

ETHICS AND VALUES

Volume -IV, Semester-IV

Ethical Values for Student Life

Odisha State Bureau of Textbook Preparation and Production

**A-11, Pustak Bhawan, Suka Vihar, Bhoi Nagar
Bhubaneswar-751022**

ETHICS AND VALUES

Volume -IV, Semester-IV

Ethical Values for Student Life

Author

Prof. Bhaswati Patnaik
Professor of Psychology,
Utkal University, Bhubaneswar

Content Editors

Prof. S.P. Pani,
Executive Member,
Odisha State Higher Education Council

Prof. P.K Behera,
Academic Consultant,
Odisha State Higher Education Council

Published by

The ODISHA STATE BUREAU OF TEXT BOOK PREPARATION AND PRODUCTION,
Bhubaneswar, Odisha, India

Ethics and Values

Volume -IV, Semester-IV

For undergraduate (+3) CBCS-AECC course in the state of Odisha

Language Editors

Prof. Jatindra Kumar Nayak

Retd. Professor in English, Utkal University, Bhubaneswar

&

Dr. Rutuparna Sen

Lecturer in English,

Ravenshaw Junior College, Cuttack

Course Designed and Text Book prepared by

ODISHA STATE HIGHER EDUCATION COUNCIL

Published by

The ODISHA STATE BUREAU OF TEXT BOOK PREPARATION AND PRODUCTION,

Bhubaneswar, Odisha, India

First Edition: 2023, April

Publication No:

ISBN:

Printed at:

Price:

FOREWORD.....

Introduction of a course on “Ethics and Values” in day-to-day activities at higher education institutions has been a long-standing wish of the State Government. Initiated during a number of brainstorming sessions of the Odisha State Higher Education Council (OSHEC) with esteemed academicians of the state, the idea was to demonstrate the concept of contemporary ethics and value system to our students through analysis of few selected examples of social, personal and professional conflicts that confront the youth in their daily lives. Since the course was visualised as a compulsory course for all disciplines, it was to be dealing with practical aspect of ethics and value systems applicable to day-to-day life and decisions. The ideas got crystallised through a number of lively discussion sessions with eminent academicians, Vice Chancellors of state universities, social workers engaged with vulnerable sections, administrators, thought leaders and many others. The sole objective was to develop an awareness and sensitivity in the students in relation to their interactions with the society at large and to empower them to distinguish good from evil, justice from injustice, fair practice from unfair practice as well as motivating them to internalise their duties, obligations and rights as responsible citizens.

This course addresses life issues and, hence, is one of the courses that requires a practical interface of theory and real-life situations. Therefore, this course has been prepared for the undergraduate curriculum as an ability enhancement compulsory module. The entire course is divided in to six modules (six credits) to be taught 1 module of 1 credit (15 classes) in each semester for all the streams and disciplines. Each module addresses a specific social issue that has a great relevance to shaping ethics and values in young minds. Since, the books focussing on this approach to this topic are not available, eminent academicians and social workers are being requested to write books on these modules. This book is on the first module addressing issues of women in society and will be available in freely downloadable form at both OSHEC (<https://oshec.nic.in>) as well as <https://vtputkal.odisha.gov.in> sites. Simultaneously video lectures on these topics are being prepared to be made available as freely downloadable video lectures at the same sites.

Creating a course and content on the subject of ethics and values that will be simple and easily internalised by young students is truly a difficult task. The conceptualisation and support from Hon’ble Chairperson OSHEC, Principal Secretary Higher Education, all the esteemed Vice Chancellors of State Universities, eminent academicians who participated in the first brainstorming, representatives from various NGOs, the editorial group, all members of OSHEC and most importantly the authors who painstakingly gave words to the concept must be gratefully acknowledged.

As the world is increasingly tending towards materialistic consumerism, it is felt that schools, colleges and universities have a major responsibility in strengthening societal and individual values that would go a long way in creating a sustainable planet. It is hoped that this course will pave the first steps in the desired direction. The success of the course will critically depend on support from our faculty in higher education institutions. We humbly seek their cooperation.

Asoka Kumar Das

Vice Chairperson OSHEC

Preface

ETHICS AND STUDENTS LIFE is the fourth volume of the series of Text Books being prepared by OSHEC and published by Odisha State Bureau of Text Book Preparation and Production on Ethics and Values. This is meant for the fourth semester students of three year Degree course of Science, Arts and Commerce for all the Public Universities of Odisha.

The NEP 2020 emphasises the importance of teaching Ethics and Values both at UG and PG level and the OSHEC has been working on it since 2021 for the UG component. The present volume has four units, Meaning and Objective of Education, Challenges for Ethical Practices in Institutions of Higher Education, Interpersonal Relation and Community life in HEI and Ethical leadership in Academic Institution. Traditionally student's Life is a component of four stages Indian life, childhood, students life, life of house holder and life of mendicant. The main objective of student life is to equip one for an adult life both personally and professionally. Every child must grow into a responsible member of a civil society, nation and mankind. Every individual's inherent talent must flower out. By cultivating ethical values and practices we can ensure a bright future for our society. Hope this volume is well received by student-teacher community. Students are requested to access the online lectures at www.vtputkal.odisha.gov.in/ddceutkal.ac.in.

We thank Prof. Bhaswati Patnaik, Professor, P.G. Dept. of Psychology, Utkal University for her efforts in preparing the text. I also thank Dr. Sarita Mishra, Asst. Prof. in Home Science, RD Women's University for her kind assistance for content editing by me. Our thanks are also due to our Vice Chairperson, Member Secretary and other Academicians and officials of OSHEC for their kind co-operation. Ms. Sibani Nayak, DTP operator, OSHEC deserves special thanks for her hard work.

S.P. Pani

Executive Member OSHEC

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1.0 Objectives

- To apprise the students of the meaning and objectives of education
- To make students conscious of their right to learn and educate themselves and instil in them a sense of commitment to society
- To motivate students to explore their hidden talents through participation in different activities

1.1 Introduction

“*Sa vidya ya vimuktaye*”- is an old saying in India. It means education liberates one from darkness, ignorance, illiteracy, poverty, hunger, diseases, conflict etc. It is the highest goal of education. Originally, it possibly meant freedom only from ignorance. It meant understanding the nature of the universe and cosmos etc. It also meant liberation of the soul from bondage. Today, education must liberate us from many more evils.

- The term education means the process of receiving or giving systematic instruction. In other words, education means preparation for life and a continuous process of progress. Progress of life must be in social, physical, psychological, emotional and educational spheres. The highest goal of education is to ensure a better life and eradicate ignorance from society. Ignorance is like a disease which can only be removed from society by spreading education, knowledge and motivating common people for education.
- Educated people constitute an effective human resource for the country at large.
- Education brings happiness, makes you self-independent, promotes innovation in science, changes the aim of life, inculcates positive behaviour, facilitates overall personality development and develops competencies for facing the challenges of life.
- Education is a process through which we receive knowledge and also share our knowledge with others.
- Education helps one to become a better citizen, a better human resource, a better parent, a better employee and a better human being.
- Educated persons can understand what is right and what is wrong.
- Understanding can be developed only through education.
- Higher Education Institutes are the knowledge incubators to create a knowledge-based society.
- Education is the only answer to ignorance; it leads towards mutual understanding and harmony in the society.

- According to Vedas – “*Education is something which makes man self-reliant and self-less*”. One has to learn the skills and acquire specific knowledge needed for the purpose of earning. Let us educate ourselves, spread knowledge and eradicate blind beliefs, illiteracy, ignorance, hunger, poverty, diseases and serve the poorest of the poor.
- It’s in our hands to build society and the nation at large through education.

1.2 Meaning of Education

1.2.1 Education: A Right as well as a Commitment

Education is a right as well as a commitment. Education has become a fundamental right for everyone. If you are educated then you educate your brothers, sisters and other family members. In this way, you are the key individual who can educate society and make it free from hunger. Education is the most important and powerful tool to bring changes in life. So, many steps have been taken to spread education. The following legal provisions enable us to learn, to study, to educate and to gain knowledge for the betterment of society and progress of life.

- The Constitution (Eighty Sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India, which pledges to provide free and compulsory education to (of) all children in the age group of six to fourteen years as a Fundamental Right.
- The Right to Education Act, 2009(RTE) which describes modalities of the importance of free and compulsory education for children aged between 6-14 yrs. in India. The Article under 21-A of the constitution of India says that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards
- The Universal Declaration of Human Rights holds that education is a fundamental human right for everyone

The right to education is indispensable for the exercise of other human rights

- Quality education aims to ensure the development of a fully-rounded human being.
- It is one of the most powerful tools in lifting socially excluded children and adults out of poverty, and into a more equitable society.
- UNESCO data revealed that, if all adults completed secondary education, globally, the number of poor people could be reduced by more than half.
- It narrows the gender gap between men and women.

Points to know about right to education

- Primary education should be free, compulsory and universal.
- Secondary education including technical and vocational, should be generally available, accessible to all and progressively free.
- Higher education should be accessible to all on the basis of individual capacity and progressively free
- Those who had no education or had incomplete education also have right to education as adults.
- Professional training opportunities should be made available to all professionals.
- Quality of education should be ensured through maintenance of minimum standards.

Education has become a legal right. The Directive Principles of State Policy, under the Indian Constitution, stipulate that the state shall, within the limits of its economic capacity and development, make effective provisions for securing right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement and in other cases of un-served want.

Part IV-(45) says- The state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

The right to education has been implemented for everyone. The right to education will be realised by the nation when each and every individual understands the value of education. The young are the real stakeholders to acquire and spread education to every corner of the nation. Education is not only a right, it's also a global commitment.

The 2030 Agenda for (UNESCO under UNO) sustainable development goals comprise 17 goals. Out of the 17, goal no. 04 is the global commitment to education. It aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

- The global target 4.1 by 2030 is to ensure that all girls and boys get complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- Target 4.2 by 2030 is to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

- Target 4.3 is to ensure by 2030 equal access for all women and men to affordable and quality technical, vocational and tertiary education including Education University.
- Target 4.4 by 2030 is to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship.
- Target 4.5 by 2030 is to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable including persons with disabilities, indigenous people and children in vulnerable situations.

Besides that, the following specific five sustainable development goals are taken with direct reference to education:

1. Health and well-being (SDG 3 target 3.7)

By 2030, ensure universal access to sexual and reproductive healthcare services, including (for) family planning information and education and the integration of reproductive health into national strategies and programmes.

2. Gender equality (SDG 5 target 5.6)

Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.

3. Decent work and sustainable growth (SDG 8 target 8.6)

By 2030 substantially reduce the proportion of youth not in employment, education and training.

4. Responsible consumption and production (SDG 12 target 12.8)

By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

5. Climate change mitigation (SDG 13 target 13.3)

Improve education, raise awareness and human and institutional capacity for climate change mitigation, adaptation, impact reduction and early warning.

The commitment of higher education institutes in the state and the nation at large is not only limited to spreading education but to creating valuable and worthy human resources. State, national and global commitment is to achieve the educational targets by the year 2030.

1.2.2 Active learning and Self-Monitoring

Learning is a continuous process. Higher Education institutions are learning hubs. Students' learning happens at classrooms, libraries, reading rooms and through different

activities. Teachers play an important role in motivating students. Their active participation in different activities initiates the active learning process. Every student should be given opportunities to participate in the following activities:

- Participation in group learning i.e., group discussions, news analysis, student presentations, seminars and quizzes etc.
- Participation in classroom activities and interactions
- Library studies
- Participation in debates
- Study hours at reading rooms
- Participation in different curricular, co-curricular and extra-curricular activities

This active participation of students happens when students take interest in the learning process. They are the best self-monitors. They can be particular about their studies, regular in collection of books from libraries, interested to gain knowledge from teachers and classmates and engage in self-study. Self-monitoring of students happens when they clarify their doubts, adopt disciplined behaviour, observe punctuality, guide their lives for a better career and involve themselves in the learning process. Self-learning follows the self-monitoring process. The college ambience provides a lot of opportunities for self-learning and self-monitoring. It's in our hands to avail the learning opportunities and monitor our life for a better future and career.

Group Discussion: “Am I aware about how I think and how I learn?”

At this point, the teacher can facilitate a discussion on Self-Monitoring. The following questions can be put to them:

- To what extent students are conscious or aware of how they think in general?
- Do they reflect on their own thoughts and regulate their own actions so as to live in a meaningful way?
- Do students monitor their own thought processes so as not to be trapped into negativity?
- Do they talk to themselves in an encouraging way so as not to waste the present moment with unnecessary worrying?
- Can they identify the way they learn and master a subject?
- Do they improve upon the methods they employ for learning different things?

The following video clips provide students an insight into the fact that their own beliefs and mind-sets about learning can become the reasons of their failure:

Developing a Mind-set for Successful Learning

<https://www.samford.edu/departments/academic-success-center/how-to-study>

Beliefs That Make You Fail or Succeed

<https://www.youtube.com/embed/RH95h36NChI?autoplay=1&rel=0>

1.2.3 Importance of co-curricular and extra-curricular activities

Co-curricular and extra-curricular activities play an important role in shaping the students' personality and learning process. Co-curricular activities are those activities which are supplementary to the curriculum. However, many other aspects of development of human personality, such as, social development, emotional development, physical development, psychological development etc need to be nurtured for the all-round development of the student. So, the students must be engaged in extra-curricular activities. As students differ in their aptitudes and interests, e their diverse potential and talents in various domains should be nurtured. For instance: A student may display a talent for playing musical instruments whereas another may be good at drawing. The co-curricular and extra-curricular activities are carried out along with regular subjects taught in schools and colleges because they provide opportunities for nurturing these talents as well as provide a scope for the expression of creativity. Science project competitions, chess competitions, song, dance, painting, presentations, debates, mono action, sports activities have a direct impact on students. They help to identify their potential and also open a pathway for future careers.

Group Discussion:

Why should I pay back to society? How do I do it?

The teacher can facilitate a discussion among students at this point by emphasizing that schools, colleges, universities are all parts of society and they operate with the investments made both by public and private sectors.

Similarly, the family and the community, as a part of society, also play an important role in the education of a child. Therefore, students can contribute to society meaningfully in two important ways:

- Behaving responsibly and sincerely while pursuing learning in a college. Students can discuss in small groups the question: “What is responsible behaviour and what is not?”
- After graduating and choosing a profession, students can address societal needs. Students can discuss in small groups the question: “What are the opportunities to address societal needs once I start working?”

List of some of the co-curricular and extracurricular activities

- Sports and Athletics
- Music, Dance, Art and Theatre
- Volunteering for Social Service
- Composition, Elocution and Quizzing
- Foreign language learning

Key points to remember:

- Co-curricular and extra-curricular activities reward and facilitate students’ talent in various fields of human endeavour.
- Such activities help in the all-round development of human personality as in social, cultural, emotional, physical and psychological aspects of development.
- Students’ aptitude and interest in particular domains need to be encouraged through co-curricular and extra-curricular activities in educational institutions.
- Enhancement of creative expressions, practical skills, life skills etc. is the positive consequences of such activities.
- Such activities are known to facilitate academic achievement too.

