• Treat colleagues fairly and to encourage one another to adhere to high professional standards.
• Collaborate with other universities in India and abroad to enhance their research and publications.

ii) Professional Practice
The faculty are expected to:
• design and implement courses that are sensitive to the varying learning needs of the diverse student community
• ensure student-centric teaching-learning process and be impartial in teaching as well as evaluation.
• use relevant, comprehensive and 21st century teaching-learning and evaluation methods.
• learn innovative teaching methods from experts and from colleagues.
• respect the biodiversity and ethical values and see the intrinsic value of every human being.
• provide a physically and emotionally safe learning environment for students that includes the full scope of the subject matter being taught.
• promote honesty, respect and responsibility in the students.

iii) Professional Responsibility
The faculty are expected to:
• cooperate with fellow teachers, parents and administrators to create an atmosphere that is conducive to learning.
• have a code of ethics for faculty addresses issues such as fairness and confidentiality.
• respect cultural, ethnic and religious differences of fellow colleagues and students.
• incorporate polite and respectable behaviour
• be considerate and dignified while interacting with students, colleagues, support staff and administration.
• extend support, appreciation and constructive criticism and avoid unfavourable talk about individuals.
• refrain from any act which will undermine the integrity and reputation of the institution and to set aside clear boundaries with students and their parents; and adhere to the highest standard during online and offline communication.

C. Ethical Standards in Research
Ethical norms in research promote knowledge, truth and avoidance of error. Ethical standards in research promote trust, accountability, mutual respect, social responsibility, human rights, animal welfare, and compliance with the laws, health and safety.

Prohibitions of fabricating, falsifying or misrepresenting research data promote truth and objectivity. Holy Cross College expects its faculty and research scholars to be honest in following these ethical standards in research. The following are the principles and professional ethics to be followed by teacher-researchers and research scholars.

1. Scientific, Scholarly and Professional Standards
The researchers should rely on quality research articles for their reference work.

2. Competence
The research guides must direct their scholars and develop their skills by permitting them to take up challenging and socially relevant topics in research. Researchers should also be aware of the latest tools and technologies that will lead to qualitative research.

3. Use and Misuse of Expertise
Research guides should not accept grants or work assignments from individual researchers. Researchers should be alert guarding against personal, financial, social, organizational or political factors that might lead to misuse of their knowledge, expertise, or influence. They should also take reasonable steps to correct the misuse or misrepresentation.

4. Fabrication, Falsification or Plagiarism
Education researchers should not engage in fabrication, falsification, or plagiarism in proposing, performing, reviewing research or in reporting research results. They should acknowledge the sources by documenting them. They should not present others’ work as their own unless it is published or not.

5. Avoiding Dualities
Researchers should take reasonable steps to avoid harming human beings and animals in their course of work.

6. Non-discrimination
Researchers should not discriminate co-researchers on the basis of state, sex, age, religion, gender, classes and socio-economic differences.

7. Non-exploitation
Researchers should not exploit persons who are under their supervision- employees, faculty, students, fellow scholars or research participants.

8. Harassment
Harassment includes unnecessary, exaggerated or unwarranted attention or attack, whether verbal or nonverbal. Sexual harassment is sexual solicitation, physical advances or verbal or nonverbal conduct that is sexual in nature. Researchers should not engage in harassment of any person who is under their supervision- employees, faculty, students, fellow scholars or research participants. They also should not harass persons based on personal bias.

9. Confidentiality
Research guides/Researchers must protect the confidentiality of research data, consultation performance data and other records till the publication of the research article/report.

10. Teaching, and Training
Researchers who serve as teachers, trainers or administrators of education and training programs should perform their responsibilities conscientiously, competently and with integrity. They must foster ethical behavior in their scholars.

11. Planning and Implementation
In planning and implementation of research, the teacher researcher must consult with the experts and find out any specific population under investigation is likely to be affected. In their research, researchers should not encourage activities that are life threatening to the scholars.

12. Mentoring
Teacher researchers are committed to their mentees’ welfare and growth and should set in their mentees’ best interests. They must explain their mentees about the ethical dimension of their work and support them to perform their activities with the highest ethical standards.

13. Accountability
In and through their work, teacher researchers are ultimately accountable to the general public and should act accordingly.

14. Cooperation
Teacher researchers should promote the open exchange of ideas, research methods, data and results; and their discussions, scrutiny and debates, subject to any considerations of confidentiality.

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Introduction

Holy Cross College was established in 1965 by the Congregation of the Sisters of the Cross of Chavanad, France in order to educate the young women of Kanyakumari district. One of the objectives of this college is to provide opportunities to educate women in the light of Christian principles inculcating spiritual, cultural, social and ethical values. Education at Holy Cross College is not just the mere acquisition of memory with emphasis on compulsory conformity and imitation. But as J.S. Krishnamurthy says, “it is the total culture of one in which the ‘you’ and the ‘me’ disappear and where the individual is concerned with knowledge, with freedom, with what is and to go beyond what it is”. The effective functioning of these values depend on academic integrity.

Academic Integrity is a commitment to fundamental values such as honesty, trust, fairness, responsibility, accountability, obedience to the law, courage, diversity and life long learning. It provides a foundation for responsible and disciplined life. The management faculty, non-teaching staff, alumni and parents are responsible to instill integrity in students through the cultivation of these objectives and core values are designed based on the vision and mission of the institution. Also various programmes are organized for the stakeholders.

