MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY

Dabwali Road, Bathinda (Pb.) - 151001

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Think Excellence, Live Excellence

Handbook of Human Values & Ethics

Prepared by:

INTERNAL QUALITY ASSURANCE CELL

MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY

(DABWALI ROAD, BATHINDA (PB.)- 151001)

HANDBOOK ON HUMAN VALUES AND PROFESSIONAL ETHICS

2021

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HANDBOOK ON HUMAN VALUES AND PROFESSIONAL ETHICS

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Version 1
Year 2021

INTERNAL QUALITY ASSURANCE CELL

HANDBOOK ON HUMAN VALUES AND PROFESSIONAL ETHICS

Human Values and Professional Ethics

Preamble

The Education and training framework should attempt to foster professional skill/ abilities as well as a comprehension of what ought to be done and commitment to select and do what one considers as right. Objective of education is to develop abilities (or inquiries of how) yet additionally capacity to settle on inquiries of what and why. The inquiries about what and Why are critical. The general reason for education is to empower an individual to carry on with a satisfying life, in amicability with oneself and with family, society and nature. Considering this, it gets vital for discovering what is of worth, or what is truly important to a person. While technology is a significant human undertaking, it is just a way to accomplish what is considered 'important' for individuals in a viable and productive way. It is accordingly not within the scope of technology to choose 'what is important' to a person. Values give the premise to every one of our activities and there is a fundamental complementarity among values and skills which should be guaranteed in any educational framework.

Higher/Technical education plays an important role in the development of a society and also the nation through career building and skill imparting activities. In this situation, Vital role and responsibility is entrusted to the Higher Education establishments (HEIs) in building sturdy leadership and strong society through excellence in learning, moral curricula and community engagement. These objectives can be realized only by creating commitment among its stakeholders, notably higher level management, teachers, and learners, towards human values and professional ethics. Therefore, HEIs are needed to develop and institutionalize thevalue based quality practices and create environment which ensure their dignity and integrity. This 'Handbook of Human Values and Professional Ethics' portrays the standards and rules to be trailed by everyone at Maharaja Ranjit Singh Punjab Technical University, Bathinda.

University believes in the fact that the transformation can be brought only initially through value inputs in the mainstream education and finally shifting to value based education. This belief is founded on the universal truth that right understanding of values generates right feelings, thoughts and expectations which ensures a definite

conduct in relationship and works of a human being. Value-based living eventually proves to be mutually fulfilling and promoting happiness & prosperity.

Human values

Value is "a concept explicit of implicit, distinctive of an individual or characteristics of a group of those desirable traits which influence the selection from available modes and ends of action." Human values are the virtues or ideals that direct us to consider the human component when we associate with other people. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings.

Human values are the basis for any practical life within society. They build space for a drive, a movement towards one another, which leads to peace. In simple term, human values are described as universal and are shared by all human beings, whatever their religion, their nationality, their culture, and their personal history.

Several universal human values such as Truth, Righteous conduct, Peace, Love and Non-violence are directly associated to physical, intellectual, emotional psyche and spiritual facets of human personality. There is need and urgency to reinforce these values for a better and humane society.

These values are the feelings which we can understand, which we can ensure within ourselves, which we can share with others and thus ensure mutual fulfillment in relationship. These are the feelings which are naturally acceptable to us in the relationship with the other human being. Following universal values are incorporated in MRSPTU syllabus as mandatory subject.

1. Trust (foundation value)
2. Respect
3. Affection
4. Care
5. Guidance
6. Reverence
7. Glory

8. Gratitude

9. Love(complete value)

Fulfillment of feelings in relationship and their evaluation leads to mutual happiness

1. Trust:

   Trust is the foundational feeling (value) in relationship. Feeling of Trust is to be assured that the other intends to make me happy and prosperous.

2. Respect

Respect is right evaluation.

When we are rightly evaluated, we feel respected. When we are not rightly evaluated, we feel disrespected.

3. Affection

Affection is the feeling of being related to the other.

Affection is the feeling of acceptance for the other as one's relative. Lack of affection is seen in the form of opposition, jealousy, etc. The feelings of trust and respect are essential to have the feeling of affection. When we have the feelings of trust, we feel related to the other; otherwise we may feel opposed to the other.

4. Care

Care is the feeling of responsibility and commitment for nurturing and protection of the Body of my relative.

With the feeling of affection, one naturally takes the responsibility for development of the relative –both at the level of self as well as at the level of Body. Being responsible to the Body of one's relative is Care.

5. Guidance

Guidance is the feeling of responsibility and commitment for development of Self by ensuring the right understanding and right feeling in the Self of my relative.

Being responsible to the Self of my relative is Guidance.

6 Reverence

Reverence is the feeling of acceptance for excellence.

Excellence is to be in a state of continuous happiness with the completeness of understanding of harmony and living in harmony at all levels. Once we achieve excellence, it continues. Excellence is something definite, something absolute.

There is a basic difference between working for excellence and competition. If you have achieved excellence, you would naturally make effort for helping others to achieve excellence. On the other hand, in competition, we not only do not help rather we hinder the other to reach to our level.

