



KALASALINGAM
ACADEMY OF RESEARCH AND EDUCATION
(DEEMED TO BE UNIVERSITY)

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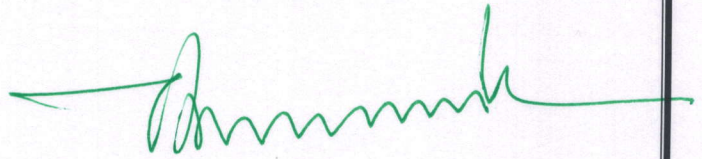


HUMAN VALUE AND PROFESSIONAL ETHICS
MANUAL

REGISTRAR
Kalasalingam Academy of Research and Education
(Deemed to be University)
Anand Nagar, Krishnankoil - 626 126

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INTRODUCTION

Leadership education is a part of higher education. Future national leaders are impacted by the principles and virtues that are taught in colleges. Numerous institutions of higher learning excel in academic areas, have environmentally friendly campuses with a variety of ethics courses, actively participate in community engagement, and are skilled at teaching value orientation to all stakeholders. It is thought important that there should be a code of ethics, which might be developed by the teaching community itself for its guidance, to sustain the position of teaching in terms of values and integrity. The work of a teacher falls into five main categories of professional endeavours. Specific principles have been determined for each of these areas to act as standards for teachers' behaviour.

HUMAN VALUES

In our highly advanced world, education is evolving into a new science for promoting human values. Education is a driving force for the development of life character as well as for enhancing the values that contribute to societal cohesion, harmony, and peace. In the HEI, co-curricular, extracurricular, and curricular activities sow human values. Such a global human value-based perspective ought to aid in the eradication of violent extremism, superstition, and fatalism. Because they emphasise the intrinsic goodness of people and society, truth, honesty, loyalty, love, peace, and other virtues are recognised as the fundamental human values.

Importance of Human Values:

- To be a decent person and reach one's full potential as a human, one must actively instil and practise these virtues.
- Influences our worldview, serves as a metaphor for how we understand "right and wrong," and provides us with knowledge about how people and organisations function.
 - To have a profound impact on one's life and give them the opportunity to play on a platform of international significance.
 - To stop social and political instability, as well as aggressive and unruly behaviours.
 - To strengthen the social climate for democracy.
 - To abandon constrained viewpoints on caste, religion, etc.
 - To promote concord between languages and cultures.



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The mainstay of KARE on Human Values

- Quality Education and Research
- Strong Professional Ethics
- Striving For Excellence
- Community Service and its Development
- Respect For All

Human values are beliefs that are intrinsically valuable or significant to the holder. In other words, they are values, norms, or characteristics that reflect something worthwhile or desirable. Values are a crucial aspect of one's personality and act as a person's guiding principles. The values are universal principles that transcendently direct behaviour and judgement in relation to particular things and circumstances.

CODE OF PROFESSIONAL ETHICS

Professional norms of conduct, values, and guiding principles in both personal and professional life are termed as code of conduct. Professional organisations frequently create codes of professional ethics to aid members in carrying out their job duties in accordance with solid and consistent ethical principles. Professionally accepted standards of behaviour, beliefs, and guiding principles for both individuals and businesses can be referred to as professional ethics. Making those performing such occupations adhere to sound, standardised ethical behaviour is the underlying tenet of having professional ethics. Integrity, honesty, transparency, respect for the job, confidentiality, objectivity, and other key elements of professional ethics must be included in professional organisations' codes of conduct.

The following are the fundamental components of professional ethics that must be mentioned in the rules of conduct of professional organisations:

1. Integrity: Upholding the moral principles of truthfulness, reliability, openness, and equity while carrying out one's obligations.
2. Trusteeship: governing a body in a true, honest, and effective manner while making sure that there is group participation and a system of checks and balances.
3. Harmony: All parties must work together to create an environment that is tolerant, open to communication, and forgiving.
4. Accountability: Fostering an environment of transparency.
5. Inclusiveness: Adopting policies, procedures, and practices to ensure that nobody is subjected to discrimination whether looking for a job, a promotion, or other chances within a company.

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6. Commitment: Making an honest attempt to uphold the institution's vision and mission while acquiring the skills, information, and attitudes required to achieve excellence within the confines of time constraints and legal requirements.
7. Respect: Encouraging a climate of confidence, dependability, and good communication as well as equitable participation of the institution's staff and beneficiaries.
8. Belongingness: Promoting a shared institutional vision that will make everyone feel supported, welcomed, and included is step eight, which is belonging.
9. Sustainability: Ensuring that economic, environmental, and social resources be used as effectively as possible to ensure a secure future.

