



VIT[®]
Vellore Institute of Technology
(Deemed to be University under section 3 of UGC Act, 1956)

HUMAN VALUES

AND

PROFESSIONAL ETHICS

MANUAL

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Chapter I

INTRODUCTION & HUMAN VALUES

INTRODUCTION

Higher education is leadership education. The values and virtues practiced in universities heavily influence the future leaders. Many institutions of higher education simultaneously show excellence in academic subjects, are green campuses with manifold ethics curricula, are active members in community engagement, and also are adept in providing value orientation to all stakeholders. It is universally felt that the status of teaching profession requires to be raised to ensure its dignity and integrity. Accordingly, it is considered necessary that there should be a code of ethics which may be evolved by the teaching community itself for its guidance. There are five major areas of professional activities which encompass the work of a teacher. For each of these areas certain principles have been identified to serve as guidelines for teacher's conduct.

HUMAN VALUES

Basic human values refer to those values which are at the core of being human. The values which are considered basic inherent values in humans include truth, honesty, loyalty, love, peace, etc. because they bring out the fundamental goodness of human beings and society at large.

Importance of Human Values

- Provides understanding of the attitudes, motivation and behaviours
- Influences our perception of the world around us
- Represents interpretation of "right and wrong"
- Provides a way to understand humans and organisation.

The five human values which are expected in all human beings, irrespective of whether they are employees or not in whichever profession or service, are:

- **Right Conduct** – Contains values like self-help skills (modesty, self-reliance, hygiene etc.), social skills (good behavior, good manners, environment awareness etc.), ethical skills (courage, efficiency, initiative, punctuality etc.) and Ownership.
- **Peace** – Contains values like equality, focus, humility, optimism, patience, self-confidence, self-control, self-esteem etc.
- **Truth** – Contains values like accuracy, fairness, honesty, justice, quest for knowledge, determination etc.
- **Peaceful co-existence** – Contains values like psychological (benevolence, compassion, consideration, morality, forgiveness etc.) and social (brotherhood, equality, perseverance, respect for others, environmental awareness etc.)
- **Discipline** – Contains values like regulation, direction, order etc.

Human values are integral part of one's personality and affects employability quotient. Many employers are inclined to hire those who have better human values. Keeping up this spirit, VIT has defined the below five as core values, which has been detailed in HR Manual Part I.

Core Values of VIT

- Student Focus
- Strong Ethics
- Striving For Excellence
- Social Development
- Respect For All

Chapter II

PROFESSIONAL ETHICS

CODE OF PROFESSIONAL ETHICS

Professionally accepted standards of personal and business behaviour, values and guiding principles. Codes of professional ethics are often established by professional organizations to help to guide members in performing their job functions according to sound and consistent ethical principles. Professional ethics may be understood as professionally acknowledged measures of individual and business conduct, values, and guiding principles. Professional ethics is nothing but a code of conduct applicable to different professions and is set up by the expert members of such profession or professional organizations. The underlying philosophy of having professional ethics is to make the persons performing in such jobs to follow the sound, uniform ethical conduct. Hippocratic Oath undertaken by medical students is one such example of professional ethics that is adhered by even today. Some of the important components of professional ethics that professional organizations necessarily include in their code of conduct are integrity, honesty, transparency, respectfulness towards the job, confidentiality, objectivity etc.

Need for Professional Ethics

Professional ethics are accepted standards of personal and business behaviour, values and guiding principles. Codes of professional ethics are established by professional organizations to help to guide members in performing their job functions according to sound and consistent ethical principles. Professional ethics is set up by the expert members of such profession or professional organizations. The underlying philosophy of having professional ethics is to make the persons performing in such jobs to follow the sound, uniform ethical conduct. Professional organizations necessarily include components like integrity, honesty, transparency, respectfulness towards the job, confidentiality, objectivity etc. in their code of conduct.

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 / her 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:

1. Adhere to a responsible pattern of conduct and demeanour expected of them by the community.
2. Manage their private affairs in a manner consistent with the dignity of the profession.
3. Seek to make professional growth continuous through study and research.
4. Express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge,
5. Maintain active membership of professional organisations and strive to improve education and profession through them.
6. Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication.
7. 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
8. Participate in extension, co-curricular and extra-curricular activities including community service

II TEACHERS AND THE STUDENTS

Teachers should:

1. Respect the right and dignity of the student in expressing his/her opinion,
2. Deal justly and impartially with students regardless of their religion, caste, political economic, social and physical characteristics.
3. Re-organise the difference in aptitude and capabilities among students and strive to meet their individual needs.
4. Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare.
5. Inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace.
6. Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason.
7. Pay attention to only the attainment of the student in the assessment of merit.
8. Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward.
9. Aid students to develop an understanding of our national heritage and national goals, and
10. Refrain from inciting students against other students, colleagues or administration,

III TEACHERS AND COLLEAGUES

Teachers should:

1. Treat other members of the profession in the same manner as they themselves wish to be treated.
2. Speak respectfully of other teachers and render assistance for professional betterment.
3. Refrain from lodging unsubstantiated allegations against colleagues to higher authorities, and
4. Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavor.

IV TEACHERS AND AUTHORITIES

Teachers should:

1. 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 organisations for change of any such rule detrimental to the professional interest.
2. Refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities.
3. Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand.
4. Co-operate through their organisations in the formulation of policies of the other institutions and accept offices.
5. Co-operate with the authorities for the betterment of the institutions keeping in view the interest and conformity with dignity of the profession.
6. Should adhere to the conditions of contract.
7. Give and expect due notice before a change of position is made, and
8. Refrain from availing themselves of leave except in 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

1. Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution, and
2. Teachers should help in the function in joint staff-councils covering both teachers and the non-teaching staff.

VI TEACHERS AND GUARDIANS

Teachers should:

1. Try to see through teachers' bodies and organisations, 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:

1. Recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided
2. Work to improve education in the community and strengthen the community's moral and intellectual life.
3. 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.
4. Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices.
5. 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.

Duties and responsibilities attached to various roles in teaching staff, administrative staff, technical staff and senior officials are detailed as HR Manual-Part II.