7. Glory

Glory is the feeling of acceptance for those who have made effort for excellence.

For all those people whom we call great people, when we accept the effort made for excellence by them, to whatever extent they are able to achieve it, we naturally have a feeling of glory for them.

8. Gratitude

Gratitude is the feeling of acceptance for those who have made the effort for my excellence.

In our life, there may be so many people who have been of help to us in the process of understanding harmony and living in harmony. So, we have this feeling of gratitude for them. Gratitude is a significant feeling in the development of relationship.

9. Love

Love is the feeling of being related to everyone, to all. It starts from affection. If this feeling expands to many and ultimately to all, it is the feeling of love. Love is called complete value. Love is expressed in the form of compassion.

1.   ProfessionalEthics

Human values and professional ethics are complementary to each other. Ethics describes the accepted rules and standards of behaviour about moral obligations and virtues as applied to an organization, whereas human values communicate personal conviction.

Professional ethics codes inform an organization's stakeholders about acceptable and unacceptable professional behavior.

The basic principle of professional ethics is to compel people to act in a consistent and ethical manner. Value-based ethical behaviour of devoted faculty members, officers, staff, and students drives the accomplishment of an institution's goal and vision. The following are some of the most important aspects of professional ethics that professional organizations must include in their code of conduct. :

Harmony: Creating a culture of acceptance, dialogue, and sympathetic among stakeholders to balance diversity and difference

Commitment: Dedication to the institution's vision and objective while honing one's understanding, skills, and attitudes in order to attain excellence within time and regulatory constraints

Belongingness: Fostering a shared vision of institution to make every one feel secure, supported, accepted and included.

Respectfulness: Creating an environment of mutual respect, trustworthiness and quality interaction as well as fair participation of functionaries and beneficiaries of the institution.

Inclusiveness: Adopting standards, policies and procedure to promote and ensure equal opportunity without any discrimination against an individual or a group seeking education, employment, promotion and other activities in an institution.

Integrity: Adhering to conduct of duties in righteous manner and in accordance with principles of honesty, trust, transparency and fairness.

Trusteeship: Operating in an efficient, ethical and true manner while ensuring group participation and a system of check and balances within an institution.

Accountability: Establishing the environment of openness and trust to accommodate mistakes and to encourage individual in taking the responsibility of one's action.

Sustainability: Ensuring optimal resource utilization—economic, environmental and social—to achieve long lasting and safe future.

2.   Codes of Professional Ethics

Administrative Authority

It would include Vice-chancellor, Deans, Directors, Registrar, Finance Officer, Heads/In-charges/Nodal Officers of Departments/ Cells/ Programmes, Academic Statutory Bodies, etc.

The authority would:

1.   Be accountable for ensuring that the University's Acts/ Statutes/ Ordinances and Regulations are rigorously followed in all of its operations.

2.   comply with all applicable federal, state, and local laws, rules, and regulations applicable to the university

3.   Strive to provide a suitable atmosphere for teaching, learning, research, and development that maximizes the University's potential in order to bring about social transformation and, as a result, national development

4.   Deliver inspirational and motivating value-based academic and executive leadership through policy development, operational management, human resource optimization, and environmental and sustainability concerns.

5.   Make decisions in the best interests of the university with the greatest level of ethics

6.   Follow objectives and policies of the University and contribute constructively to achieve its mission and vision.

7.   Maintain confidentiality of the records and other sensitive matters.

8.   Make a concerted effort to develop a work culture and principles that foster excellence, professionalism, and satisfaction.

9.   Refrain from any misappropriation of financial and other resources.

Administrative Staff

All levels of the university have administrative staff, reporting to Vice-Chancellor, Deans, Directors, Registrar and Departmental Chairs. Administrative staff would:

1.   Honestly and impartially follow University's decisions and policies, while making

efforts for the best attainable performance standards

2.   Urge employees (Peers and subordinates) to work as efficiently as possible

3.   Build an environment that encourages collaboration and team work.

4.   Act timely to readdress the genuine grievances.

5.   Maintain confidentiality of the records and other sensitive matters.

6.   Co-operate and form strong liaison with colleagues.

7.   Take good care of the institution's assets

8.   Facilitate congenial environment.

9.   Avoid all forms of discrimination

10.   Refuse to take bribes or engage in any corrupt behaviour

11.   Make all-out effort to accomplish the allotted assignment within the specified time frame

Teachers

Teaching is viewed as a profession in university settings, and university faculty members are regarded as professionals if they carry out their tasks in accordance with the teacher's code of ethics.

In the interest of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.

Teachers would:

1.   Respect the University's ideals, vision, mission, cultural practices, and traditions

2.   Conform to Acts, Statutes, Ordinances, regulations, policies, and procedures of the university

3.   Contribute to the intellectual development of the student, at least within the teacher's own area of expertise

4.   Avoid behaviours that go against student development, such as exploitation and discrimination.

5.   Act as students' friends, philosophers, and mentors in identifying their potentials and developing their all round personality

6. Participate in the development of University by assuming various offices and fulfilling the responsibilities that such offices may entail.

