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**AGGARWAL COLLEGE BALLABGARH**

A Post Graduate Co-educational College Accredited A++ (CGPA: 3.57) by NAAC

ISO 9001: 2015 & ISO 14001:2015 certified

College with Potential for Excellence (CPE) Status by UGC

*Affiliated to M.D. University, Rohtak*

# Handbook

# Human Values &

# Professional Ethics





## Human Values

<b>Values:</b>	<b>The basis of harmony in relationships</b>
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Values are intrinsic principles that govern relationships.

<b>Morals</b>	<b>The basis of harmony in community</b>
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Morals are intrinsic principles that govern community living.

<b>Ethics</b>	<b>The basis of harmony in society &amp; social order</b>
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Ethics is the policy of living in the society. It is a way of living which nurtures the order in society. The order in society needs to be established and sustained to ensure the continuity of the humankind from one generation to the next forever. This can only be achieved if the resources in form of mind, body and material are purposefully utilised & protected from generation to generation. The policy to do the same is by abundant production, proper distribution & full utilisation of all the resources for social welfare so that there is no scarcity, no waste, no deprivation, no exploitation. The sustainability of these resources can be achieved by 1) Proper education, 2) Guarding natural cycles, 3) Protecting the sources of resources, 4) Protecting the goods in transit and storage etc. Only such practices can ensure the continuity of availability of the splendour of this life sustaining planet for the future generations. To live in accordance with these principles is to be ethical. To waste, to horde, to deprive, to destroy, is to be unethical.

**Unethical living leads to imbalance, exploitation, struggle and conflict/ war .**

### 13 Steps to Develop Harmonious Relationships

**Step 1: Be Understanding**

Understand with empathy. Listen attentively, with compassion. Ask clarifying and open ended questions to fully understand and to show your interest. Communicate your understanding with "active listening" and by responding in a non-critical and non-defensive way.

**Step 2: Be Respectful**

Honour each person by showing positive regard and respect. Relate to the essential goodness of each person, even when it is hidden. Recognize their great potential. Show them that you know how precious and valuable they are by expressing respect and appreciation.

**Step 3: Be Sincere**

Be genuine. Be really present with authentic and sincere interest. Share your best self, your highest feelings, your soulful connection, your caring and desire to help.

**Step 4: Be Exemplary**

Teach by example. Be a living example of what you want to teach. Inspire others with your positive attitude, joyful feelings and actions. Be a good role model.

**Step 5: Be Clear**



Communicate well. Speak their language, verbal and non-verbal, to build rapport, comfort and trust. For good communication, speak in ways that allows them to understand you, and in ways, such as by accurately summarizing and reflecting what they have said, so that they feel heard and understood.

**Step 6: Be Encouraging**

Praise other people's positive attributes and express admiration and appreciation for their talents, qualities, accomplishments, values and courage. Validate their feelings and normalize their reactions. Acknowledge and endorse their positive aspirations such as their desire to learn and grow.

**Step 7: Be Supportive**

Support and assist sensitively and compassionately with information, referrals, contacts, endorsements, backing, coaching, mentoring, teaching and training.

**Step 8: Be Empowering**

Empower others by supporting them in making their own decisions. Gently offer guidance in clarifying goals, considering consequences and choosing accomplishable steps. Their successes will increase their self-respect, confidence, sense of responsibility and empowerment.

**Step 9: Be Prayerful & Optimistic**

Optimistically trust in the essential goodness and growth of others. Visualize a harmonious relationship, seeing the other blessed in light and love, protected and growing. Prayers, blessings, affirmations and visualizations are powerful forces, benefiting everyone!

**Step 10: Be Grateful & Gracious**

Express your gratitude. Show your appreciation. Be specific with your thanks and gratitude in a timely fashion. Be grateful and acknowledge what others mean to you. Showing gratitude works wonders. Be gracious and find grace in the eyes of the Creator and of Mankind.

**Step 11: Be Kind & Caring**

Being kind and caring is our true calling, our soul's divine nature. The benevolent giving of ourselves, with kind gestures, caring attitudes, and actions, is a blessing and healing for those we give to, and are a blessing and healing for ourselves.

**Step 12: Be A Good Friend**

A good friend allows us to give, as well as to receive and feel appreciated. Even when friends are not equally capable, each has something to give the other. Creating opportunities for the other to give and gratefully receiving their gifts are the acts of a good friend.

**Step 13: Be Loving**

To love is to give unselfishly. God created us with love and He instructed us to love Him and His creation. Love is our soul's calling. Our destiny is to be loving, emulating the qualities of God. Love is nurturing & healing, stimulating emotional, spiritual physical growth & development.

**Fundamental Reasons to Build Relationships:**

- **Community building occurs one-to-one.** You need to build relationships with people one-to-one if you want them to become involved in your group or organization. Some people become involved in



organizations because they believe in the cause. However, many people become involved in a community group or organization, just because “*they have a relationship with another person who is already involved.*”

- ***We need relationships in order to win allies to our cause.*** In order to get support from people outside our organizations, we need to build relationships in which people “know and trust us.”

- ***Our relationships give meaning and richness to our work and to our lives.*** We all need a community of people to share the joys and the struggles of organizing and making community change. A little bit of camaraderie goes a long way.

Building and sustaining relationships are at the heart of organizing communities. The strength of community lies in the strength of the connections that we have with each other. With strong connections, people have the power to make real change. Building these connections takes time; but it is worth it.