Topics for discussion

- Are co-curricular and extra-curricular activities undertaken in your college regularly?
- Do students tend to underestimate the role of such activities in HEIs? Give reasons.
- What roles do teachers play in encouraging students for participating in such events?
- Many students pursue hobbies and activities they are passionate about. List one of such activities of yours. How regularly do you pursue it? Does your college life help in this activity in any way?
- What in your opinion is the most important co-curricular activity that helps students in the long run?

Positive impact of co-curricular and extra-curricular activities in a student's life

- Students get opportunities for practice of teamwork, for developing managerial and leadership skills, and competitive spirit.
- They can showcase their talents in various forums and can take pride in their accomplishments.
- The participation enables them to handle practical affairs of life through exposure to situations involving conflict, problem solving, co-operation and so on.
- Through participation, students can learn to celebrate their personal victory as well as accept failures gracefully.
- These activities make the students realise that participation in co-curricular and extra-curricular activities is more important than just winning competitions.
- Winning trophies and prizes in co-curricular and extra-curricular activities helps in strengthening credentials of the students, which they can mention in their personal profiles. Strong resumes help them find good placement opportunities.
- It often said that “All work and no play make Jack a dull boy”. In other words, without any time off work, a person becomes dull.
- Feeling happy and celebrating friends' achievements improves inter-personal relationships.

- Different student-activity clubs are constituted for such activities i.e., Literacy club, dramatic club society, music club and activity club etc. It helps students to organise different activities. Ultimately, students develop leadership qualities, inter-personal skills, organising ability and the ability to handle difficulties.

1.2.4 Handling success and failure in one's academic career

Success and failure are like two sides of a coin. They always go together. As life goes on, we face challenges at different stages of our journey. In this journey, sometimes we don't get results as per our expectations. Even though we put in a lot of effort we are never satisfied with the result. We must know that the result depends on our efforts, content selection, writing style, and other similar factors. Failure is temporary and students should remember that there is always an opportunity in future to try once more with renewed effort and courage. If we give up all our hopes before trying then we fail. One shouldn't lose hope, but try to cope with the situation, should not lose courage and try again to achieve success.

Academic failure may not be worth ending our own life. Success may be defined as the completion of a work, and one gets the benefits of the result as per the evaluation, value attached to the content, satisfaction for the individual and achievement of something as per your wish. Success is a mental satisfaction of positive consequence and on the other hand, failure is the dissatisfaction due to wrong approach to work.

Excellence, success and achievement depend on the need, mind-set and expectation level. Sometimes the students secure 99.9% of mark but get dissatisfied because he/she wants 100%. On the other hand, someone just securing the pass mark may feel very happy and satisfied. Therefore, measuring one's success in life through just one event such as the examination results is definitely a sign of immaturity. There are many ways to achieve success and one must know that academic success is not the only parameter of success. You can become a good orator, an artist, a painter, a singer, a dancer, a sportsperson, an administrator or a farmer and at the same time a good and valuable human being for society and the nation. There are many ways to achieve success and it is also important to know that "*Failure is the pillar of success.*"

1.3 Objectives of Education

1.3.1 Not a quest for only degrees and qualifications

Education means the quest for knowledge, educating the masses, spreading knowledge, and many other academic pursuits. In other words, we call ourselves educated by obtaining a certificate or a degree. But the real objective of education is not the quest for degrees and qualifications. When someone is skilled in a particular type of knowledge then he/she is

considered educated, he/she does not require any degree. A degree holder may not be skilled in that particular aspect. The objective of education is to bring about a change in yourself, your outlook, lifestyle, behaviour, knowledge level and intelligence quotient or problem-solving ability. Learning, experience, skills and expertise also make you knowledgeable, efficient and competent enough to compete in society. You may be a good dancer, singer, actor, tailor, photographer, or may innovate new things and have computing skills, then you are equally educated. Education not only brings a change in your attitude and behaviour but also broadens your understanding of life. You can become a valuable, disciplined and worthy human resource for the country. Many a time, degrees and qualifications are required for certain aspects of life, if it is not be utilized properly then it became becomes obsolete. The knowledge needs to be learned again and again. Practice and memorising make one perfect. Let's learn, educate ourselves and achieve the degree and qualification but, the real objective of the education will only be fulfilled when you bring positive change in yourself. You should be confident to face the challenges of life, development skills in yourself to earn and self-dependent to serve the society as a good and dedicated human being with a disciplined life. Education must bake bread. Education needs to be linked with skills for executing jobs and make one able to earn livelihood. In a nutshell, education must prepare us to lead prosperous adult life. Even animals and birds train their off springs to lead their adult life.

1.3.2 Real Education builds Character

The key aim of education is character building of an individual. As a student, one should have a clear understanding of the meaning of character. Once Mahatma Gandhi shared his views on 'character' with students. He said, "Character cannot be built with mortar and stone. It cannot be built by hands other than your own. The principal and professors cannot give you character from the pages of books. Character building comes from your lives and frankly speaking, it must come from within. Put all your knowledge, learning and scholarship in one scale and truth and purity in the other, and the latter will by far outweigh the other". Knowledge without character is a power for evil only. Students must be disciplined, obliged, committed must inculcate positive attitudes, moral values, compassion for the poor, and must maintain personal and professional ethics in their life. Character comes out of experience, learning and understanding of the realities of life. Character is determined by the values you cherish. You are the hope for the future and you will be called upon. You are discharged from your colleges to enter into public life and serve this country. So, you should have a high sense of responsibility. Students should be humble. A life of a student should correspond to the life of

a *sanyasi* up to the time his studies come to an end. He/she is to remain under the strictest discipline. He/she cannot indulge in addictions and his/her behaviour is to be a pattern of exemplary self-restraint. In other words, character can be built up by the student himself/herself. In a nutshell character means –

- Self-discipline
- Humble behaviour
- Not indulging in any wrong activity
- Respect for teachers, parents and elderly persons
- Learning moral responsibility
- Develop concern for the poor, disadvantaged and excluded
- Develop a democratic attitude, respect for human values and constitutional values
- Practice values pertaining to sustainable environment, cleanliness, gender equity, respect for individuals etc.

So, one should know that knowledge without character, education and obligation to society, family and nation, commitment with self-interest and life without sacrifice, service and hard work will never build your character. Character building is a process of disciplining yourself through a continuous process of learning.

1.3.3 Behaviour Modulation

Behaviour means “the way in which one acts or conducts oneself, especially towards others”. In other words, behaviour is described through terms like satisfactory, proper, polite conduct and orderly conduct. And these are reflected in day-to-day activities, life style, body language, attitudes and choices of the individual. As students, we should know what good behaviour is and what bad behaviour is.

➤ Good behaviour

1. Maintaining punctuality
2. Having fun together
3. Sharing
4. Practicing healthy habits
5. Practicing coping skills
6. Maintaining good inter-personal relationships
7. Finding time to talk about your feelings
8. Show respect to others
9. Keeping your promises

10. Maintaining your integrity
11. Helping people in doing the right thing
12. Adding value to your life
13. Being empathetic
14. Being always ready to help others
15. Giving more than you act
16. Appreciating others
17. Being happy with others' achievements

These are the few examples with which one can modulate behaviour in day-to-day life.

It can be better if one knows about bad behaviour.

➤ Wrong or Bad behaviour

1. Disrespecting others
2. Lying, cheating, deceiving others and stealing
3. Not keeping promises
4. Comparing oneself with others
5. Not accepting someone in group
6. Engaging in violent talk
7. Aggression
8. Leading indiscipline life
9. Jealousy and anger
10. Taking alcoholic products
11. Showing negative reactions
12. Gambling
13. Gossiping about others
14. Selfish attitude
15. Torturing and putting stress on others
16. Creating pressure on others' minds

Education always provides the environment to modulate your behaviour. It's in your hands to decide how to behave. It's your personality which reflects in your behaviour, body language, attitudes, reactions, activities and goodness. As we are human beings, anger, jealousy, aggression and poor understanding are common things between us, but our responsibility is to modulate and change our behaviour. We must inculcate professional attitudes, positive attitudes and accepted behaviour of society.

1.3.4 Overall Personality Development

Personality development is considered to be one of the most important objectives of education. The complete development of an individual in terms of physical, social, moral, financial and spiritual depends on proper education. The combination of qualities and characteristics that form an individual's distinctive character is called personality. Overall personality development depends on the following aspects-

- You must know yourself. You need to know what your weaknesses and what your strengths are.
- Having a positive outlook
- Sharing your opinions
- Trying to make friends with strangers
- Being a good listener
- Correcting your body language
- Being courteous
- Reading books as they are your friends

In simple terms, personality refers to individual differences in thinking, feeling and behaving. Personality development is a process which helps the individual to gain confidence and high self-esteem and the courage to do the work. It helps in good communication, maintaining inter-personal relationships, to gain recognition and acceptance from society. It plays a most important role in your personal as well as professional life. It also makes an individual disciplined, punctual, obliged, committed to work and ultimately, an asset for an organisation. So, overall personality development helps the individual to become a valuable human being, a worthy human resource and a good human who is acceptable to all.

1.4. Difference between academic qualifications and ability

Academic qualifications and ability are two different dimensions of human life. Academic qualifications refer to the accomplishment of a degree with a certificate as proof and ability. These refer to the skill to do a work. As an individual, a student should acquire qualifications for certain jobs. These include degrees, diplomas and certificate courses. The qualifications are to be achieved as per your choice, intellect, knowledge and interest to study; something which is based on your aim to become a specific professional. On the other hand, the skills make you a better professional. There is a saying "*karmesu kousalam*" - It means every work has to be done with specific skills. Few jobs require qualifications with skills. In many cases, even though qualifications are there (many certificates) but due to lack of skills,

your performance may not be good or may not be satisfactory. On the other hand, if someone is a good typist, singer, painter, dancer or actor having good communication skills, cooking, farming, business, selling skills, then he/she needs no qualifications. Here, however, qualifications help. You may be a good cook, however, if you know the nutritional values of ingredients, the quantity of food to be cooked, recipe, procedure of cooking it helps. You must also know the food needs of the family, patient, health condition of children and adults. Similarly, a singer must learn about the throw of the voice. In fact, a born singer, cook, tailor etc. becomes a better singer, cook or tailor through training and the acquisition of domain knowledge. Qualifications may not give you jobs sometimes. It is only a pathway to appear for interviews. Jobs require skills and abilities. In the present time, either you perform or perish, you have to choose one of the alternatives. Your performance requires basic skills like computational skills, communication skills, soft skills, financial knowledge, accountancy, budgeting, reasoning, aptitude, basic mathematics, English as well as Odia writing skills. So, one has to be qualified as well as equipped with skills. Your performance determines your skills. Your skills and abilities are your qualifications. Knowledge combined with skills leads to *karmesu kousalam* or **work with skills**. Theory and practice, and knowledge and skills go hand in hand. One fulfils the other.

1.5 Academic failure could be a failure within the classroom but not outside (I.e., failed in examinations, passed in life.)

The concept of 'academic failure' must be understood by the students. Many bright and intelligent students have lost their lives because of academic failure. When they could not meet the expectations of teachers and parents, they have committed suicide or destroyed their life by taking drugs and damaging their career. So, one should understand what is academic failure. Academic failure means lack of success in education and loss of academic achievement. Academic performance includes academic failure. Academic failure happens due to many reasons such as personal, financial and social. So, it can be achieved again. One should not be stressed if some points or marks are lost due to some mistakes. Failing in the examination is not a big problem but it creates a big challenge relating to how to pass in human life for sustenance. For a successful, healthy, sociable, and acceptable life with the family and within society one has to be self-sufficient. This life is a gift of God and academic performance is only one way to evaluate yourself. If you have failed again, you have to evaluate other aspects of your life. Life has many colours like the rainbow. So, try to choose the colours from the rainbow and paint your life. All colours are reflected in the sky. So, sky is not the limit, life is limitless.

So, choose your career and choose your destiny. Academic failure will be for one course but failing in life is a failure of one's whole future. There is no such thing called academic failure. Don't be afraid to **fail**. In fact, **failures** often lead to success. It has been seen from various quarters that a person's failure in academic activities has later lead him/her to become a great corporate leader or carry out other challenging activities for the nation and society. Academic achievement is a continuous process.

Academic failure can be due to wrong choice of a discipline (like science, arts, commerce, engineering, medicine etc.). Parents sometimes impose a discipline on their children which is not well suited to them. Sometimes, you do not make the right choice due to peer pressure or even out of ignorance. One should consult experts, take an aptitude test, consult professionals of education and career counsellors. One must gain basic knowledge before opting for a subject and the knowledge gap must be addressed. Yes, if you do not have mathematical skills needed for studying economics, you can acquire it. Bridge courses will help you.

You may have learning difficulty like lack of concentration, low memory power or even lack of interest. All these can be addressed with professional help. Sometimes, students develop relationship problems with family members, friends from opposite sex, friends and with teachers etc. You must take your teachers /parents/even friends into confidence. You can help yourself. Many a time student don't work hard enough to succeed. Low self-confidence sometimes affects our performance. Please develop a positive attitude. Tell yourselves "***Hum honge kamiyaab***". We will succeed.

1.6- National Education Policy 2020

1.6.1-Principles of National Education Policy 2020

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive citizens for building an equitable, inclusive and plural society, as envisaged in our Constitution.

A good educational institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be

the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognising, identifying and fostering the unique capabilities of each student by sensitizing teachers as well as parents to the need to promote each student's holistic development in both academic and non-academic spheres
- According highest priority to achieving foundational literacy and numeracy by all students, by Grade-3
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes and thereby choose their own paths in life according to their talents and interests
- No hard separations between arts and sciences, between curricular and extra-curricular activities between vocational and academic streams etc. in order to eliminate harmful hierarchies among and silos between different areas of learning
- Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities and sports for multifaceted world in order to ensure the unity and integrity of all knowledge
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams
- Creativity and critical thinking to encourage logical decision –making and innovation
- Ethics and human and constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice
- Promoting multilingualism and the power of language in teaching and learning
- Life skills such as communication, cooperation, teamwork and resilience
- Focus on regular formative assessment for learning, rather than the summative assessment that encourages today's coaching culture
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for divyang students and educational planning and management
- Respect for diversity and respect for local contexts in all educational decisions to ensure that all students are able to thrive in the education system
- Synergy in curricula across all levels of education from early childhood through school education up to higher education.

- Teachers and faculty as the heart of the learning process-their recruitment, continuous professional development, positive working environments and service conditions
- A “light but tight” regulatory framework to ensure integrity, transparency and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance and empowerment
- Outstanding research as a co-requisite for outstanding education and development
- Continuous review of progress based on sustained research and regular assessment by educational experts
- Rootedness and pride in India and its rich, diverse, ancient and modern culture and knowledge systems and traditions
- Education is a public service. So, access to quality education must be considered a basic right of every child.
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation

1.6.2 The Vision of National Education Policy 2020

The National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society ,by providing high-quality education to all and thereby making India a global knowledge superpower The policy envisages that the curriculum and pedagogy of our institutions must develop among students with a deep sense of respect towards the fundamental duties and Constitutional values ,bonding with one’s own country and a conscious awareness of one’s own roles and responsibilities in a changing world .The vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought , but also in spirit , intellect and deeds as well as to develop knowledge ,skills, values and dispositions that support responsibilities , commitment to human rights, sustainable development and living, and global wellbeing ,thereby reflecting the truly global citizen.