7. Undertake obligations and responsibilities allocated by the University in the form of teaching and research work with effort, attention, and punctuality.

8. Contribute to professional growth through continuous research and presentations in conferences, seminars and professional meetings.

9. Co-operate and assist in the admission, examination, supervision, invigilation and evaluation process of the University.

10. Take reasonable steps to guarantee that student evaluations are valid, open, fair, and consistent with course objectives.

11. Adhere to responsible conduct and behavior expected of them by the society.

12. Create a conducive teaching–learning environment through innovative practices and knowledge sharing.

13. Act as role models for students by displaying good conduct and character.

14. Persuade students to actively participate in activities of national priorities especially contribution to the community welfare, environment and national heritage.

15. Respecttherightsanddignityofthestudentsinexpressinghis/heropinion.

16. Refrain from harassment of students in any form.

17. Deal justly and impartially with students regardless of the irreligion, caste, and political, economic, social and physical characteristics.

18. Refrain from taking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities.

19. Interact with staff and coworkers with decency and civility

Students

The purpose of the Code of Student Conduct is to offer a clear expression of the University's expectations of students in academic and personal concerns.

Students of the University are expected to devote their energy in learning and

developing a wholesome personality.

The students would:

1. Adhere to Acts/ Statutes/ Ordinances, rules, policies, procedures of the University and respect its ideals, vision, mission, cultural practices and the traditions.

2. Attend class lectures, tutorials, and research sessions on time, in a disciplined and consistent manner

3. Maintain modesty in their look and behaviour

4. Treat teachers, staff, and fellow students with decency and courtesy

5. Act as role models for junior students by upholding the highest standards of morality and values.

6. Maintain harmony among students belonging to different socio-economic statuses, communities, castes, religions and regions.

7. Contribute towards cleanliness of the campus and its surroundings.

8. Show respect for the institution's assets and take care of them.

9. Behave appropriately while on an informative tour, visit, or excursion

10. Be honest in providing truthful information about all documents.

11. When presenting one's own academic work, uphold the highest standards of academic integrity

12. Help teachers in maintaining learning environment conducive for all students.

13. Work to eliminate ragging on campus

14. Be aware of gender issues

15. Be sensitive to societal needs and development.

16. Preserve good health and abstain from intoxicants of any kind

17. Be encouraged to start self exploration within themselves to develop right understanding and right feelings eventually helping them to have definite human conduct.

Students Induction Programme-cum- Universal Human values cell

At the university level, it is mandatory to establish Students Induction Programme-cum-Universal Human values cell, which has got the responsibility to implement the policies/system ensuring value based education for value-based living. I.e. sustainable (Planet friendly) technology and humane (People-friendly) management.

At MRSPTU, Bathinda, the structure of the cell would be as follows:

Chair-Person   : Vice- Chancellor

Convenor   : Dean, Academic affairs

Co-convenor   : Dean (Student Welfare)

Co-ordinator   : Professor

Co-coordinator   : Any Faculty

Secretarial services   : Office of Director, CDC, MRSPTU, Bathinda

Members   : One faculty member from each deparment/ programme running in the university

Universal Human Values cell at University has primarily set following three objectives:
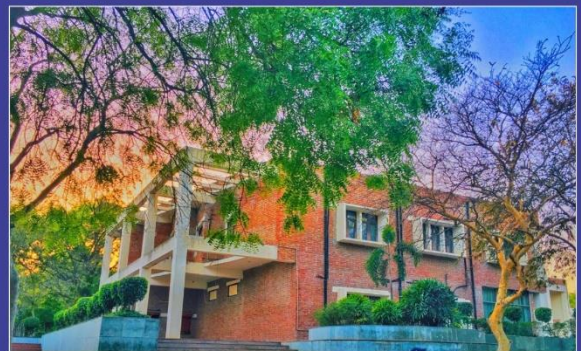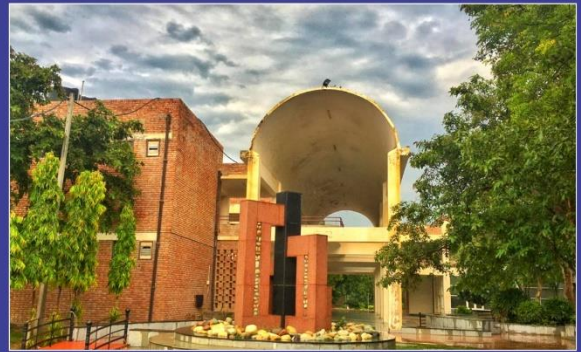
1. To arrange workshops (Orientation and refresher) and weekly meetings for the administration, faculty and staff on regular basis to keep them aware about their imaginations, thoughts and feelings and helping them to take decisions in favour of harmony and relationship.

2. To ensure regular classes and mentor-mentee interactions (As a part of course-curriculum) be conducted on Universal Human Values and Professional Ethics to help students develop holistic and humane world vision.

3. To contribute to maintain and promote an environment and culture in the organization wherein students and staff continuously get opportunity to orient/reorient their feelings and thoughts in line with relationship, harmony and coexistence.