

## ETHICS IN HIGHER EDUCATION

Teaching profession is said to be the noblest profession. Society anticipates that teachers adhere to the 'Professional' ethics and code of conduct appropriate with such nobility. The society's expectations from the institutions of higher learning are nothing less than 'excellence' in every respect and adherence to their "Professional Code of Ethics". According to UGC, "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... teachers should manage their private affairs in a manner consistent with the dignity of the profession..." (<https://timesofindia.indiatimes.com/city/lucknow/UGC-frames-code-of-ethics-for-higher-education-teachers/articleshow/6129159.cms> )

On the other hand, all State Universities Acts have emphasized the need for training students in values and ethics, as well as promoting practices based on human values. For instance the Maharashtra State Public Universities Act, 2016, has spared nine of its 18 objectives to highlight the need to create the climate for nurture of values in higher academic institutions. These objectives are related with promoting fearless academic community, freedom, equality and social justice as enshrined in the Constitution of India, basic attitudes and values of essence to national development, social harmony, co-existence, integral humanism, national integration and preserving cultural heritage; gender equality and sensitivity, dignity of labour through applied components in the syllabi; developing work culture, encouraging individuality and diversity, tolerance and mutual understanding and generating self-respect and dignity.

It's therefore a propitious time to draw our attention to this vital aspect of higher education in India and focus our efforts to promote the provisions of the University Acts across the country.

In our interactions on this Blog we will share our experiences and how ethical issues have been handled by us. In doing, so we will avoid commenting on political and religious issues, and will not mention the names of any specific persons. We will follow the digital decorum and netiquettes.

Some suggestions are made here about the possible themes we may consider to discuss. Other topics are also welcome:

1. How are the University Objectives, in relation to Value Education (Objectives Number 2,3,4,5,7,12,13, 16 and 17) as stated in Maharashtra Public Universities Act, 2016, being fulfilled by the institutions of Higher Learning in the State?
2. How are the University Objectives, in relation to Value Education as stated in the Public Universities Acts of other States, being fulfilled by the institutions of Higher Learning in other States?
3. The impacts of value education and ethical training for institutions of higher learning. .
4. A comparison of the University Objectives in relation to Value Education as stated in the Public Universities Acts of various States of India.
5. Most widespread ethical issues in institutions of higher-learning and the manner in which they are being/have been handled/neglected:
  - a. From students' perspective
  - b. From teachers' perspective
  - c. From employees perspective
  - d. From the perspective of the management
  - e. From the perspective of the students' families and communities

Some Topics Related to Prevailing Issues: Discrimination and favouritism, Inter-personal relations, malpractices, Financial unethical practices, Values and attitudes, Irresponsibility/lack of commitment, lack of loyalty, Discipline issues, Governance issues, Internal Interference/pressures, External interference/pressures, Leadership approach, Rigidity vs flexibility, Policy related issues, Harassment, Moral laxity, Addiction, Plagiarism, Unrest, Social media, Value erosion, Gender issues, Dominance and psychological pressures, Group-ism, and Prejudices , etc.