Success Stories

Thomas Alva Edison (1847-1931) is a noted American inventor and businessman. He was a self-educated person. He had patented more than 500 inventions. He is credited with some prominent inventions like electric bulb, phonograph, kinetoscope and Dictaphone.

Michael Faraday (1797-1867) was a great scientist. He had attended only Sunday school at a church and had no university education. He worked as a book binder early in his life and educated himself by reading books that came to him for binding. He invented the first electric motor. His contribution to physics and chemistry were fundamental.

William Henry Gates III known as Bill Gates, was the co-founder of Microsoft and the Bill and Melinda Gates Foundation. He was a Harvard University dropout. His passion for computer programming turned him into the pioneer of famous software company Microsoft, and established him as the youngest self-made billionaire. He is one of world's richest business person. Since 1987, Bill Gates has been included in the Forbes list of the world's wealthiest people, and from 1995 to 2017 he held the title of the richest person every year.

Steve Paul Jobs (1955–2011) was the co-founder and chairman and CEO of Apple Inc. He is widely recognized as a pioneer of the personal computer revolution. He attended the Reed College in 1972 and withdrew himself afterwards. He was not academically an achiever. In 1985, Jobs was forced out of Apple after a long power struggle with the company's board. He started his own company NeXT, a computer platform development company. In 1997, Jobs returned to Apple as CEO after the company's acquisition of NexT. "Think different" was his principle. iPad, iPod, iMac, iPhone, Apple Store, iTunes and iTunes Store etc., are his gifts to the world.

Sanjukta Panigrahi(1944–1997) was a dancer from India. She was the pioneer of Odissi Dancer. She learnt Odissi at an early age and contributed to its grand revival. She had left academics at an early age. She was trained and educated at Kalakshetra Foundation. With her never-ending effort she raised Odissi to new heights when dance was not given importance by families and it was discouraged. She was honored with one of India's high civilian awards, Padma Shri, in 1995. Interest, passion for her work, immortalised her.

Sachin Tendulkar, (The famous cricketer), is regarded as one of the greatest batsmen in the history of cricket. He is the all-time highest run scorer in both ODI and Test format with more than 18000 runs. He received the Arjuna Award in 1994 for his outstanding sporting achievements and Khel Ratna award, India's highest sporting honour, in 1997. He had no college education. Hard work, passion and practice made him a nationally and internationally acclaimed personality.

Awanish Sharan is a Chhattishgarh cadre IAS officer. He had secured only 44.5% marks in the 10th examination and graduated with 60.7%. He became an IAS officer despite being a below average student. He qualified in the toughest examination of the country. He belongs to an extremely poor/financially weak family and he had studied in Hindi medium school. He was not a bright student, but one thing he had was his strong desire to study, to work hard and to achieve his goal. There is no short-cut to achieve success; it's in your hands to strive to reach the goal.

Mahatma Gandhi, the Father of Nation was never an outstanding student, yet his life and achievement still provide a compelling example of great success .The patience, moral values, understanding, practicality, punctuality, hard work, simplicity, ideals and values of life could make him the Father of the Nation.

Failure makes you perfect.

Failure shows the path to success.

Failure makes you disciplined.

Failure is the pillar of success.

1.7- Summing-up

- To apprise students of the true meaning and objectives of education
- To make students conscious of their rights to learn, and educate them along with a sense of commitment to society
- To explore their hidden talents through participation in different activities
- The introduction of this chapter provides a fundamental understanding of “education”. “*Sa Vidya Ya Vimuktaye*-Education which liberates one from darkness, ignorance, illiteracy, poverty, hunger, disease and conflict”.
- The highest goal of education is to bring a better life and eradicate ignorance from society. It is the preparation for life and a continuous process of progress.
- The meaning of education has **four** aspects i.e.-Education is a right as well as a commitment. It explains the Right to Education, Eighty-sixth Amendment Act, 2002 and article 21-A in which the Constitution of India provides free and compulsory education to all children in the age-group of six to fourteen years as a fundamental right.
- Handling of success and failure is the most important challenge for a student and everyone else. As they always go together, one must remember “Failure is the pillar of success”.
- Academic failure could be a failure in one course or subject, or getting low marks, and it is limited to a particular field of study. But life is a bigger platform, where one can flourish in many aspects.

1.8 Keywords

- **Education:** The act or process of imparting or acquiring general knowledge, developing powers of reasoning and judgement and generally, of preparing oneself and others for leading an intellectually mature life
- **Commitment:** An agreement or pledge to do something in future
- **Active Learning:** Students learning by thinking, discussing, investigating and creating and also by solving problems, making discussions, taking decisions and explaining ideas
- **Self-Monitoring-**It’s a personality trait that involves the ability to monitor and regulate self-presentations, emotions and behaviour in response to situations and social environments.

- **Co-Curriculum-** An activity pursued in addition to the normal course of study
- **Extra-Curriculum-**All activities outside the normal curriculum
- **Success-**The accomplishment of an aim or purpose
- **Failure-** Lack of success, proving unsuccessful, non-performance of something expected
- **Academic failure-**Lack of success in education which leads to the loss of opportunities for receiving higher education, and to social and economic losses.
- **Ability-** Skills to do something, Talent, skills or proficiency in a particular area.
- **Academic Qualification:** The academic training conferring certificates, diplomas or degrees indicating the successful completion of an education program or a stage of a program
- **Bridge course-**A bridge course for newly admitted students is conducted every year before the commencement of the first semester classes. The main objective of the course is to bridge the gap between subjects studied at the pre-university level and subjects they would be studying at the graduation level.

1.9- Check your progress

Q-1. Answer in two or three sentences:

- (a) *Sa Vidya ya vimuktaye*
- (b) Definition of Education
- (c) Right to Education
- (d) Sustainable development goal-04
- (e) Active learning
- (f) Self-Monitoring
- (g) Co-curricular activities and extra-curricular activities
- (h) Handling success and failure
- (i) Character building
- (j) Behaviour modulation
- (k) Good behaviour and bad behaviour
- (l) Self-discipline
- (m) Overall personality
- (n) Academic qualification v/s Ability
- (o) Academic failure

Q-2. Answer in 50 words:

- (a) Explain education as a right as well as commitment.
- (b) Differentiate between active learning and self-monitoring.
- (c) Explain about education as a fundamental right.
- (d) What is the importance of co-curricular and extra-curricular activities?
- (e) How should one handle success and failure in an academic career?
- (f) Education is not the quest for degrees and qualifications. Discuss.
- (g) Explain the role of education in character building?
- (h) What do you mean by character building?
- (i) How should one modulate one's behaviour?
- (j) What is overall personality?
- (k) What is the difference between academic qualifications and abilities?
- (l) Academic failure is not a failure. Explain?
- (m) What are the steps to improving one's life?
- (n) Failure is a pillar of success. Explain?
- (o) What is the vision of NEP 2020?

Q-3. Answer in 250 words:

- (a) Define education and explain the statement: "Education is a fundamental right"
- (b) Why is education a right as well as a commitment?
- (c) What are sustainable development goals of education 2030?
- (d) Explain the provision of education as per the directive principle of state policy.
- (e) Describe the importance of co-curricular and extra-curricular activities at higher education institutions?
- (f) What are the objectives of education?
- (g) Real education builds character. Briefly discuss.
- (h) Explain the difference between academic qualifications and abilities.
- (i) Explain the statement "Failed in examination and passed in life".
- (j) How can academic failure be a path to success in life?
- (k) How can the overall personality of students be built up?
- (l) State the principles of NEP 2020.

Chapter-II
Ethical Values for Student Life
Challenges for Ethical Practices in Institutions of Higher
Education

2.0 Objectives

2.1 Introduction

2.2 Meaning and concept

2.2.1 Ragging

2.2.2 Suicide

2.2.3 Need for educational counselling

2.3 Violence v/s Peaceful protest

2.3.1 Violence

2.3.2 Peaceful protest

2.3.3 Violence v/s Peaceful protest

2.3.4 Conflict Resolution

2.4 Violation of Intellectual Property Rights

2.4.1 Intellectual Property Right (IPR)

2.4.2 Plagiarism

2.4.3 Cheating in examination

2.4.4- Other fraudulent practices

2.5 Let us sum up

2.6 Keywords

2.7 Check Your Learning

2.0 Objectives

Ethical practices constitute the foundation of higher learning. As major stakeholders of the academic community, faculty and students have a responsibility to abide by ethical principles regarding academic freedom, intellectual integrity, and fair and respectful treatment to others. It is being observed that these principles are missing these days. Ragging, suicide cases, violence, cheating, and fraudulent practices are evident in higher education institutions. As the students are the future of the nation, they should be more concerned about the ethical practices. This chapter will make you

- Understand the essence of ethical practices.
- Learn ethical responsibility.
- Conscious about the need to lead a disciplined life and not to get involved in violent and fraudulent practices.

2.1 Introduction

Ethical principles and practices must guide the behaviour of the individual. Ethical codes of conduct and standards are given in official student handbooks or in the college websites, which are to be followed by the students. The intention is to modulate behaviour and develop into an ethically responsible human being by inculcating disciplined and non-discriminatory attitude.

2.2 Meaning and concept

2.2.1 Ragging

The word “ragging” is very commonly known to everyone. The Higher learning institutions are facing a lot of problems due to ‘ragging’. So, it is essential to make students aware of this unethical practice, which may result in imprisonment, damage to their careers, and also may get them debarred from joining and appearing in any professional jobs due to the tag of being a criminal. Ragging is a criminal offence as per a Supreme Court ruling. It is an offence under the Indian Penal Code and under section 116 of the Karnataka Education Act 1983. The ethical principles, moral values and a sense of responsibility are to be ingrained and should become an intrinsic characteristic of students. Students should take academic responsibility, maintain integrity and practice self-discipline. Life can be understood through the love and affection of friends at college, sharing of joys as well as failures, handling stress, taking responsibility, and helping each other for career growth. Ultimately, this will help students grow ethically and acquire strength to face the challenges of life. So, ethical practices refer to the application of ethics, values, principles,

and code of conduct in an organisation. It is applicable to all aspects of organisational conduct. Students as well as staff of higher learning institutions must follow an ethical code of conduct.

The Hon'ble Supreme Court of India has given a more comprehensive meaning of ragging- Ragging is any disorderly conduct, whether by words spoken or written, or by an act which has effect of teasing, treating or handling with rudeness of any student, indulging in rowdy or indiscipline activities which cause or are likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student and, which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the psyche of a fresher or a junior student.

In 2001, the Supreme Court banned ragging across India. Death of students, fear psychosis, damage of careers and also physical and mental torture still persist in some higher learning centres. The case of the death of Aman Kachru, a student of a medical college in Dharmasala due to ragging in 2009, prompted the Supreme Court to direct all educational institutions in the country to strictly follow the Anti-ragging, Law. In fact, the impact of ragging was very high in South India. As per the report, many students committed suicides in South India. According to the statistics, the highest number of cases of ragging was found in 1997 in Tamil Nadu. So, Tamil Nadu became the first state where ragging was completely banned in 1997. If at any point colleges/universities/ higher learning institutions do not follow the rules or ignore the matter then legal action can be taken against them. University Grants Commission (UGC) has formed strict rules related to the behaviour of students. Some states in India have passed their own legislations on ragging. Central legislations track Ragging in India through the Indian Penal Code (Section 294,323,325,326,339,340,341,342,506). UGC regulations on controlling ragging activities were initiated for higher educational institutions in 2009.AICTE (All India Council for Technical Education) and Medical Council of India have made their own regulations under their respective Acts. So, students who are future citizens and human resources should not damage their lives, careers, and conduct by indulging in such activities. Let us create a ragging-free campus, accept our freshers as the great alumni, and accept them as friends, brothers and sisters. It's a great responsibility of students to maintain the sanctity of their institution as a temple of learning. The stakeholders of the institutions are idols who can protect the college with great moral strength, responsibility, obligation and ethical ways of life.

Negative Impacts of Ragging

- You will be considered as a criminal.
- You will destroy your career.
- You will be imprisoned for this activity.
- You will lead a life of a destitute in society.
- You may get life time imprisonment in the case of death of the victim.
- You may be debarred from college.
- You will not be allowed to appear for a job interview.
- Your career will not be accepted for any professional service.

2.2.2 Suicide

‘Suicide’ is one of the major social issues affecting students. Mental health is an important concern for all. Higher education institutions have the responsibility to take care of the mental health of their students. Mental health issues of students lead to suicide or killing himself/herself. Students who are not able to cope with academic stress, peer pressure, or disturbances in their families sometimes decide to commit suicide. The term ‘suicide’ is derived from the Latin word “*Suicidium*” which means “the act of taking one’s own life”. There are many factors responsible for suicide, which include:

- Stress
- Perceived lack of self-efficacy
- Mental illness / disorder
- Conflict
- Lack of healthy inter-personal relationships
- Influence of social media, advertisements or fictions
- Unemployment / low socio-economic conditions
- Loss of near and dear ones
- Falling into the trap of substance abuse
- Social discrimination
- Fear
- Depression

- Poor life- skills
- Lack of perceived social support
- Inability to handle failure in academics or other activities

Suicidal tendency is prevalent among college students. At least, every hour one student is dying by killing himself/herself in India. So, higher education institutions have the moral responsibility of addressing mental health needs of the students. Each stakeholder and the authorities need to be very sensitive to the students' mental state., College life is a time of significant transition; many students live away from home for the first time and have less contact with and access to family and friends. So, adjusting to the new environment, fresh challenges of academic demands, peer pressure and a stressful life may pose as a challenge for a student. Many students come to college with a prior history of mental health issue, family stress or any other personal difficulties. Teachers, hostel authorities, friends and college employees have the moral responsibility to get connected with students and give them moral support at every moment. So, as a student or a friend, here are ways in which you can help someone who is in a depressed mood or showing a suicidal tendency.

- Inform the authorities immediately
- Inform his or her parents
- Show interest and be supportive
- Indicate that alternatives are available
- Do not leave the person alone
- Do not be judgemental
- Consult a counsellor and encourage him or her to seek counselling

Suicide is not an alternative or solution to the challenges of life. Yes, life is not a bed of roses. But the beauty of life is realised only after facing a lot of challenges. We are born with a brain, a healthy body and mind, and social support. We can not only survive but also flourish with these strengths. Students can be good at handling stress, and can become a great source of strength for their friends. So, let us not allow our friend to die and let us try to put a smile on his/her face.

2.2.3- Need for educational counselling

Educational counselling refers to providing assistance and guidance to students to choose career paths and to opt for better courses or programmes of study, which will accord with their

interest and preferences. Many a time students fail to get an opportunity to pursue a career of their preference. This problem arises because of low marks, due to non-availability of seats, not getting a seat at their preferred colleges, financial constraints and many more issues. At this point of time, educational counselling is essential. To resolve these issues, educational counsellors must interact with students, create interest in them, show the opportunities available for them and also help them choose a career not just for study but for the enrichment of their lives. Many a time student never get good educational counsellors so they get biased in selecting a career. Once a wrong step in your career is taken, you cannot get back the time you spent on it. So, it would always be better for students to receive proper educational counselling to opt for career suitable options. Career opportunities are not limited. Our responsibility is to find out the right opportunity and embrace it. Every student has some potential, some skills and some knowledge but he/she does not know how to utilise them. It is the responsibility of teachers, career counselling cells and the authorities to give them exposure of knowledge and open the doors for the students to fly. Right career and right job are like two sides of a coin. When one is choosing a career, he/she must have a very clear idea about what scopes are there and what types of jobs are available. The greater responsibility of educational counsellors is to give guidance and to provide exposure in a particular career and show the path to achieve success in fulfilling career goals. Career achievement is the academic journey of a student. He/she must undertake it and come out with flying colours.