THE RESPONSIBILITIES OF TEACHERS

Anyone who chooses to pursue a career in teaching takes on the responsibility of conducting themselves in a way that upholds the profession's objective. A teacher is continuously being observed by both his or her students and the general public. As a result, every instructor needs to ensure that his principles and methods are compatible. The national educational goals that have already been established and that he or she should work to instil in students must be his or her personal ideals. Additionally, the occupation demands that teachers have a friendly demeanour, a calm, patient, and communicative temperament.

Teacher should be able to:

1. Maintain the kind of responsible behaviour and demeanour that is expected of them by the community.
2. Conduct their personal lives in a way that upholds the respect due to their job.
3. Strive to continue professional development by reading and researching.
4. Participate in professional meetings, seminars, conferences, etc. to express one's free and candid viewpoint with regard to knowledge-sharing,
5. Retain active membership in professional organisations and make an effort to use them to advance profession and education.
6. Carry out their responsibilities through instruction, tutorials, practical, seminars, and research projects diligently and with commitment.
7. Participate in extension, co-curricular, and extracurricular activities, such as community service, and assist in carrying out tasks related to the educational responsibilities of the university, such as helping to evaluate admissions applications, advising and counseling students, and assisting with the administration of university examinations, including supervision, invigilation, and evaluation.

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STUDENTS

Teachers should be able to:

1. Respect the student's right to and dignity in expressing his or her viewpoint;
2. Treat all pupils fairly and impartially, regardless of their race, religion, caste, political affiliation, economic status, or other physical or social traits.
3. Address the disparity in kids' abilities and aptitudes and work to satisfy their unique requirements.
4. Motivate students to raise their standards, grow as people, and promote the well-being of the community all at once.
5. Instill in students a respect for hard work, a scientific attitude, and the ideas of democracy, nationalism, and peace.
6. Show affection for the students and refrain from acting vindictively towards any of them.
7. When determining merit, focus solely on the student's performance.
8. Be accessible to the students even after class hours, and assist and direct students without payment or other compensation.
9. Encourage kids to comprehend our national heritage and objectives.
10. Refrain from encouraging students against the administration, other students, or fellow students.

COLLEAGUES

Teachers ought to:

1. Treat other professionals in the same way that they want to be treated.
2. Be considerate of other educators and offer support for their professional development.
3. Refrain from permitting concerns of caste, creed, religion, race, or sex in their professional endeavours.
4. Refrain from making unproven accusations against co-workers to higher authorities.

AUTHORITIES

Teachers ought to:

1. Carry out their professional duties in accordance with the laws currently in force and follow the protocols and techniques appropriate to their profession when taking action through their institutional bodies and/or professional organisations to change any laws that are harmful to their professional interests.

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2. Refrain from engaging in any other occupation or commitment, such as private coaching or tuition, that could conflict with their professional obligations.
3. Participate in the institution's policy-making process by accepting various offices and carrying out the duties that may be required of you in those offices.
4. Accept positions and work with their organisations to help other institutions' policies be developed.
5. Work together with the authorities to improve the institutions while keeping the profession's interests and dignity in mind.
6. Should abide by the terms of the contract.
7. Before changing positions, give and expect proper notice, and
8. Keep in mind their specific responsibility for finishing the academic schedule and refrain from using leave unless it is inevitable and is done so as long in advance as is practical.

NON-TEACHING STAFF

In any educational institution, teacher should approach the non-teaching employees as co-workers and equal partners in a cooperative endeavour. Additionally, teachers should participate in joint staff councils that include both teachers and non-teaching personnel.

GUARDIANS

Teacher should try to ensure that institutions keep in touch with guardians and students through teacher bodies and organisations; send reports of students' performance to guardians as needed; and personally meet with guardians at meetings called for the purpose of stimulating mutual thought and for the institution.

SOCIETY

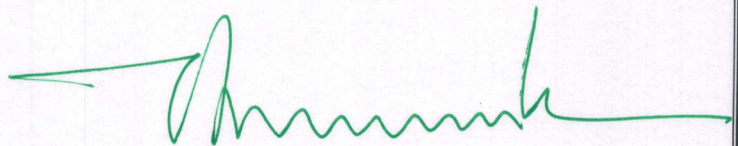
A teacher should:

1. Realise that education is a public service and make an effort to inform the public about the educational programmes being offered.
2. Work to develop the moral and intellectual life of the community and to improve education in the area.
3. Be conscious of social issues and engage in activities that will advance society and, by extension, the nation.


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4. Fulfil the responsibilities as a citizen, get involved in the community, and run for public office.
5. Strive for national integration instead of engaging in, supporting, or subscribing to activities that tend to incite animosity or hostility amongst various communities, faiths, or linguistic groups.



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