Aims and motto of the College

Holy Cross College aims at forming well integrated persons, who will strive to transform society, by meeting the challenges of life and take a stand in the struggles of the poor and the deprived.

The motto of the college is derived from the Gospel “I came that they may have life, and have it abundantly”. Jn 10:10. The institution makes possible the study of the sciences, humanities and social sciences to create a just and harmonious society where all people live life in its fullest potential. The trust of faculty in the potential growth of the students is revealed through teaching-learning process, continuous internal assessments and supportive services.

3. Fairness

Faculty members and administrators of the Crossian team expect the fair treatment from each other. This fairness helps them to be transparent and have reasonable expectations from each other. It is also reflected in their dealings with the students, impartial evaluation and equal treatment. To these end, fair dealings outside the classroom build up trust between the faculty and students.

All the members of Holy Cross College are committed to promote the highest standards of honesty and integrity to ensure that academic performance is evaluated fairly and rewarded justly.

3. Respect

Respect is reciprocal in our institution. It includes showing respect for oneself as well as others. Respect for self helps one to live a holistic education. Respect for others means listening to the diverse opinions and respecting them, though one may not agree with their actions. Respect is shown through words, expressions and gestures. Promotion of respect for self, for others, for research, for the educational process and intellectual heritage is expected by the institution. Holy Cross College expects all the faculty to respect one another. The administrators include stakeholders in the decisions that affect them. They treat everyone with dignity and encourage the development of self-worth.

4. Responsibility

Responsible individuals hold themselves accountable for their actions. Responsibility is an individual performance and shared concern. Every member of the Crossian family, student, faculty, and administrator is responsible to safeguard the academic integrity and not only for their own well being, but also for the well being of the institution, and the society at large. Being a responsible member of Holy Cross College also necessitates holding others accountable when they fail to uphold the values of the institution.

5. Accountability

Accountability is answerability, liability and the expectation of being held accountable. Personal accountability is the responsibility of each individual to be a responsible citizen. Each member of the institution is entrusted with the responsibility of ensuring a better learning environment. It includes administrative teaching, learning and other support services. The employees are expected to be honest, sincere and responsible in the discharge of duties and accountable to their conscience.

6. Obedience to Law

Holy Cross College has its norms and code of conduct for the employer, employee and students. Each one is expected to follow the code of conduct while performing their functions in varied capacities, as prescribed by the rules and regulations of the central and the state governments, the UGC and the parent university.

7. Courage

Holy Cross College provides opportunities to make choices and take risks from time to time. The faculty, staff and students are exposed to discussions and decision making processes through their involvement as members of statutory and non-statutory bodies. It is in these situations when the courage needed to execute decisions with courage and confidence. It is the courage that motivates the institution to stand with the struggles of the poor and the marginalized and alleviate their sufferings in order to create a harmonious society.

8. Diversity

Appreciating unity in the diversity of cultures, language, religion, race and region enriches the heart and enlightens the mind. Using the academic resources that cater to local, regional, national and global needs and learning with academicians of varied background expose them to diversity. Such diversity strengthens the institution’s academic programmes and educational environment, preparing students to live and work in a multi cultural society.

9. Lifelong learning

Educating the students with learner-centred programmes instils in them the desire for learning from life, situations and academic environment. This lifelong learning activity helps them to choose their career and become successful entrepreneurs. The college, therefore, sets up a structure of faculty advocates committed to the belief that lifelong learning is the key to making the entire academic community members life long learners.

II. Professional Ethics

Professional ethics encompasses the personal, professional and organizational and corporate standards of behavior expected by the professionals. As members of a profession one should:

1. Duty to be expected in a professional and
2. Duty to uphold personal morality in particular cases and issues for the achievement of the Organizational Goals (Vision and Mission) and for harmonious relationship in the workplace.

A. Principles

1. Professional Competence

This faculty is expected to:

a. utilize the appropriate scientific, professional, technical, and administrative resources needed.

b. ensure competence in their professional activities.

Their professional competence lies in forming full fledged human beings apart from passing the information, ideas, theories and expanding on them.

2. Integrity

The faculty should be honest, fair and respect others in their professional activities and carry out their activities with trust and confidence.

3. Professional Responsibility

The faculty is expected to:

a. perform their job in a just manner that is impressive and worthy of emulation.

b. be committed to their teaching profession.

3. Professional Integrity

The faculty have to:

a. meet and interact with students and staff with varied cultural, languages and religious background in their workplace.

b. celebrate diversity, enjoy the differences and be respectful of the diverse strands that go into the making of the fabric of humanity.

5. Social Responsibility

The faculty must:

a. be aware of their professional and scientific responsibilities to the communities and societies in which they live and work.

b. motivate the students to reach out to the community with their experiences.

c. inculcate in the students the awareness that it is their responsibility to serve society.

II. Professional Ethics in:

a) Professional Development

The faculty need to:

a. act with the highest standards of honesty and ethical conduct while working in the college premises and at off-site locations such as seminars, conferences, and other events, at each place where they represent the Institute.

b. update themselves with new teaching methods, knowledge and skills.

c. engage in educational research to continuously improve their teaching strategies.

d. consult with other professionals for the benefit of their students and research scholars.