2.3 Violence v/s Peaceful protest

2.3.1 Violence

‘Violence’ means behaviour involving physical force intended to hurt, damage or kill someone or something. In other words, it is the intentional use of physical force or power, threatened in actual activities, against a group or community that either results in injury, death, psychological harm, or deprivation. Students, due to hormonal changes during adolescence, may sometimes become aggressive and show violence-prone behaviour. It affects the entire educational environment of the higher learning institutions. Anger, aggression, and conflict can be controlled in many ways. Once someone’s life is at stake or a huge destruction occurs owing to violence, they cannot be repaired or restored. All higher education institutions are built with the efforts of teachers, students and parents’ and through contributions in terms of effort, taxes, cash and kind. When we damage public property, we damage our own property. Our educational institutions are like our home, where we spend maximum hours of our life. We build our skills, knowledge, behaviour, personality and also build our career. We are the gardeners, so our

responsibility is to water and protect the garden, which enhances the of our beauty through flowers with fragrance.

There are many factors responsible for violence. They are biological, social, cognitive and situational factors.

- The biological factors refer to some neurological disturbances, or behavioural changes due to hormonal influences resulting in aggression and violence.
- Socialisation factors refer to those processes through which a person learns patterns of thinking, behaviour and feeling from his or her early life experiences. These influence the behaviour of a person. Violence-prone attitudes are reflected in reactions, talking styles and other modes of behaviour.
- Cognitive factors refer to ideas, beliefs and patterns of thinking. Violence-prone individuals have different ways of interpreting life. They generally accept the violence as a norm and believe it is the right way of life and prefer to be members of violent groups or gangs. They involve themselves in anti-social activities.
- Situational factors refer to the elements and characteristics of the environment such as steps, aggression, abusive behaviour, stress or illegal activities which encourage violent behaviour in others. Sometimes conflict between two students leads to conflict between two groups and then it takes the shape of a violent attack and violent protest. A peaceful situation or ambience should be the priority of all educational institutions. Some situations lead to violence.

These are factors which are responsible for causing violence. All higher learning institutions should keep an eye on students' behaviour. The majority of offenders snap, bite and kill their victims. Campus violence is a hazardous activity for students, who come to a college for a safe and sound learning purpose. A college is a place that inculcates a sense of unity, independence, freedom and sharing of views. A safe campus environment is one in which students, faculty and staff are free and feel comfortable to carry out their activities. A violence-prone campus is hunted by the fear of violence. The effect of violence on the campus in higher education institutions cannot be measured. It damages the image of the institution, destroys the career of the students and encourages miscreants in the campus. Various kinds of violence included-

- Rape
- Assault, fighting, mugging
- Physical violence
- Harmful acts which target specific individuals or groups

- Casual violence known as wilding
- Suicide
- Ragging

There are different laws and verdicts of the Supreme Court against violence.

- UGC guidelines direct the universities, colleges and educational management to take strict action against bullies and offenders on pain of either disassociating, in the case of a college or cutting down financial assistance if it is a university. The Supreme Court of India took serious note of ragging in 2001, when in Vishwa Jagriti Mission, through President v/s Central Government through Cabinet Secretary and others (1998) it set out guidelines to deal with this phenomenon.
- In Vishakha Vs. State of Rajasthan and others (1997) the Supreme Court recognised the omnipresent phenomenon of sexual harassment of women in Indian society. The Court defined sexual harassment as unwelcome behaviour including physical contact, demand or request for sexual favours, sexually- coloured remarks, exhibiting pornography and other unwelcome physical, verbal or non-verbal conduct of a sexual nature.
- There are punishments under the Indian Penal Code against acts of ragging. Every single occurrence of ragging or abetting in ragging puts an obligation on the institution to get an FIR registered. There are provisions on the IPC, which can be used by student to register an FIR in a police station (Anti-Ragging Laws in India,2018)

Besides, laws for ensuring a safe and violence-free campus can be created through the following steps:

- Conveying clear expectations for the conduct among students, faculty, staff and visitors
- Supporting healthy group norms
- Helping students to avoid harm through such measures as escort services and self-defence programmes.
- Providing a range of support services for students including mental health services, crisis management and compassionate services to victims.
- Safe campuses with CCTV surveillance and proper security arrangements

A violence- free campus can be created if when our students take responsibility of the campus. They should feel as if they are in their own homes, playgrounds, friend-circle and knowledge centres. The sense of safety can be conceived through healthy minds and safety approaches towards life. Let's have a safe campus full of happiness. There should be no quarrels,

no conflicts, no violence, no discrimination and no arguments. Love and affection are the real keys to a peaceful campus. Discipline comes only when there is understanding, good inter-personal relationship between student groups, a healthy competition between rivals and an eagerness to achieve the career goals. So, let's have a disciplined life, attain career goals, spread happiness and avoid violence.

2.3.2 Peaceful protest

Life is a very complex system. It includes the capacity for growth, reproduction, functional activities and continual changes proceeding to death. To give justice to life, human beings struggle in various ways in society. The work, actions, decisions and ways to achieve success and goals are contributed by human efforts. Sometimes mistakes, wrong approaches, selfish interests dominate the human mind and ultimately an individual takes wrong steps. When any action is meant as a peaceful protest, or is known as nonviolent resistance or non-violent action, the act of expressing disapproval through a statement or action without the use of violence. There are different types of peaceful protests such as boycotts, sitting, squatting, civil disobedience and non-cooperation. The Supreme Court, in its judgement, has upheld "the right to peaceful protest as a constitutional right. Which is rightly observed in "Freedom of speech, right to assemble and demonstrate by holding dharanas and peaceful agitation". On the other hand, if you are causing any harm or engaging in violence or causing damage to the property, if you cannot be said to be engaged in peaceful protest. The great example of peaceful protest is 'Mahatma Gandhi's non-violence for resistance that helped to end British rule in India and achieved Independence". Everyone has the right to freedom of peaceful protest against unethical decision. It includes the right to hold meetings, strikes, rallies, events. It serves as a vehicle for bringing about change. Students should be the vehicles of change. If they protest against the unethical practices like cheatings during examinations, using unethical means to get good marks, protest against drug and alcohol abuses while respecting each other's opinions then there will be transformations in the sphere of education. It can only happen when each student protests individually and independently. Each student must spread such messages and promise not to get involved in any unethical practices. Protest does not mean to demanding something, or going on strike. It should be to bring change, to create a disciplined community and to be a role model for others. Protest assured of bringing peace and maintaining a harmonious environment in the campus. Law, rules and policies are instruments means to control violent activities but maintaining peace, harmony and protesting peacefully for a greater cause, are the real instruments to usher change in society.

Laws related to Right to Protest

- Right to Freedom of Assembly – **Article 19(1)(c)**: Individuals have the freedom to peacefully congregate in order to question and object to government actions through demonstrations, agitations, and public assemblies, as well as to form long-term protest movements.
- The Right to protest peacefully is enshrined in the Indian Constitution—**Article 19(1)(a)** guarantees the freedom of speech and expression;
- **Article 19(1)(b)** assures citizens the right to assemble peaceably and without arms. **Article 19(2)** imposes reasonable restrictions on the right to assemble peaceably and without arms.

These reasonable restrictions are imposed in the interests of the sovereignty and integrity of India, the security of the State, friendly relations with foreign States, public order, decency or morality or in relation to contempt of court, defamation or incitement to an offence.

- In the Ramlila Maidan Incident v/s. Home Secretary, Union of India & Others. case (2012), the Supreme Court stated, “Citizens have a fundamental right to assembly and peaceful protest which cannot be taken away by an arbitrary executive or legislative action.”
- Right to protest: Restrictions-
This is a fundamental right but if it is in a nonviolent form, then the government can accept these protests. If the protests violate the following norms then strict action can be taken on the public-

-Protest is an acceptable exercise unless it damages and harms the security of the state.

- Friendly relations with neighboring countries are harmed

-Violation of public order

-Contempt of court

-The integrity and sovereignty are threatened

- The fundamental right to protest is protected under article 19 (1) (a), 19 (1) (b) and 19 (1) (c).

Right to Freedom of Speech – Article 19(1)(a):

The right to free speech and expression is translated into the freedom to publicly express one’s opinion on the activities of the government.

Right to Freedom of Association- Article 19(1)(b):

It is vital to have the right to form political organizations. These can be organised in order to challenge government activities collectively.

Right to Freedom of Assembly – Article 19(1)(c):

Individuals have the freedom to peacefully congregate in order to question and object to government actions through demonstrations, agitations, and public assemblies, as well as to launch long-term protest movements.

When these rights are combined, they allow anybody to peacefully gather and demonstrate against the state’s actions or inaction. The protests are for democracy, and the objective of the protest is to protect the integrity of laws in the country.

2.3.3 Violence v/s Peaceful protest

The concepts of violence and peaceful protests are explained in this chapter. As a student we should know in what ways the concepts are different.

Violence	Peaceful Protest
<ul style="list-style-type: none"> • Behaviour involving physical force intended to hurt, damage on kill someone or something. 	<ul style="list-style-type: none"> • A non-violent resistance or non-violent act of expressing disapproval through a statement or action without the use of violence.
<ul style="list-style-type: none"> • Violence does not have any positive result. 	<ul style="list-style-type: none"> • A peaceful protest always gives a positive result.
<ul style="list-style-type: none"> • Violent action involves the use of physical force in an attempt to resolve the issue on demand. 	<ul style="list-style-type: none"> • A peaceful protest involves moral strength, and support to resolve an issue.
<ul style="list-style-type: none"> • Violence always happens suddenly and results in damage, destruction, physical harm and bring no good outcome. 	<ul style="list-style-type: none"> • A peaceful protest requires a consistent protest against some unethical issue till the goal is achieved.
<ul style="list-style-type: none"> • Violence happens between two or more parties/individuals to advance self-interest. 	<ul style="list-style-type: none"> • Peaceful protest is always for the group, community and for greater interest.
<ul style="list-style-type: none"> • Violence occurs due to physiological, cognitive, social and situational factors. 	<ul style="list-style-type: none"> • Peaceful protest always takes place to resolve for a socially relevant issue.
<ul style="list-style-type: none"> • Violence is legally prohibited 	<ul style="list-style-type: none"> • Peaceful protest is legally permitted.

2.3.4 Conflict Resolution

Human activities are based on agreement and disagreement. When someone is doing a particular work, and if that is not accepted by others, conflict arises. This is a human tendency. The term ‘conflict’ refers to a serious disagreement or argument between two individual, groups or community. A conflict is a struggle which arises due to a clash of interests, opinions, rights, demands and for personal benefits. It can be looked at in with a positive way. Conflicts can give a better option, alternative solutions to a problem, provide justice to a victim and help one understand other’s minds. At colleges, due to some issues conflict is created and innocent students become a part of this problem. Conflict leads to gang war and gang war leads to violent activities and ultimately, the result is damage to career and life which is irreparable. There are four types of conflict:

1. Conflict with the self
2. Conflict with others
3. Conflict with the environment
4. Conflict with the super -natural.

It can otherwise be broadly divided derived into two categories – internal and external. Internal conflict arises due to one’s own opposing desires, whereas external conflict sets someone against something or someone beyond their control. So, a major responsibility lies in the resolution of conflicts. The concept of conflict resolution refers to an informal or formal process that two or more parties use to find a peaceful solution to their disputes, disagreements, or non-acceptance of any issue. Generally, conflict arises during organising a programme, events and sometimes while hosting them. The authorities need to be very vigilant about this. There are many steps which can be adopted to resolve the conflict.

Step-1-Understand the issue

Step-2- Identify the reasons of a conflict

Step-3- Set a discussion time

Step-4- Find a common solution

Step-5- Taking steps to arrive at a compromise

Step-6- Avoiding the problem- creating elements

Step-7- Listen carefully to both the parties

Step-8- Build confidence between the two parties and urge them to tell the truth

Step-9- Appeal to their conscience

Step-10- Provide a win solution

Conflict resolutions can be initiated through the involvement of students, respecting their ideas and understanding problems address root causes.

2.4 Violation of Intellectual Property Rights

2.4.1 Intellectual Property Rights

Intellectual Property Rights refer to patents, copyright, industrial design rights, trademarks, plant variety rights, trade dress, geographical indications and the innovatory products, results of research and the need to protect your innovative work. This legal right has to be claimed over your work. There are three important types of intellectual property protection.

➤ **Types of intellectual property protection**

- **Patents**-If you have come up with new innovations, experimental results, research, findings you may protect your work by applying patents. This will give you the legal right as the owner on the said innovative work.
- **Trademarks**- This can be claimed by your business brand. Suppose you have a Start-up Company and you want to protect and legalise the brand, then you have to apply for your trademarks.
- **Copyright**- The Copyright is a type of intellectual property right which allows the owner the exclusive right to copy, distribute, adopt, display and perform any creative, or literary, idea or music, artistic or any educational write-up. Copyright includes exclusive rights such as reproduction, adoption, publication, performance and display. As per rules, the owner of the copyright can claim the ownership for works created after January 1, 1978 which lasts for the life of the author in addition to another 70 years after his death. Copyright is presented by this symbol i.e., for the works.

Intellectual property rights are crucial for students. Students can protect their creations in the field of music, write-ups, innovations, new ideas, experiments, new products, and new brand. The Ownership is always essential for credentiality. But these things are unethically stolen away and someone else takes credit for innovation. This can be prevented only through building awareness of students. A genuine creation needs to be protected and ownership must be claimed by creators and credentials will be attached to their works.

2.4.2 Plagiarism

‘Plagiarism’ is today’s buzz word in research. Young generations should be aware of this concept. This is an unethical act. ‘Plagiarism’ means presenting or claiming someone else’s work or ideas as your own without his/her consent and also without acknowledging the original owner. All published, unpublished materials, manuscripts, printed and electronic content involve ownership. Copying others’ write-ups and claiming these to be yours constitute a theft and fraud. A writer who is copying others write-ups should give proper credit to the writer of the original and pay acknowledgement him/her. Plagiarism is of four types such as:

➤ **Direct Plagiarism-**

The word-by-word copy of someone's work without quotation marks, source indications or reference numbers and without giving foot notes

➤ **Self-Plagiarism-**

A type of Plagiarism in which the writer republishes a work entirely or reuses the portions of a previously written text while writing a new article. It means that if you are publishing the same work by copying the contents of one write- up then it is called self-plagiarism.

➤ **Mosaic Plagiarism**

It is a type of Plagiarism when a writer borrows phrases from a source without using quotation marks or just replaces for the authors words with synonyms while keeping the same general structure, paragraphs, style and meaning of the original. This is also a fraudulent activity; one should not use the phrases without citing the source and using quotation marks.

