



UNIVERSITY OF DELHI

दिल्ली विश्वविद्यालय

CB-1/COPE/2019/831

16th December, 2019

To,

Principals of the Colleges
University of Delhi

Subject: Code of Professional Ethics – regarding

Madam / Sir,

As you may be aware that a Code of Professional Ethics of Teachers contained in the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018 (as published in the Gazette of India (Extraordinary) Part III–Section 4, No. 271 dated July 18, 2018) has been adopted by the Executive Council of the University at its meeting held on 1-2/7/2019 and has been incorporated as Appendix-A to the Form of Agreement of Service for College Teachers (Annexure to Ordinance XII of the University relating to college appointed teachers) (copy enclosed). The revised Code of Professional Ethics is, thus, now part of agreement of service entered into between the College and a teacher in its service, which is binding on teachers.

You are therefore requested:

- (a) to give due publicity to the above-mentioned Code of Professional Ethics of Teachers;
- (b) to place the Code on the website of the College for information of all stakeholders;
- (c) to take steps to sensitize all stakeholders, including your alumni, students and teachers, about the importance of the Code.

You are also requested to create a mechanism for effective implementation of this Code of Professional Ethics of Teachers and send an Action Taken Report (ATR) by return email to the undersigned within one week.

Yours faithfully,

16.12.19
Assistant Registrar (Colleges)

Encl.: as above

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CODE OF PROFESSIONAL ETHICS

I. Teachers and their Responsibilities:

Whoever adopts teaching as a profession assumes the obligation to conduct · himself / herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of her/his students and the society at large. Therefore, every teacher should see that there is no incompatibility between her/his precepts and practice. The national ideals of education which have already been set forth and which she/he should seek to inculcate among students must be her/his own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Teacher should:

- (i) Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (ii) Manage their private affairs in a manner consistent with the dignity of the profession;
- (iii) Seek to make professional growth continuous through study and research;
- (iv) Express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;
- (v) Maintain active membership of professional organisations and strive to improve education and profession through them;
- (vi) Perform their duties in the form of teaching, tutorials, practicals, seminars and research work, conscientiously and with dedication;
- (vii) Discourage and not indulge in plagiarism and other non-ethical behaviour in teaching and research;
- (viii) Abide by the Act, Statute and Ordinance of the University and to respect its ideals, vision, mission, cultural practices and tradition;
- (ix) Co-operate and assist in carrying out the functions relating to the educational responsibilities of the college and the university, such as: assisting in appraising applications for admission, advising and counselling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation; and
- (x) Participate in extension, co-curricular and extra-curricular activities, including the community service.

II. Teachers and Students

Teachers should:

- (i) Respect the rights and dignity of the student in expressing her/his opinion;
- (ii) Deal justly and impartially with students regardless of their religion, caste, gender, political, economic, social and physical characteristics;
- (iii) Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;
- (iv) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- (v) Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;
- (vi) Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason;
- (vii) Pay attention to only the attainment of the student in the assessment of merit;
- (viii) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
- (ix) Aid students to develop an understanding of our national heritage and national goals; and
- (x) Refrain from inciting students against other students, colleagues or administration.

III. Teachers and Colleagues

Teachers should:

- (i) Treat other members of the profession in the same manner as they themselves wish to be treated;
- (ii) Speak respectfully to other teachers and render assistance for professional betterment;
- (iii) Refrain from making unsubstantiated allegations against colleagues to higher authorities; and
- (iv) Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

IV. Teachers and Authorities

Teachers should:

- (i) . Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organisations for change of any such rule detrimental to the professional interest;
- (ii) Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- (iii) Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- (iv) Co-operate through their organisations in the formulation of policies of the other institutions and accept offices;
- (v) Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with the dignity of the profession;
- (vi) Adhere to the terms of contract;
- (vii) Give and expect due notice before a change of position takes place; and
- (viii) Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

V. Teachers and Non-Teaching Staff

Teachers should:

- (i) Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;
- (ii) Help in the functioning of joint-staff councils covering both the teachers and the non-teaching staff.

VI. Teachers and Guardians

Teachers should:

- (i) Try to see through teachers' bodies and organisations, that institutions maintain contact with the guardians, their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

VII. Teachers and Society

Teachers should:

- (i) Recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;
- (ii) Work to improve education in the community and strengthen the community's moral and intellectual life;
- (iii) Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;
- (iv) Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;
- (v) Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.