



Swami Vivekanand Shikshan Prasarak Mandal's

Swami Vivekanand College of Nursing, Udgir

(Approved by Government of Maharashtra, Recognized by Indian Nursing Council, New Delhi and Maharashtra Nursing Council Mumbai)

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Policies on integrating crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the Curriculum.

1. Crosscutting issues are the topics identified as essential and that affect almost all aspects of education.

These topics are integrated and mainstreamed throughout all the classes of the undergraduate and postgraduate programs, from policy to implementation, evaluation, and learning.

To the mainstream, an issue means adopting that lens throughout the process. For example, what are the gender dimensions of a given problem – does it affect men and women differently?

If so, is the policy and program designed to address it by taking those gender differences into account?

Finally, when looking back at our actions, were our activities effective at contributing to a more outstanding gender balance?

2. Preamble:

The present policy framework reiterates the need and process of crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the Curriculum to create high-quality practices and environments backed by human values and professional ethics in higher education institutions.

3. Objectives:

This policy framework aims to inculcate human values and professional ethics in higher educational institutions:

- a) To reinstate the rich cultural legacy and human values of which we are the custodians.

4. Gender:

- a) Gender equality, equality between men and women, does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they were born male or female.
- b) Gender equity means fair treatment for men and women according to their needs. It may include equal treatment or treatment that is different but is considered equivalent in terms of rights, benefits, obligations, and opportunities.
- c) Gender Equality is a global issue, and discussions on women's emancipation and her rights are at the forefront of many worldwide formal and informal campaigns.
- d) As the awareness of gender issues increases, women spontaneously take action against women's oppression and exploitation.
- e) Gender awareness allows women to move beyond other conventional gender stereotypes and rigid gender role definitions.
- f) The gender audit was conducted to identify ways to make college campuses safer for women.

5. Gender Policy:

- a) There is no kind of discrimination based on Gender
 - b) The college provides equal opportunity for all genders
 - c) Freedom for all genders to express the free and fair opinion
 - d) There must be an accessible, active, unbiased, and confidential grievance redressal cell
 - e) The college arranges effective measures for the safety and security of all gender
- Objectives of Gender Audit:

6. The Gender Audit has the following objectives:

- a) To find out the areas where gender imbalance exists and the factors behind it
- b) To establish good gender balance in decision-making processes in all areas of the college activities.
- c) To suggest measures for bridging the gender gap.
- d) To Foster gender equality in all aspects of the college community.
- e) To see the work and capacity for preventing sexual harassment at the college.

7. Human Values:

- a) The purpose of education in general and higher education in particular is to facilitate the actualization of human potential by making its stakeholders, notably higher education administrators, teachers, and learners, conscious of human values and professional ethics. The principal values are discussed in brief as follows:
 - b) Love & Compassion: Love is the all-pervading life energy. It manifests in sincere care for others, kindness, empathy, and compassion, and it is unconditional. True love leads to compassion.
 - c) Peace: The scope of peace includes peace at the individual level and the world level. Peace at the individual, society, and national levels is imperative for world peace.
 - d) Truth: In professional life, the simplest manifestation of truth is sincerity, which can be seen in commitment to work.
 - e) Non-Violence: Ahimsa means non-killing. Non-violence is a result of restraint from consciously doing any harm through one's thoughts, speech, or action to any entity, living or non-living.
 - f) Righteousness: Righteousness is the backbone of core human values and human existence. It involves the conduct of life and action by practicing decency and decorum at every stage. It covers ethical guidelines, ethical behavior, and moral righteousness.
 - g) Renunciation or Sacrifice: Renunciation has two preconditions: care and love for all living beings, attended by the absence of selfishness. Renunciation begins when selfishness ends. Service: When love and compassion for others and willingness to sacrifice for others out of love take the form of action, it becomes service. Service is possible only when one loves others as one's own, not as others.
8. Human values are humankind's deepest moral aspirations and form the foundation of human culture and lives as individuals and as societies.
- a) The need is to teach and practice them consciously to be good humans so they can realize their potential as human beings.
 - b) Values are to be learned through practice. Hence, the administrators and teachers in higher education need to bear in mind that they are being watched and observed by their peers and learners in general, and they (peers/learners) are learning values by observing them (seniors and peer learners).

- c) The ambiance in and around higher educational institutions should be conducive to value education and bring qualitative change in life and work at home and workplace with professional ethics.
- d) Human values and professional ethics, thus, are indispensable steps in the odyssey of transformational learning and a life of happiness and greatness.

9. Professional Ethics:

- a) Ethics has been described as standards of conduct that indicate how one should behave based on moral duties and virtues arising from principles about right and wrong.
- b) Professional ethics concerns the concept and framework of moral right or wrong as applied to a professional organization, execution policies, and behaviors.
- c) Various studies in the Indian context suggest that organizations can encourage moral behavior by communicating expectations that employees will behave ethically and defining what that means; hiring at the top who set good examples; rewarding ethical behaviors and punishing unethical behaviors; teaching employees essential tools of ethical decision making, and; encouraging discussion of ethical issues.

10. Environment and Sustainability:

- a) The college acknowledges its responsibility to act sustainably across all its functions and recognizes its role as an exemplar in sustainable practices.
- b) The college is committed to managing its activities and estates to promote environmental sustainability, conserve and enhance natural resources, prevent pollution, and improve environmental performance.
- c) This policy outlines the college's measures to embed sustainability into all group functions. It identifies delivery methods and ways of communicating the policy to teaching and non-teaching staff and students to make them aware of and support best practice procedures.

11. Policy Aims & Objectives:

- a) Be considered good practice for delivering sustainability in the education sector.
- b) Strive to exceed all the environmental legislation and regulations relating to its activities

- c) Promote sustainability to all stakeholders, including students, staff, and visitors.
- d) Achieve measurable reductions in the Carbon Emissions within its members' estates

12. Procedure

- a. The college delivered the aims and objectives of the policy through the following key areas: Environmental and Sustainability Management:
- b. Develop and review sustainability targets against appropriate benchmarks.
- c. Monitor energy consumption against past performance.
- d. Communicate and promote environmental and sustainability procedures, regulations, and initiatives at staff inductions and training sessions.
- e. Encourage and facilitate feedback and suggestions from stakeholders to improve good practice. Integrate environmental and sustainability principles into the college's operational procedures and decision-making process.
- f. Encourage inclusion of environmental and sustainability issues in curriculum delivery.
- g. Actively promote sustainable operations with students and staff.

Principal

Mrs. Jyoti N.

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