➤ **Accidental Plagiarism-**

It refers to a crucial type of plagiarism. It occurs when a person unintentionally neglects to cite their sources or misquotes their sources or unintentionally paraphrases a source by using similar words, groups of words and sentence structures without attribution. It commonly occurs due to lack of proper citation or wrong citation or neglecting to quote.

The author or writer is the owner of all the words, sentences, paragraphs, thought processes and ideas. So, one should not copy these, one can read text and get the idea. The idea can be improved, can be justified with other dimensions and can be modified with innovations but cannot be copied directly. It can be permissible only with proper acknowledgment, source indication and reference numbers. Students should be aware of such things so that they can protect their write-ups and never copy any write ups and ideas from others. Innovation, thinking and creativity are real intellectual outputs of the students. Section 57 of the Copyright Act allows the author an exclusive right. It offers the author an opportunity to protect the work from unauthorised copy of the work. Section 63 of the Act considers violation copyright as a criminal offence. The punishment may include imprisonment for 6 months to 3years. So, students, lets us create our own content and not copy from others. It is a highly offensive and constitutes a criminal activity.

2.4.3 Cheating in Examination

Cheating in the examination is the most common criminal offence by committed by students. It means engaging in dishonest practices and communicating in any way during an examination with another person inside or outside the examination hall. In simple terms, the undisciplined manner during the examination and keeping unauthorised materials during an examination. It can be easily explained in the following terms.

- Communicating in any way about examination questions with others students.
- Helping others during an examination
- Keeping write-ups, books or any other materials for cheating purposes.
- Using any digital gadget for copying or collecting information from outside.
- Giving or accepting assistance from any person who is not an invigilator.

These illegal practices are not allowed in an examination hall. It will lead to damage to your career. You will be booked under mal-practice. So, one has to work very hard to secure good percentage of marks. If you prefer to copy, the marks which you will secure through copying will not be helpful in any way. Knowledge always prevails. You need to study, memorise, practice and understand concepts then only learning happens. So, it is always preferable to get marking your own efforts not seeking help from others. If you get the marks through your own hard work, then you will be an achiever and a successful person in society. So, avoid unethical practices and prepare yourself to become the best student your college.

2.4.4 Other Fraudulent Practices

The opposite of ethical practices is fraudulent practices. Fraudulent practices refer to “any act of omission, including misrepresentation, that knowingly or recklessly misleads or attempts to mislead, a party to obtain financial benefits or to avoid obligation”. In simple terms, a fraudulent activity means being deliberately deceitful, dishonest or untrue. A higher learning institution owns the responsibility of creating professionals for all sectors of society. Students should be well versed with such knowledge so that they can safeguard the administration and eradicate the disease of ‘corruption’. Four types of terminology are used to understand the fraudulent behaviour i.e., corrupt practices, fraudulent practices, coercive practices and collusive practices.

- Corrupt practices refer to the offering, giving, receiving or soliciting directly or indirectly of anything in terms kind and money to influence for any personal benefit.

- Fraudulent practices refer to the omission, including misrepresentation that knowingly or intentionally misleads, or attempts to mislead a party/person/organisation, to obtain a financial benefit or to avoid an obligation.
- Coercive practices mean harming, threatening to harm any person, property or someone influence improperly, directly or indirectly
- Collusive Practice refer to the “arrangement between two or more parties designed to achieve an improper purpose, influencing someone directly in a corrupt mass.

Fraudulent activities and behaviour damage the integrity and lead to a corrupted society. Justice for common people is not achieved. Students are the future administrators. They must be conscious of these undesirable activities in society. Let us understand different types of fraudulent activities.

- Academic fraud
- Financial fraud
- Banking fraud
- Mail fraud
- Cyber fraud
- Debit and credit card fraud
- Voter fraud
- Healthcare fraud
- Tax refund fraud
- Internet fraud
- Licensing fraud
- Fraud in the medical sector
- Charities fraud
- Merchant fraud

These fraudulent activities are persisting in many ways.

- **Academic fraud**- Related to examinations, cheating, partiality, plagiarism,
- **Financial fraud**- Deception, money laundering, offering money for illegal activities.
- **Banking fraud**- Stealing the personal financial information and swiping away the money.
- **Mail fraud**- Stealing data or information about someone or something through fraudulent schemes on mail

- **Cyber fraud**- Intention to corrupt someone's personal and financial information
- **Debit and credit card fraud**- Using someone's credit card and debit card information illegally
- **Voter fraud or electoral fraud**- This involves illegal interference with the process of election
- **Healthcare fraud**- Intentionally deceiving the health care system to receive unlawful benefits or payments
- **Tax refund fraud**-Tax- related identity stealing occurs when someone uses your stolen personal information, including social security number to file a tax return.
- **Internet fraud**-Stealing data from Facebook, social media or internet platforms, phishing and identity theft etc. using virus, malware etc
- **Licensing fraud**- Using others licences specifically driver's licences or illegal issue of licences.
- **Fraud in the medical sector**- Posing as doctors or medical associates, stealing organs or giving wrong prescription or dealing in fake medicines etc. for money- making.
- **Charities fraud**- The act of using deception to get money from people who believe they are making donations for a noble cause.
- **Merchant fraud**- When a fraudster poses as a merchant in order to process a transaction and steal the funds.

To prevent and control these activities various legal codes are available. The Indian Penal Code (IPC) 1860 sets out the penal provisions concerning the majority of criminal offences in India. IPC penalises dishonest acts, misappropriation of property, criminal breach of trust, cheating and dishonesty including delivery of property, or forgery. Fraudulent behaviour exists in many ways as students are real stakeholders of the country, and they need to move towards to achieve a nation faced with fraud and corruption.

2.5 Let us sum up

- Objectives-
 - To understand the essence of ethical practices
 - To enable you to realise your ethical responsibilities
 - To make you conscious of the need to lead a disciplined life

- Ethical principles and practices provide guidelines to modulate the behaviour of the individual.
- Ragging is a misconduct which causes mental torture, physical torture, harassment, hardship and raises fear and psychological stress in students. This is an unethical practice which will lead the ragger (who indulge into such activity) to imprisonment. It damages his/her conduct and career and they will never qualify for any job and will be identified as criminals.
- ‘Suicide’ is a major social problem. The mental illness of students leads to suicide. Many factors are responsible for suicide among students. Academic failure is a major challenge. So, each stakeholder in higher learning institutions needs to be concerned about students and understand the mental health of their student.
- Educational counselling means providing assistance and guidance to students to help them choose suitable careers and to opt for a preference of study, which will be suit their interests and preferences. An educational counsellor’s responsibility is to show students right career options, give them confidence, encourage them by convincing them that every field is has its own platform to flourish. The pursuance of a career is always supported with skills, knowledge and learning abilities and one has to work hard on it.
- Violence means behaviour involving physical force. This is also prohibited at any place. All higher education institutions are built through the collective efforts of teachers, students’ and their parents’ contributions. When any damage happens through any type of violent action, we damage our homes, kill our own brothers, sisters and near and dear ones. This is also a criminal activity. If a student gets involved in any kind of violence, he/she will come under the purview of law. Peaceful protests can only save society from any unlawful actions, not violence. Conflicts should always be expressed looked at from a positive angle. Agreement and disagreement should be in terms of the exchange of ideas, views and options but not in the form of gang wars. Conflict can be resolved in a peaceful way by discussing the issues involved.
- Unethical practices include the violation of intellectual property rights. These rights can be protected by patents, trademarks, copyrights and by avoiding plagiarism. Cheating in examinations and fraudulent behaviour are now common.

Students should protect society and should participate in a movement in order to create a corruption- free society.

2.6 Keywords

- **Ethical practices:** Guiding principles and ethical code of conduct to modulate the behaviour at organisations/institutions
- **Ragging:** To make someone the object of unkind laughter. It is a mis-conduct which causes mental and physical agony to someone
- **Suicide:** Ending one's life
- **Educational Counselling:** Counselling to provide advice and assistance to students to develop their educational plans, he him to choose their career paths and choose appropriate courses
- **Violence:** Behaviour involving physical force intended to hurt, damage or kill someone
- **Peaceful Protest:** Protesting without engaging in any violent activity. Disagreement expressed through silent protest.
- **Conflict Resolution:** To solve a conflict or misunderstanding or disagreement through finding a win-win solution.
- **Intellectual Property Rights:** Right to protect one's intellectual contributions through patents, trademarks, copyright etc.
- **Plagiarism:** Presenting someone else's work as your own, without securing his/her consent or using quotation marks.

2.7. Check your learning

Q-1. Answer in two or three sentences:

- (a) Ethical practices.
- (b) Ragging
- (c) Suicide
- (d) Factors responsible for suicide
- (e) Educational counselling
- (f) Violence
- (g) Factors responsible for violence
- (h) Socialisation- prone violence.
- (i) Kinds of violence
- (j) Peaceful protest

- (k) Ragging- free campus
- (l) Laws to control ragging
- (m) Anti-ragging law
- (n) Laws related to right to protest
- (o) Conflict resolution.
- (p) Intellectual Property Rights
- (q) Copy right
- (r) Patent
- (s) Plagiarism
- (t) Types of fraud
- (u) Fraudulent behaviour
- (v) Corrupt practices
- (w) Mosaic plagiarism
- (x) Collusive practices
- (y) Self-plagiarism

Q-2. Answer in 50 words:

- (a) What is the importance of ethical practices?
- (b) Define ragging and how it affects students.
- (c) Explain factors responsible for suicide among students.
- (d) Outline the steps to stop the incidence of suicide in campus?
- (e) What are the laws related to ragging?
- (f) What is the need for educational counselling?
- (g) Differentiate between violence and peaceful protest.
- (h) Give an example of peaceful protest.
- (i) What are steps of conflict resolution?
- (j) What is Intellectual Property Right?
- (k) Define plagiarism and outline the types of plagiarism.
- (l) Cheating in examination is an unethical behaviour, explain.
- (m) What is fraudulent behaviour and what are the different types of fraudulent practice?
- (n) Explain different types of frauds.

Q-3. Answer in 250 words:

- (a) Explain challenges for adopting ethical practices in higher learning institutions.
- (b) Define ragging and discuss laws relating ragging.

- (c) What are the factors responsible for suicide and how suicide can be to stopped in the campuses?
- (d) Describe the need for educational counselling.
- (e) Differentiate between violence and peaceful protest with suitable examples.
- (f) Define conflicts and discuss conflict-resolution steps.
- (g) How can Intellectual Property Right will be protected, discuss?
- (h) What is plagiarism and discuss the types of plagiarism?
- (i) Cheating in examinations is a crime. Discuss.
- (j) What is fraudulent behaviours and discuss various types of fraudulent practices.
- (k) What is fraud? Discuss different types of fraud.

Chapter-III
Ethical Values for Student Life

Interpersonal Relation and Community Life in a HEI

3.0 Objective

3.1 Introduction

3.2 What is community life?

3.2.1 Importance of Community life in Higher Education Institutions

3.2.2 Community life in a college campus

3.2.3 Community Life in Hostels

3.2.4 Community Life in Local Areas

3.3 Interpersonal Relations

3.3.1 What is interpersonal relationship?

3.3.2 Importance of interpersonal relationship

3.3.3 Student- Teacher

3.3.4 Student-Student

3.3.5 Man-Woman

3.3.6 Positive Friendship

3.4 Who can be a Green Preacher?

3.4.1 Importance of conservation of energy and green preacher

3.5 Let us sum up

3.6 Keywords

3.7 Check your Progress

3.0 Objective

- To enlighten students about the relevance of campus life in higher education institutions
- To create a healthy and academic environment through community life in college campuses

3.1 Introduction

The word ‘community’ has been derived from the Latin word “communitas”, which means joint possession or use. A community is a social unit (a group of living beings) with commonalities such as place, norms, religion, values, customs or identity. Communities may share a sense of place in a given geographical area i.e., a country, villages, towns, and neighborhoods.

A community life refers to a life led by a group of people, which is based on common interests like leisure and in business communities, which come together for regular engagement. In other words, it is a life of co-operation and responsibility. In this, a group of students engage in performing volunteer work, and it involves them in the activities of intellectual development and association with social groups. It is a life of co-operation and sharing of responsibilities among student groups. In this life, students believe that they are part of a community. This group life provides them with opportunities to connect with people, pursue goals and feel secure and safe. Community life provides an identity; it is a part of their everyday life and also helps them in solving their problems. It develops a feeling of unity, kinship, brotherhood and identity among the groups and helps them to understand each other and learn from each other. These community lives provides a feeling of kinship because each member supports and helps the other. This group life is responsible for creating a positive environment in higher education institutions.

3.2 What is Community Life?

To quote Mahatma Gandhi- “The best way to find yourself is to lose yourself in the service of others”. The present era is the era of technology, globalization, and innovation. Every individual is struggling for survival and existence, which leads to a stressful society. So, the students who are major stakeholders must learn to be a part of community life. To know about community life let us first understand about the ‘community’. The term ‘community’ comes from Latin word “communitas”, which means joint possession or use. It means that community has something in common. It is a group of people who care about each other and have a sense of belonging. On the other hand, community life also refers to helping each other; maintain a specific life style, having common goals and vision of life. Community life is based on common interests unites the groups, leisure time activities, sporting, business discussions and intellectual analysis, where the group want to spend time on a regular basis. There are specific characteristics of any kind of community life-

- Common interests
- Common goals
- Freedom of expression
- Identity
- Clear principles, policies and obligations of the group
- Fairness

- Common celebrations
- Promotion of interaction among the members
- Positive attitude
- Clear ideas

Group members who maintain a community life also maintain commonality in the following aspects such as place, norms, religion, values, customs, identity, lifestyles, celebrations, choices of food and ideology. The ultimate aim of community life is to achieve betterment for society and goals. Those who become a member and part of the community life learn to share their ideas and work for shared growth.

3.2.1 Importance of Community life in Higher Education Institutions

Higher Education institutions are temples of knowledge. Future human resources are crafted by these institutions. There is a growing concern about social problems in the present era. So, the responsibility of higher education institution is greater, and to make necessary contribution to society is a major challenge. The credibility of the institution lies in its campus ambience, facilities, teachers and its academic culture. Modulation of students' behaviour, understanding of knowledge, ambitions for future, obligations to the society and family and organisations, positive ideals and attitudes can be developed in the community life of higher education institutions. So, a great responsibility lies on the higher education institutes to create a healthy community life and nurture the group till they achieve their goals. The community life of students is developed in hostels, canteens, retiring rooms, libraries and through community services such as National Service Scheme, National Cadet Corps, Red Cross Society and through different clubs. Students should feel proud of being members of these wings. They must be given opportunity through different activities, for showcasing their ideas and developing their overall personality. Community life in the campus becomes their lifestyle. They become the valuable alumni of great higher education institutions. They gain confidence, courage, moral support and positive ideals of life. The campus ambience must be the centre of happy learning and a temple of knowledge. It can only be possible through community life and belongingness of students the institution. So, let us create a learning community and re-shape our life.