## Professional Ethics

### 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 demeanor 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 organisations and strive to improve education and profession through them;
- (vi) Perform their duties in the form of teaching, tutorials, practicals, 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 the 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.

### 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;
- (iii) 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 achievement 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.

### **Teachers and Colleagues**

Teachers should:

- (i) Treat other members of the 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.

### **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 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.





### **Teachers and Non-Teaching Staff:**

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

### **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 and the students.

### **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.

### **College Principal should:**

- (i) Provide inspirational and motivational value-based academic and executive leadership to the college through policy formation, operational management, optimization of human resources and concern for environment and sustainability;
- (ii) Conduct himself/ herself with transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the college;
- (iii) Act as steward of the College's assets in managing the resources responsibly, optimally, effectively and efficiently for providing a conducive working and learning environment;
- (iv) Promote the collaborative, shared and consultative work culture in the college, paving way for innovative thinking and ideas;
- (v) Endeavour to promote a work culture and ethics that brings about quality, professionalism satisfaction and service to the nation and society.
- (vi) Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (vii) Manage their private affairs in a manner consistent with the dignity of the profession;



- (viii) Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research;
- (ix) Participate in extension, co-curricular and extra-curricular activities, including the community service.
- (x) Refrain from allowing considerations of caste, creed, religion, race, gender or sex in their professional endeavour.

#### **Director Physical Education and Sports / Librarian should:**

- (i) Adhere to a responsible pattern of conduct and demeanor expected of them by the community; b) Manage their private affairs in a manner consistent with the dignity of the profession;
- (ii) Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research;
- (iii) Participate in extension, co-curricular and extra-curricular activities, including the community service;
- (iv) Refrain from allowing considerations of caste, creed, religion, race, gender or sex in their professional endeavour.

**Adopted from UGC Notification, New Delhi, 18 July 2018**

#### **Code of Conduct for Governing Body**

The Code of Conduct for the Governing Body is outlined in the Memorandum of Association (MOA) of Aggarwal Vidya Pracharni Sabha (Regd.), the parent organization overseeing the college. The Governing Body operates in accordance with the provisions of the M.D. University Rohtak Calendar and the Service Security Act, 1979, as amended in 2006.

- (a) The Governing Body is responsible for endorsing the mission, strategic vision, and long-term academic plans of the institution ensuring these align with the interests of all stakeholders, including students, local communities, the government, and other public representatives.
- (b) The Governing Body monitors institutional performance and ensures quality assurance measures are in place, benchmarking practices against similar institutions wherever possible and relevant.
- (c) The Governing Body ensures compliance with all applicable statutes, ordinances, and regulations, including those issued by statutory bodies like the UGC, DGHE, the State Government, and the affiliating university.
- (d) The Governing Body ensures that non-discriminatory systems are established to promote equal opportunities for both staff and students.
- (e) The Governing Body actively oversees the implementation of government mandates regarding reservations for seats and staff positions, and provides necessary support to minority groups.
- (f) The principle of transparency is a cornerstone of the operations of the Governing Body. Students and staff should have appropriate access to information about Governing Body proceedings. Agendas, draft minutes (once approved by the Chair), signed minutes, and meeting papers should generally be available for inspection. However, certain confidential matters, particularly those involving individuals or commercial interests, may be excluded in accordance with standing orders

#### **Code of Conduct and Responsibilities of Officials and Support Staff**

1. Staff members should adhere to professional behaviour required in an educational institution
2. Staff members should co-operate with their teaching and non-teaching colleagues, providing support, help and guidance as required by them and Head of Department (HOD) / Principal



3. They should ensure effective communication and fast disposal of the correspondence with various stakeholders
4. They should not use their position in the college for private advantage or gain.
5. They should not indulge in activities that might bring disrepute to the college and tarnish its image
6. They should not undermine their colleagues and treat them with dignity and work in a family environment with completely professional approach
7. They should maintain the secrecy of the office in all circumstances and work with all transparency
8. They should not interfere unnecessarily in the working of others
9. They should not violate the policies and procedures of the college
10. They should continuously strive for their professional growth and participate in various activities planned in the college
11. They should attend their duties at the designated places
12. They should clearly understand the dignity of labour
13. They should work in all perseverance under the guidance and instructions of their superiors
14. They should be familiar with job requirements (e.g. proper preparation and maintenance of records, viz. Service Books, Personal Files, other University and Directorate Higher Education related Record etc.), using available methods/systems
15. They should update their knowledge with developments relevant to the job; being familiar with communication channels and college procedures applicable to both students and staff

**Actions of in-discipline and action:** The following are examples of unacceptable behaviour of Administrative staff / Support staff

- Any form of physical/verbal violence towards students, teaching-non-teaching colleagues and visitors
- Sexual offences, sexual insults or sexual discrimination against students, teaching- non-teaching colleagues and visitors
- Theft and damaging property of college
- Unauthorized absence from work.
- Consuming alcohol or drugs and smoking
- Failure to comply with reasonable work-related requirements or lack of care in fulfilling the duties of the post.

Indulging in any of the above mentioned inappropriate actions and other actions which are not acceptable will be regarded as gross misconduct and disciplinary action will be taken.

  
**Co-ordinator, IQAC**  
Aggarwal College, Ballabgarh



  
**Principal**  
**Aggarwal College**  
Ballabgarh (Faridabad)