimacy of their convictions, including war and yielding their own life! On the other hand, individuals are not inspired to help or approve the convictions of another, when those convictions are in opposition to their own. Individuals will act harmonious with their own qualities for sure they regard to be significant. Individual qualities are characterized as: —Emotional convictions in standards viewed as especially positive or significant for the person. Our qualities partner feelings to our encounters and guide our decisions, choices and activities.

UPRIGHTNESS:

Uprightness is characterized as the solidarity of suspected, word and deed (trustworthiness) and liberality. It incorporates the ability to convey the verifiable data with the goal that others can make very much educated choices. It yields the individual's genuine feelings of serenity, and thus includes quality and consistency in character, choices, and activities. This clears route to one's prosperity. It is one of the self-heading excellencies. It enthuse individuals not exclusively to execute an occupation well however to accomplish greatness in execution. It encourages them to possess the obligation and win sense of pride and acknowledgment by carrying out the responsibility. Moral trustworthiness is characterized as an uprightness, which mirrors a consistency of one's perspectives, feelings, and lead according to supported virtues. Uprightness comes in many.

PROFESSIONAL ETHICS:

I. TEACHERS AND THEIR RESPONSIBILITIES

Whoever adopts teaching as a profession assumes the obligation to conduct himself / herself 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 teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers 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, tutorial, practical, seminar and research work conscientiously and with dedication;
- (vii) Co-operate and assist in carrying out 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 the conduct of university and college examinations, including supervision, invigilation and evaluation; and
- (viii) Participate in extension, co-curricular and extra-curricular activities including community service.

II. TEACHERS AND THE STUDENTS TEACHERS SHOULD:

- (i) Respect the right and dignity of the student in expressing his/her opinion;
- (ii) Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;
- (ii) Recognize 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 outlook and respect for physical labour and ideals of democracy, patriotism and peace;
- (vi) Be affectionate to the students 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 lodging 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 dignity of the profession;
- (vi) Should adhere to the conditions of contract;
- (vii) Give and expect due notice before a change of position is made; 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:

- (i) Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution; and
- (ii) Teachers should help in the function of joint staff-councils covering both teachers and the non-teaching staff.

VI. TEACHERS AND GUARDIANS

Teachers should:

- (i) 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.