3.2.2 Community Life in a College Campus

The college campus is a second home for students. It is the learning hub, space for entertainment and place where students spend their substantial part of their life. Campus life includes reading together at the library, sitting together in reading rooms, news discussions of news and enjoying food at a canteen, sitting together at different places of the campus or hostel, participating in cultural programmes and reaching out to the local community. The feelings of attachment that, "this is my college, my friends, my teacher, my group members, my club members, my classrooms", always abounds with the emotions of belongingness. The students share their ideas, explore the new things, gain knowledge, learn behaviour, maintain discipline, complete the time- bound activities and present their talents, at the core of the activities of campus life.

Students also protect the campus environment through cleaning activities, plantation, energy conserving drives, maintaining a plastic-free and ragging-free campus, where all students respect each other. They imbibe qualities of voluntarism through NSS, patriotism

through NCC and serving life through Red Cross activities. The mini campuses at local adjacent slums and villages give them the idea about social problems and visiting local heritage also give them knowledge about our culture by providing them with right exposure to develop their knowledge and personality. Maintenance of discipline plays a very important role in campus life. Generally, students of higher education institutions are more disciplined and also propagate ideas of discipline and behavioural changes into society. All these things can be possible only due to beautiful dimensions of the college campus. When students leave it, campus life always sows the idea that “you are my alumni and you built up your life here.”

3.2.3 Community Life in Hostels

Hostel life is very different from staying at home. Every student should at least once, be a part of hostel life. In a hostel students stay away from their parents, out of their comfort zone and abide by certain rules. It makes students more obedient, committed to learning and teaches them to be independent. Hostel life is a life of learning, enjoyment and provides a platform for career building. The harmonious environment during lunch time and dinner time, sharing food and standing in queues. The dining hall gives you a feeling that all the friends are like brothers and sisters. Hostel library and reading-room discussions provide a lot of knowledge. The seriousness of study develops from competing with each other on how to do better in examinations. TV rooms, indoor games’ room, etc., are places where boarders share their views on different subjects. Hostel events are organised separately, which help the boarders to develop their personality, leadership qualities, artistic skills and organising abilities etc. The best part of hostel life is to use the washrooms for getting ready for the classes. In the race to be able to finish one’s daily chores satisfactorily, all the boarders try to be punctual and reach lectures at right time. Taking food together, chit-chatting together, sharing ideas, organising the programmes together, taking responsibility to complete the work assigned by the group etc. bring unity among students and they start living like a family. Senior students become mentors to juniors. Juniors learn from seniors. Guiding, mentoring and hand-holding of the juniors creates an ambience of learning and disciplined life. It is a place where everyone cooperates with each other, enjoy this life together, share food and abide by the common rules for everyone, Prayer time and cultural events give an identity to boarders. They lead a community life with ample scope to gain mutual cooperation, sympathy, discipline, love, personality development, sense of independence and self-reliance.

Hostel life gives you a sense of responsibility, independence, team work, helping your room-mates, a sense of unity and adjustment. When boarders see that the next roommates are studying till night 1.00 a.m., then they too get inspired to study at night. If someone falls ill at the hostel, friends become the best care-takers. They serve the ailing friend like a family member and thus hostel life gets us friends for a lifetime. All these aspects of hostel life are like a community life. In a nutshell hostel life helps one to imbibe the following values:

- Discipline in life
- Sharing
- Independence and self-dependence
- Mutual understanding
- Cooperating with each other
- Competitiveness
- Career- building

- Punctuality
- Appreciating little things or moments of life
- Leadership qualities
- Organising abilities
- Togetherness and belongingness
- Finding friends for life
- Caring
- Learning how to adopt and adjust

3.2.4 Community Life in Local Areas

The journey of community life of students is not limited only to campus life and hostel life. It also takes place outside the campus. Visits to local heritage art taking part in survey works, field studies and study tours provides a real-time experience of local areas. Local libraries and training institutions, coaching centres, theatres, parks, malls and film halls become common meeting places for the students. The lifestyle of the people, economic conditions, choice of lifestyle, festivals, customs, traditions, attitudes are social dimensions which can be easily studied by students outside their campus. The best part of group learning happens at common sitting places (*khatties*), where all types of news are analysed, discussed, debates and news ideas are shared among friends. These are places of enjoyment as well as of learning. National Service Schemes at every Higher Education Institution provides for a life time opportunities of understanding rural life at adopted villages. The mini campus helps student volunteers to lead a community life during these camp activities. Industrial visits and preparing mini reports also provide opportunity for group learning and gaining knowledge of local culture. Field visits and survey works at local places and historical monuments, temples, museums are real platforms where students from different backgrounds learn many things regarding a local area. Local values, food habits, food availability at restaurants and interactions facilitate understanding of the social system. Analyse the community life of a local area adjacent to a higher education institution is observed through the following places and activities:

- Libraries
- Chowks (Sitting together at specific places)
- Parks
- Restaurants
- Local temples/ historical sites
- Industries
- Local events
- Different cultural activities carried out during festivals of the local area

Students enjoy getting involved in the above activities and also learn of the many dimensions of local cultures. Learning not only happens within the college campus but also beyond the college premises. So, let us explore and understand the geography, agriculture, lifestyle, language, value systems, local markets, offices, facilities, festivals, historic sites, amusement facilities, with friends. We are a part of the place, where we study at a particular time.

3.3 Interpersonal Relations

3.3.1 What is interpersonal relationship?

The concept of inter-personal' relationship refers to the relationship shared by two or more people. A social connection or relationship can be built with co-workers, close friends and other group members. People who share good inter-personal relationship respect each other's views and opinions. Now-a-days, it is a major challenge to maintain good interpersonal relationships due to the competitive nature of life. Everyone wants to achieve one's independent goals and does not want to waste time in achieving the common goals which benefit everyone. If interpersonal relationships are not well maintained in organizations, higher education institutions, families, and society at large, it may lead to conflicts, misunderstanding and a stressful life. Healthy interpersonal relationship helps to understand the feelings of friends and colleagues, and also helps in achieving mutual goals. Positive interpersonal relationships bring different positive results such as:-

- Creation of a positive work environment
- Harmony and happiness
- Better understanding between one another
- Respect for everyone's emotions
- Self-identity within the group
- Adequate recognition of others' views, opinions and ideas
- Achievement of purposes of life through group learning
- Confidence building and moral strength
- Friends becoming the most essential part of social support

So, interpersonal relationship is something which extends beyond any personal relationship. It must be based on the understanding of a friend's emotions, likes, dislikes, choices of life style, ideals, goals, motives, etc., The challenges of competition can also be faced by helping each other. Let us all grow unitedly. Good friendship, sharing love and affection, sharing problems, helping others and empathy will lead to the achievement of real goals of life. To quote Mahatma Gandhi "A friend is one who overlooks your broken fence and admires the flowers in your garden."

3.3.2 Importance of Interpersonal Relationship

Human beings are social animals. Happiness, love, affection and understanding of emotions are the most precious aspects of humans. These can be better understood when relationships within the family, within an organisation, among colleagues, friends and groups are properly maintained. One has to be very clear about the concept of relationship. The word relationship means-

- The ways in which two or more people or things connect or the state of being connected
- The state of being connected by blood or marriage
- Ways in which two or more people or groups regard and behave towards each other

Interpersonal relationship is an important facet of life. It not only helps you to maintain emotional wellbeing but also helps to maintain a healthy life. In a nutshell, the points of importance of interpersonal relationship are:

- They help to maintain a harmonious relationship among people
 - They are important for the overall physical and emotional wellbeing of people
 - They facilitate better understanding between each other
 - They aid in easier achievement of goals
 - They reduce work pressure
 - They ensure that everyone's views and opinions are respected
 - They help to maintain a stress-free work life
 - They help to maintain harmony within the family
 - They reduce conflicts by enhancing mutual respect for differences in in points of view
 -
 - They provide for a well-balanced family life, organisational life, and social life.
-

3.2.3 Student- Teacher Relations

Interaction between students and teachers is one of the best ways of learning. It helps students gain knowledge in an informal way. Discussions and exchange of ideas create an emotional bonding of teachers with students. This positive relationship is encouraged in order, so as to sort out many students related problems. A student must have faith in his/her teacher and a teacher has the duty to instil confidence in students.

According to Bufet (2019), student teacher relationships are important because they create a thriving classroom environment, help students develop a sense of self-worth and improve students' mental health. These positive relationships may address behavioural problems and promote academic success. On the other hand, if this interpersonal relationship of teachers with students is not maintained properly, the following challenges may be faced by teachers:

- Loss of intimacy
- Difficulty in communicating with students
- Lack of control over the class
- Failure to resolve problems of students

A class becomes only effective when teachers treat the students as their own and students feel interested to find out what a teacher will share with them each day. students. Healthy interpersonal relationship between teachers and students has the following positive aspects:

- Problematic behaviour is controlled
- Students gain confidence and share their views
- Students actively listen to classroom lectures
- Effectiveness of classroom teaching improves
- Participation of students is improved
- Morale of the students improves

Healthy interpersonal relationships in a teaching-learning environment create interest among students and motivates them to engage in better career ventures and achieve high learning goals in life. Teachers play a vital role in developing necessary motivation in students. A teacher is a friend, philosopher and guide, who paves the path to success for the student.

3.3.4 Student-Student Relationship

Students' lives are largely influenced by their friends or peer groups. They exercise a direct impact on behavioural changes, academic achievements, personality development and mental health. Positive peer groups and their relationships are responsible for higher academic performances. There are numerous benefits which arise from interpersonal relationships among students. The informal and formal interactions are important for students' overall physical, mental and social wellbeing: These help to maintain a harmonious environment in class room settings and other places of the campus. Students can easily share their feelings in friend circles or with individual friends. Teachers must create such an environment, design such activities, and pair students in such a way that they come closer as friends.

3.3.5 Man-Woman Relationship

Interpersonal relationships between a man and a woman is an important aspect of human relationships. In co-education institutions, boys and girl students sit in one classroom, study at the same library and participate in all the activities of the institution together. With mutual respect and strong interpersonal relationship, friendship and strong group-bonding among students can develop. It helps student in achieving career goals, and many academic programmes can be organised successfully with the co-operation of both the groups. In fact, these relationships are based on the following aspects:

- Friends must be honest with each other.
- They must stand for each other at the time of need.
- They should avoid leg-pulling, passing offensive comments, intimidating others or making fun of them.
- They must respect one another.
- They should control misunderstanding between students.

3.3.6 Positive Friendship

Positive friendship means a friendship which encourages you to do better in your careers, understand your problems and help others in solving problems. A positive friendship enriches your life, boosts your happiness and improves the self- confidence. A good friend is like a good book, who becomes such an essential part of our life that we become interested to spend more time with him or her. We, want to share our feelings, to study together, discuss our career plans, and, most important, develop mutual respect and understanding with a good friend. A positive friendship brings about the following changes in life:

- Confidence building
- Caring for each other
- Better understanding
- Valuing feelings
- Being a friend at the time of need
- Sharing happiness
- Sharing problems and difficulties
- Sharing the new ideas and knowledge
- Happiness in learning together
- Protecting each other

- Loving each other

Thus, in higher education institutions steps need to be taken to develop positive friendship among students through various academic and co-curricular activities.

3.4 Who can be a Green Preacher?

A human being is a natural creation of God. Nature provides light, wind, land, water and energy for the survival of humans. So, the beauty of life lies in love, satisfaction and leading a comfortable life. There is a saying, “If you will take food without doing any work, then a day will come when you will have only an empty plate”. This means that we have to preserve, to procure, to save and to take care of the resources, that we have, through our efforts. The depletion of energy resources is a major challenge for future generations. So, everyone has to be careful while using energy resources for different purposes. Higher education institutions are a second home for students. They use all the resources of the college as those of their own homes. In this process, wastage of energy is a common problem. These challenges pose the need to create teams of green preachers. The role of green preachers includes-

- Creating awareness among students to save energy. For example, they should switch off fans and lights while leaving the class rooms.
- Organizing debates and other competitions on topics related to the use of renewable energy to promote sustainability of life, conservation of energy for future generations and sharing messages in student groups to motivate them to respect nature.
- Spreading knowledge to maintain green campuses at colleges.
- Holding one-minute discussions to spread the messages in every class.
- Participating in online writing and speaking activities related to environment, conservation of energy, green life and plantation.
- Organizing mini camps to protect the environment and to save energy.

The green preachers’ unique task is to create future-conscious student groups, who are more concerned about the human life style, human use of energy as required and saving the beautiful creation of God i.e., nature for our future generations. Green preachers must act as agents of change in higher education institutions. Let us thus be aware, and take responsibility. One student may awaken another, and the chain must continue. Green preaching is a commitment to life and commitment to saving the human race.

3.4.1 Importance of Conservation of Energy and Green Preacher

‘Energy’ is the fundamental source of life. Without energy, human life will become stagnant. Science, technology, innovations and a comfortable life depend on various types of energy from nature. So, we have to save this energy for future generations. Energy conservation means reducing the consumption of energy. It means that, by saving energy, you are protecting the environment directly. Sometimes, unknowingly we waste energy without even realising it; for examples sometimes, we leave a room without switching off the lights and fans. Energy is precious and it can be conserved in many ways:

- Spreading awareness for the need to conserve the energy
- Turning off devices and appliances when they are not in use
- Purchasing devices which consume less energy.

- As refrigerators generally consume more energy, so, by keeping the settings of the refrigerator low, we can save energy.
- By using of LED (Light emitting diode) bulbs we save energy.
- By cleaning air filters and air conditioners we save energy.
- By using laptops instead of desktops, we save energy.
- By using of kitchen appliances, we consume low energy.
- By cycling, which is the best way to save fuel.
- By imposing penalty for excess consumption of energy.

These are a few ways to conserve energy in our day-to-day life. To spread awareness, the ‘Energy Conservation Day’ is being celebrated on December 14th every year since 1991. The conservation of energy should be a part of our daily life so that it can be efficiently saved. The importance of conservation of energy lies in protection of the environment, saving human life and creating a better society. The benefits of conservation of energy are-

- Preserving energy for future generation
- Reducing the cost of energy
- Lowering the cost of electricity utility bills
- Protecting the environment
- Reducing pollution
- Conserving precious natural resources

The role of green preachers, as most important groups, is to facilitate a green environment and conserve energy. They are real change-makers who spread ideas about how to save energy, disseminate the noble message among students and society by organising plantation programmes, debates and discussion forums to generate new ideas to save the environment and energy resources. Green preachers’ responsibility is to inspire more members to work as green preachers, who can act as knowledge-spreaders, and induce the habits needed to save energy, nature, environment and human life, into the people.

3.5 Let us sum up:

- Objectives-
 - Understanding the importance of campus life at Higher Education Institutions.
 - Outline the role of community life during student career.
 - Enable students to be core aware of the need of community life in hostels, local areas and college campuses.
- Making students green preachers at higher education institutions.
- Understanding need for the conservation of energy and deriving ways to save energy.
- Making student realise the value of the hostel life and how it develops the overall personality boarders and helps them learning to share, care, become self-dependent and take responsibility.
- Making of campus learning ambience influence career building i.e. library study, reading room and discussing during breaks, news analysis, etc, which help students to learn from their friends.
- Promoting interpersonal relationship, positive friendship helps in problem solving and behavioural modulation in Higher Education Institutions.

3.6 Keywords:

- **Community**- A group of people living in the same place or having a particular characteristic in common
- **Community Life**- A life of cooperation and responsibility within a community
- **Green preacher**- A person who uses knowledge to save the environment
- **Conservation of energy**- Reducing the consumption of energy to save it for the future
- **Interpersonal Relationship**- Relationship between two or more people, a social connection, relationship with co-workers, close friends and group members
- **Positive Friendship**- Friendship which benefits your wellbeing
- **Campus Life**- A positive place where students can go to have fun with friends, discuss relevant issues, spend time with their friends and enjoy life with friends.

3.7 Check your Progress

Q-1- Describe about each in two or three sentences.

- a) Community
- b) Community life
- c) Community life at hostel
- d) Green preacher
- e) Conservation of energy
- f) Campus life at Higher Education Institutions
- g) Interpersonal relationships
- h) Student-teacher interpersonal relationship
- i) Student- student interpersonal relationship
- j) Man-woman interpersonal relationship
- k) Positive friendship
- l) Community life in local areas
- m) Ways of conservation of energy
- n) Importance of inter-personal relationships
- o) Importance of community life in a college campus

Q-2. Answer in 50 words:

- a) What is the significance of campus life in higher education institutions?
- b) Explain the role of green preachers in protecting the environment.
- c) What is conservation of energy?
- d) Define interpersonal relationships and discuss their importance.
- e) Elaborate on the importance of community life at higher education institutions.
- f) Explain the importance of positive friendship.
- g) Outline the importance of interpersonal relationships between students and teachers.
- h) Describe the role of community life at local area.
- i) Outline the different steps and activities needed to save the environment.

Q-3. Answer in 250 words.

- a) Describe the importance of community life in hostels and campus is of higher education institutions.
- b) Define 'green preacher' and discuss ways of saving energy.
- c) What is community life? Discuss the role of community life in shaping students' careers.
- d) Why is interpersonal relationship essential in different places?
- e) What is positive friendship?

Chapter-IV
Ethical Values for Student Life

Ethical Leadership in Academic Institutions

4.0 Objectives

4.1. Introduction

4.2 Meaning and Concepts

4.2.1 Concept of Leadership

4.2.2 Ethical Leadership

4.2.3 Ethical Leadership in Academic Institutions

4.3 Traits of leadership

4.3.1 Trait Approach to Leadership

4.3.2 Leadership Styles

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4.3.4 Everyone has a Leadership Role

4.4 Scope of Leadership in Colleges and Universities for Students, Teachers and the Administrators

4.4.1 Scope for students' leadership

4.4.2 Teacher as an academic leader

4.4.3 Administrators approach to implementation of governance

4.4.4 Role of college and universities in creating future leaders

4.5 Importance of co-curricular and extracurricular activities in creating Leaders

4.6 Let us Sum Up

4.7 Keywords

4.8 Check your understanding

4.0 Objectives

- To facilitate ethical leadership among students in Higher Education institutions
- To make students aware of and learn about leadership traits
- To motivate students to become future leaders

4.1 Introduction

This modern era is an era of competition, struggle, and challenges in all areas of human life such as education, employment, global warming, food security, and sustainability of resources. So, at this juncture, the role of leaders is very important. The challenge is to create good, efficient, intellectual and ethical leaders. Leaders cannot be created in a day. Continuous learning, organizing programmes, identifying the qualities of leadership among the students, recognition of leadership qualities and giving students exposure to knowledge in various fields are required to build leadership qualities among students. An ambience must be created to facilitate leadership spirit. Higher learning institutions have the sole responsibility to provide such platforms to students for showcasing their qualities. One can be a good leader but he /she may not be an ethical leader. Ethical leadership means “selflessness, integrity, objectivity, accountability, openness, honesty and personal values like trust, wisdom, knowledge, kindness, justice, service, courage and optimistic attitude of a person”. According to Brown *et al* (2005). “Ethical leadership is defined as “demonstrating appropriate conduct by personal actions along with interpersonal relationships which help in decision making”. The aim of the Higher Learning Institutions and universities is to educate future leaders in ethics and moral values. The responsibility of teachers and the authorities is very important as they are the real mentor for students. A teacher must be a role model: an epitome of character and behavior. All of these influence students. Successful students always express the view that the secret of success is the influence of their teachers. So, teachers’ dedication, hard work, their commitment to creating leaders, good scholars, and efficient human resources are of utmost importance. All the ethical qualities are ingrained in the minds of students with real life examples of good leadership. A golden future can be ensured by future leaders. The future leaders are our students. The HEIs and universities are knowledge factories, which strive to create strong brains capable of facing challenges of the future.

4.2 Meaning and Concepts

4.2.1- Concept of Leadership

‘Leadership’ is an important dimension of human personality. When you come across this word, you might recall the leaders celebrated in Indian and world history. Mahatma Gandhi, Nelson Mandela and many others, through their ideals and actions, have influenced us in many ways. This influence is defined as the essence of leadership. They, through their speech, communication skills, behavior and actions could influence others to act in a certain way. In simple terms, leadership is defined as “the ability to influence a group towards the achievement of a vision based on a set of goals” (Robbin’s & Judge,2013). In other words, a person without any legitimate power can be a leader by virtue of his or her personal qualities, expertise or charismatic characteristics. It has been observed that great leaders are friendlier, have positive attitudes, and exhibit emotional intelligence, extraversion, conscientiousness and openness. They always focus on the greater benefit of society. There is a great debate on

whether leaders are born or made. Many instances of leadership qualities are displayed by students in early part of their lives . Positive morals lead them to higher summits. If at all leadership qualities are maintained in a wrong way, these will destroy the career of students. For example, sometimes students with leadership qualities, to organize a strike or create nuisance at the college under peer pressure. Ultimately, he/she harms his/her career by wasting precious time on this valueless work, and ultimately once he/she becomes a failure, no one cares to support him/her. So, teachers and appropriate authorities must accept the duty to maintain the quality of leadership of their students. In fact, leaders can be made to go through proper training, given adequate motivation, and be provided with the appropriate platform to exhibit their qualities. Leaders always have a group of followers. It means that the unique characteristics of personality, ideals, attitudes and interpersonal relationships of the leader always influence others. A true leader is the idol of his/her followers and he/she always motivates others to inculcate certain ideals of honesty, integrity, commitment, truthfulness and kindness.

Types of Leadership

The concept of leadership has been defined in many ways. Leaders motivate and influence their follows in various ways. Leadership qualities of different leaders are observed in different situations. The history of India and of the world present many instances of this. These includes leaders like *Mahatma Gandhi, Subash Chandra Bose, Adolf Hitler, Prithivraj Chauhan, Rani Laxmi Bai* and many more. The ways and actions of these leaders are now inscribed in the pages of history. In fact, the actions, ideals, styles and approaches of work of these leaders provide a foundation for understanding the types of leaders.

1. Democratic leadership

In democracies leaders are people-oriented. They have a deep concern for the people they work with and also allow people to work freely and take their own decisions. This means that the decisions of the employees are given importance while getting one task done. Democratic leaders are more concerned about the wellbeing and happiness of the followers or employees they work with in an establishment or groups.

2. Autocratic leadership

Autocratic leadership is also otherwise known as authoritarian leadership. In this type of leadership one person wants to take all decisions and controls all activities with through the exercise of power. Autocratic leaders generally exercise their own ideas, and judgements. They do not like to listen to others and rarely accept the advice of others. Such leaders have control over the group and exercise full control over all activities.

3. Transformational Leadership

Transformational leadership is an ideal form of leadership. These types of leaders always bring about change in society. Transformational leaders have positive ideals. They want to bring positive changes in the individual and society for a greater interest. They work towards positive transformation.

4. Transactional leadership

The transactional leadership style is generally found in industrial set-ups. In this type of leadership, the leader communicates the goals, vision and mission of the organization. They supervise the work for the achievement of goals. They also motivate, guide and direct followers or workers to achieve the organizational goals. They are accessible to the employees, workers or followers.

5. Charismatic leadership

Charismatic leadership means leaders who have 'charisma'. The leader has a charming personality, confidence, vision, creativity, determination, good communication skills and persuasiveness. These are the unique qualities which help the leader to exercise his/her authority. Their ideas intellectuality and decisions are accepted willingly by group. This concept was developed by the German sociologist Max Weber.

6. Laissez -Faire Leadership

This type of leadership is dedicated to the people. People take decisions. It is based on trust and people enjoy a wide range of freedoms.

7. Servant leadership

This type of leadership focuses on serving the needs of others. It is persuasive by nature. Such leaders use persuasion to achieve their goals. They are good listeners, empathetic, society-oriented, caring and prompt in taking responsibility, like parents in a family. This type of leader interacts with employees, group members to command authority rather than seize power.

4.2.2 Ethical Leadership

Ethical leadership is also known as authentic leadership. This is a type of leadership in which the leader is highly conscious of appropriate conduct through personal actions and interpersonal relations. In other words, the leadership is based on ethics and trust, and is perceived to be ethical by the followers, following has faith in the leader and his/her ideals and characteristics. Ethical leaders believe in ethics, moral values, patriotism, respect ethical beliefs and work for the dignity and rights of people. Trust, honesty, consideration, kindness, charisma and fairness are the real characteristics of ethical leaders.

4.2.3 Ethical Leadership in Academic Institutions

Academic institutions lay the foundations of ethics, morals, values and culture for society. In the world today, a concern is evident for restoring ethical human values, as well as shaping human beings as good citizens. This can be possible only through ethical leaders. Ethical leadership provides an idealized influence in institution. Learners are the real assets of an academic institutions. Educational institutions are a second home for learners. Character building, personality development, morality, values, kindness, honesty, sincerity, punctuality, dedication, promise, obligations, discipline, commitment and virtues of life can be learned in a good learning environment through guidance of teachers and mentors. Teachers and authorities can become ethical leaders when they know what is right and what is wrong, and act purposefully. They can become the role models who can inspire, influence and motivate the

students, and show them the right approach to life. Learning is not limited to the curriculum. Learning about body language, , grooming, communication skills and so on are important too for the students. Social acceptance depends on certain guiding principles and a code of conduct. How does someone behave in a particular situation? What is right or wrong conduct or character? Seeking answers to such questions are almost a regular training given by academic institutions. So, academic institutions are the real platforms for creating ethical leadership.

4.3 Traits of leadership

4.3.1 Trait approach to leadership

The word ‘trait’ means quality. The trait approach to leadership focuses on the individual characteristics of successful leaders. A leader can be successful in the achievement of goals, vision and missions for the greater interest of society when he or she possesses some desirable qualities. According to this trait approach, leaders possess a set of traits which make them suitable for a leadership role. . Ralph Stogdill surveyed more than 5000 leadership studies and concluded that the successful leaders must possess the following qualities or traits:

- i. A strong desire for accomplishment
- ii. Persistent pursuit of goals
- iii. Use of creativity and intelligence to solve problems
- iv. Ability to apply initiatives to social situations
- v. Self-assumed personality
- vi. Willingness to accept behavioral consequences
- vii. Low susceptibility in interpersonal stress
- viii. High tolerance of ambiguity
- ix. Ability to influence other people
- x. Ability to structure social interactions

Successful leaders generally focus on personality traits; they are consistently better adjusted, more dominant and possess good inter-personal relationship. These traits can be learned, practiced and inculcated. Understanding the qualities are essential and practicing these in real life is difficult. Being a trustworthy, kind, helping, committed or tolerant person in practical situations is very difficult. So, leaders who want to be successful, have to learn understand and practice these qualities in real situations of life.

4.3.2 Leadership Styles

The concept of leadership styles was developed by Kurt Lewin in 1930. He argues that autocratic leadership is most productive. The leadership style means a leader’s method of providing direction, implementing plans and motivating people. The leaders can bring change in society, initiate movements, and can also motivate others to perform, create and innovate. As Kurt Lewin’s theory has proven, authoritative or autocratic leadership is highly effective. In fact, times have changed and so also the technology , the knowledge base and skills of the people. Leadership styles should reflect the need of the hour. Present leaders must work as per people’s needs, society’s needs and nation’s needs. There are many types of leadership styles. They are:

- **Democratic style** -This style is also called participative or facilitative style. The leader takes decisions as per the views, opinions, suggestions of team members, group members or people in general. It is one of the most effective styles.
- **Autocratic style** -The leader functions independently. He /she hardly listens to the suggestions of the team members or group member or followers. He /she takes his/her own decisions on his/her own. This type of style is effective when any difficulty arises or any change occurs or any radical policy is to be implemented.
- **Laissez Faire Leadership style** –This laissez faire leadership style is otherwise known as delegative or hands-off style. The meaning laissez faire is “Let them do”. This style of leadership makes employees powerful and accountable for their work. This style of leadership empowers the employee to take decisions and achieve the targeted goals. It also helps employees to get some incentives or rewards.
- **Strategic leadership style** –Strategic leadership styles of functioning an organization include the main goals, vision, mission and growth of the organization. Strategic leaders always focus on competitive awareness, adaptability of a situation and how to face the challenges of the situation. They are the change makers. They always take actions in the light of situational analysis and vision for the organization’s future growth. This style of functioning is based on planning and makes the best out of the worst.
- **Transformational leadership style** –This type leadership is based on bringing change, on transforming and improving certain things. Transformational leaders always try to inspire their team to find new ways and solutions. They can also motivate employees, ensure employee satisfaction and boost morale. This style is highly needed in our current situation. Organizations and companies want to transform the style of functioning, and become technology based, knowledge-based and outcome-based.
- **Transactional Leadership Style** -Transactional leadership style plays an important role in achieving goals. Leaders adopting this style always communicate the goals, focus on results and set systems of rewards or penalties. Employees’ teams or group members feel safe because they clearly understand the expectations of their leader.
- **Coaching leadership style**- This is one of the mentoring styles of leadership. It means the leader focuses on identifying and nurturing each team member and motivate the members to work together. This style of functioning puts more emphasis on the growth and success of an individual employee, group member or follower. It helps in identifying skills of the employee and focuses on better performance of employees.
- **Bureaucratic leadership styles**- This style of leadership functioning is based on rules, laws and policies. Bureaucratic leaders follow rules and regulations in the decision-making process. This is a very difficult and challenging style of leadership. The leader has to acquire the knowledge of all the rules, regulations and policies.
- **Visionary leadership style** –Visionary leaders always see the future growth of the organization. They generally encourage collaborative work, emotional intelligence and team work. They prepare a clear plan of action for the organization and also motivate employees to work on it. They set the vision for the future.
- **Pacesetter leadership style** -This type of leadership style is one of the most difficult styles. In this type of leadership leaders are highly ambitious. Their expectations are high and they want skilled and best performers in their team. This type of functioning leads to burnout (stressful) condition.

- **Situational leadership style** - Situational leadership styles are the best styles of functioning. Such leaders are generally proactive and act as per the needs of the situation. They are great communicators and also make use of feedback constantly to make their decisions.
- **Instinctive leadership style** – The leaders function or take decisions as per their own instincts. This means that their feelings, experiences, understanding and habits help them take decisions. Instincts and habits play an important role in taking decisions.

Right leadership Style – An individual has all the potential. He /she can become a leader if he/she wants to. One needs to acquire the essential personality traits and skills, and identify the ways of self-discovery. Hidden talents must be explored and one must keep trying to find new things about oneself. One must be able to train one’s mind to say to oneself, “You are a born leader. So, lead the team, society and the nation.” So, right leadership styles are always acquired and explored and used for the betterment of the nation. Choosing the right leadership styles according to situational demand will make you a more effective leader.

4.3.3 Importance of Leadership

According to Peter Drucker, “The only definition of a leader is as someone who has followers. If someone influences others, inspires others and motive others to achieve some ideals, seeking knowledge, working hard or controlling any wrong approaches .” On the other hand, Warren Bennis says, “Leadership is the capacity to translate the vision into reality.” And Bill Gates says, “As we look ahead into the next century, leaders will be those who empower others.” The leadership concept is well defined by M.K. Gandhi, who said, “I suppose leadership at one time meant muscles but today it means getting along with people.” The leadership quality has been viewed, defined and redefined in many ways. As a student, we must know how it will help us. So, it does in the following ways:

- To solve problems
- To set visions
- To define missions
- To set plans, policies and principles
- To maintain a disciplined life
- To understand problems of the people
- To be empathetic
- To take proactive steps
- To face challenges
- To own responsibility
- To emerge as a multi-talented person
- To be a friend for all
- To maintain good interpersonal relations
- To exhibit hidden talents
- To lead the team

Everyone has leadership qualities but identifying these quality is a challenge. Teachers, and parents should work together to see the potential of a child. The importance of leadership cannot be pointed out with a few lines. Leadership qualities can save your life,

save the society, and save the nation. A good leader is the brain of a country. The brain and its actions are to be nurtured through family, society and educational institutions. A good brain can lead an organization, give better service, manage employees, understand problems and provide solutions and ultimately help one become a good leader.

4.3.4 Everyone has a Leadership Role

Everyone can become a leader. Life is an open platform, where we can explore our qualities at any point of time. Leadership qualities come in all forms and shapes. There are countless opportunities for everyone to build leadership skills. When it comes to many leadership roles that an individual has to play at different phases of life, in different situations, and in different capacities, one has to choose one's leadership style carefully:

- **Father as a leader-** A father has to act as a mentor, problem-solver and role model for his children. He must teach accountability, the difference between right and wrong, and also fix task-oriented goals for his children.
- **Mother as a leader-** A mother has great influence over her child. The overall personality of a child is developed mainly through the care and guidance of a mother. Mother is empowered to control and use the resources of a family, to provide happiness, and overall manage the day-to-day affairs with cooperation of other members of the family. A mother can be the best leader who builds the family with love, affection, patience, and knowledge
- **Friend as a leader** - A friend is one who comes to you when the whole world has left you alone. So, there is a saying "A friend in need is a friend indeed". A friend always gives support, encourages to participate in different activities, , enjoys and celebrates his/her friend's achievements, helps him/her in gaining knowledge, guides and motivates him/her to develop competence, and ultimately pushes the friend towards the achievement of life-goals. All of us have a friend who directly and indirectly influences us to achieve our fullest potential and choose suitable career options. They are path-finders, vision -setters and prepare missions for us to achieve in life. The Greek word for friend is '*Philos*' which comes from one of the Greek word *philia* or love. It refers to the warm, spontaneous affection and companionship that we enjoy. A leader can be a friend. A friend is a leader in the eyes of another friend. **Siblings as leader-** Brothers and sisters in the family are also often real leaders. If they are older than you, they guide their younger siblings by helping in their studies and rewarding them for their achievements. They are the real mentors for younger ones. The elders set examples for youngsters. By achieving their career goals they influence youngsters to do well or excel in their careers too. They also maintain good inter-personal relationships, act as role-models and serve as a source of t moral support for younger siblings.
- **Professionals as leaders** - Every individual excels in his/her life through doing some work. There are many kinds of professions. Each profession makes you an expert, a decision-maker, goal-setter, target-achiever to ultimately achieve success in life. You all must set your vision, mission and priorities of life. It may be a public-sector, private-sector or home-maker's job, but you are not a professional unless you have leadership qualities to influence and motivate others. . .

- **Citizens as leaders-** The citizen is the real leader of the country. When the power of the citizen influences planners to make decisions, it is the citizen who plays the role of a leader. Democracy exists for citizens only. Leaders are born, created by situations, skilled by friends and they lead the nation through citizens. Citizens can bring change; raise their voice against any wrong decisions; citizens can elect the government of their choice, and citizens can ensure a healthy and safe society. All citizens must have all the courage to show their leadership qualities. They are the real leaders who lead the country.

4.4 Scope of Leadership in Colleges and Universities for Students, Teachers and the Administration

4.4.1 Scope for Student Leadership

Leadership is a skill, an art, an ability to motivate, influence and direct people. Higher Education Institutions are centers for crating managers, leaders, doctors, engineers and bureaucrats. Leadership begins with discipline, taking responsibility and imbibing ethical values. Students are trained in various aspects of leadership in their academic careers. They are given exposure to different activities as class representatives, club heads, team heads, organizers, group discussants etc. Student leaders are also nominated by their friends. Any activity of the college is successful because of the leading role played by students. Communication of vision, problem-solving and decision making, resolving conflict, understanding and managing change are the main activities of a leader, which are witnessed by students at colleges and universities. The college or university campus is a space where everyone can gain knowledge, be disciplined, organize programs to show case talents, set goals, and dream to become future leaders. There are lots of examples of good colleges and universities where great leaders of India were nurtured. Teachers' guidance, the college and university environment, activities like sports, NCC, NSS, Red Cross, Rovers & Rangers also create national and international teams. Students lead the team. Educational institutions provide students with opportunities to use and cultivate leadership qualities. The representation of students in governance committees of institutions in clubs, associations and societies gives them opportunities for leadership. The process starts from school itself and continues beyond college days. Leadership development is a part of curricular or co-curricular activities.

These are certain common student leadership activities in academic institutions:

- Volunteerism is an opportunity we get on joining the National Social Service Scheme, National Cadet Corp etc.
- Team leaders of student clubs that are constituted for the yearlong co-curricular and extra-curricular activities
- Heading students' societies and associations.
- Representing the college in national and international events
- Voicing or presenting students' views in an institution apex decision-making body
- Internship facilities
- Collaborative projects
- Organizing workshops
- Seminars and student presentation

- Each student is a leader and the leader can be nurtured, trained and guided to lead himself/herself, his/her family, organization, society and the nation at large.

4.4.2 Teachers as an Academic Leaders

Teachers or professors are role models for students. Every moment, a teacher inspires his/her students. One has to understand how a teacher is a leader. The teacher is considered as a leader from three major perspectives:

- Academic leadership
- The leader
- The led

Academic leadership is a broad concept. According to this, a teacher should be an epitome of knowledge. He /she should always share new areas of knowledge with the students. The teacher should create such interest in the minds of students that, they would always try to gain some knowledge from the teachers. On the other hand, a teacher is a leader. He/she has to lead activities such as study tours, industry visits, picnics, or celebrations at college. Students learn from their teachers and also follow them. Thirdly, a teacher has to inspire and motivate others to do the work.

Sometimes teachers also represent themselves at many academic platforms, fight for teachers' rights and raise their voice to present their problems. In that way they display their leadership qualities. Teachers are leaders and mentors, who provide the academic leadership.

4.4.3 Administration Approach to Implementation of Governance

Good governance is the most important aspect of Higher Education Institutions. Authorities like Vice Chancellors, Academic Bursars, IQAC Coordinators, Administrative Bursars, Registrars, Controllers of Examination and Comptrollers of Finance are the administrative authorities of universities. In many cases, professors are given the responsibility to handle these assignments. The major challenge is to implement the governance rules, regulations and policies. Good governance is a set of responsibilities and procedures exercised by an institution to provide direction for work. The achievement of academic objectives, effective and efficient use of resources, accountability and participation of people in decision-making processes, setting the vision are the goals of an organisation. Good governance is a major factor in improving quality education. Therefore, it's the duty of the administrators to implement good governance policies so as to maintain a safe and vibrant campus. There should be a harmonious environment with a vibrant learning ambience. So, administrators are also leaders.

4.4.4 Role of Colleges and Universities in Creating Future Leaders

The role of colleges and universities in shaping future leaders is widely felt today. The formative years that students spend in educational institutions can be capitalised upon for the development of values, skills and perspectives of students as a leader. Initiatives in this regard can be undertaken only when the system builds a culture of initiating and reinforcing the process of student leadership. The responsibility of nurturing students' potential to assume leadership in future rests largely with the respective alma maters. While many students enjoy

carrying out leadership roles during their student life, some others discover their passion for leadership in the process of participation in various events in their academic life. Academic institutions provide students with the scope and opportunities for proving themselves.

4.5 Importance of Co-curricular and Extra-curricular Activities in Creating Leaders

Students have multiple talents in various fields. Co-curricular and extra -curricular activities are carried out along with the teaching of regular subjects in colleges. The concept of co-curricular and extracurricular activities has already been discussed in previous chapters. So, let us understand how it helps in building leadership qualities in students:

- Students get to lead an institution's teams
- They lead sports team as team leaders or coaches
- This enhances the creativity of their brains
- It helps in building good inter-personal relationships
- It leads to new start-up projects
- It ushers in innovative ideas
- It encourages students to make strategic plans for academic success
- It builds cooperation among friends
- It establishes a sense of discipline
- It trains students to abide by rules of the college
- It helps student to identify their hidden talents

4.6 Let us Sum Up

- Objectives -
 - To facilitate ethical leadership among students in Higher Education Institutions
 - To make students aware of and learn about leadership traits
 - To motivate students to become the future leader
- This chapter/ unit started with an introduction, which discusses the core value of ethics in leadership development and its relevance in the present era. The meaning and concept of leadership, ethical leadership at academic institutions are defined through simple terms and explanations. Traits of leadership, leadership styles, importance of leadership and deliberation about how everyone has the potential to become leaders or play leadership roles are described. The chapter also discuss the scope of leadership for students, the teacher as an academic leader, administrators as leaders in implementing good governance, and also the role of HEIs in creating future leaders. The chapter ends with a note of the role of co-curricular and extracurricular activities in building leadership qualities. The summing of the chapter is followed by probable questions.
- The introduction of the chapter deals with the role of leaders in the present time and inculcation of leadership qualities among students to create leaders and with the need for leadership and ethical leadership in the present context. The role of teachers in higher learning institutions and all stake holders to create leaders for different purposes has also been discussed.

- The concepts of 'Leadership' has been discussed by citing the views of great leaders like Mahatma Gandhi, Nelson Mandela and other great authors. In simple words, leadership refers to a quality through which one can create followers, motivate, influence and guide people to bring change for the greater goal. There are different types of leadership traits such as - democratic, autocratic, transformational, transactional, charismatic, laissez -faire, servant and above all, ethical leadership. This part also deals with the role of academic institutions in creating ethical leadership. Higher learning institutions play an important role in creating ethical leadership among all the stakeholders.
- Traits of leadership refer to the leadership qualities. Successful leaders must possess the following qualities:
 - A strong desire for the accomplishment of goals
 - Persistent pursuit of goals
 - Creativity and intelligence to solve problem
 - Emphasis on social justice
 - Unique personality
 - Willingness to accept challenges
 - A high tolerance level
 - Ability to influence people
- There are different leadership styles such as -democratic, autocratic, laissez-faire, strategic, transformational, transactional, coaching, bureaucratic, visionary, pacesetter, situational, institutional and right leadership styles to handle different dimensions of work.
- A student must be aware of the importance of leadership. A leader always focuses on:
 - Solving problem
 - Setting visions
 - Setting missions
 - Formulating plans, policies and principles
 - Maintaining a disciplined life
 - Being empathetic
 - Taking proactive steps
 - Facing challenges
 - Owning responsibility
 - Maintaining good inter- personal relationships
 - Leading a team
- Every individual plays a leadership role as a father, mother, friend, sibling, professional and finally as a citizen.
- There is great scope for leadership in colleges and universities. Higher learning institutions are platforms where students can explore their talents to become leader, and teachers can explore their talent as academic leaders and administrators can become leaders by implementing good governance.
- Higher learning institutions provide a great platform for student leadership through curricular, co-curricular and extra-curricular activities. Student representatives in different clubs, NSS, Red Cross, Sports and Cultural activities will learn to be ethical leaders and learn how to be disciplined.

4.7 Keywords

- **Leadership:** The action of leading a group of people of an organisation
- **Ethical leadership:** Leadership based on appropriate conduct through personal actions and inter -personal relations
- **Trait:** A distinguishing quality or characteristic typically belonging to one person, for example -Honesty.
- **Leadership Role:** Responsibility to manage a situation, a team or an entire organisation ethically and effectively
- **Student leadership:** A student leader is one who takes on the responsibility of spreading knowledge through inspiration, tutoring, camping and positive ideals with discipline.
- **Academic leader:** A teacher / a person who can lead, manage and anticipate change to build consensus and confidence among students. A master of knowledge.
- **Pacesetting leadership Style:** A leader who is highly ambitious and sets goals for the team

4.8 Check your learning

Q -1 Answer in Two or Three sentences

- a) Ethical leadership
- b) Define leadership
- c) Student leadership
- d) Democratic leadership
- e) Autocratic leadership
- f) Servant leadership
- g) Student as an ethical leader
- h) Importance of leadership
- i) Charismatic leadership
- j) Laissez -faire leadership
- k) Transactional leadership
- l) Transformational leadership
- m) Leadership qualities
- n) Situational leadership style
- o) Instinctive leadership style
- p) Friends as a leaders
- q) Citizens as leaders
- a) Right leadership style
- r) Professionals as leaders
- s) Teacher an academic leader
- t) Trait approach
- u) Types of leadership
- v) Coaching leadership
- w) Pacesetting leadership
- x) Visionary leadership

y) Strategic leadership

Q-2—Answer in 50 words

- a) What is ethical leadership?
- b) What is the role of colleges in creating ethical leaders?
- c) Define leadership.
- d) Explain the trait approach to leadership.
- e) How can a teacher play the role of an academic leader?
- f) Differentiate between transactional and transformational leadership.
- g) Differentiate between democratic and autocratic leadership.
- h) Describe the citizen as a leader.
- i) Define the student as an ethical leader,
- j) Outline the qualities of a successful leader.
- k) Explain how an administrator become a leader in academic institutions.
- l) Describe the scope for student leadership at higher learning institutions.
- m) What is the importance of leadership?
- n) Higher learning institutions are cradles of future leaders. Explain?
- o) Explain the role of a father as a leader.
- p) Explain the role of a mother as a leader.

Q-3—Answer in 250 words

- a) Define leadership and elaborate on the role of higher learning institutions in creating ethical leaders.
- b) Describe different types of leadership.
- c) Explain the trait approach to leadership.
- d) Explain how a student can be an ethical leader.
- e) What is ethical leadership? Discuss Mahatma Gandhi's views on students as leaders.
- f) Everyone can play a leadership role, Explain?
- g) Discuss the scope of leadership in colleges and universities.
- h) What is the importance of leadership? Identify the qualities of a successful leader?
- i) Differentiate between democratic and autocratic and transformational and transactional leadership.
- j) Comments on the role of extra -curricular and co-curricular activities in creating leaders.

Sa vidya ya vimuktaye