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A Handbook on Code of Professional Ethics



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CODE OF PROFESSIONAL ETHICS (COPE)

Preamble

The University of Patanjali (UoP) has framed rules, regulations and professional ethics and development plan to cover all areas deemed essential for maintaining optimal teaching-learning environment to reach University's educational goals as guided by New Education Policy 2020 (NEP 2020). Within the established framework of the rules, regulations, and professional codes, any learner/staff can conduct their administrative, academic, research, outreach and non-academic activities. However, UoP expects the staff and learners to uphold the standards of professional, personal and social codes at all times when they are associated with the institution. The COPE of UoP covers Teachers' Development Plan, Learners' Development Plan, Teachers Roles and Responsibilities, and Modalities of Relation among Teacher and Learner, Teaching and Non-teaching Staff, University Officers, Learners' Guardians and Societal Members as underneath.

A. Teachers' Development Plan

The most critical factor in the success of Higher Education Institutions (HEIs) is the quality and engagement of its faculty. As stressed by NEP 2020, teacher should be happy, energetic, capable and creative. To empower faculty motivation in terms of teaching, research, and service at par, the various factors behind low faculty motivation levels has been addressed by UoP to promote happiness, enthusiasm, energy and capability of each faculty member as emphasised by NEP 2020 towards advancing students, institution, and profession. UoP is committed to maintain uniform standards for teacher education by prioritizing admission to pre-service teacher preparation programmes through suitable subject and aptitude tests conducted by the National Testing Agency (NTA) by



respecting the linguistic and cultural diversity of the country.

1. In-service continuous professional development (ICPD) for UoP teachers should continue through the existing institutional arrangements and ongoing initiatives. Additionally, these should be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education.
2. The use of technology platforms such as ODL/NDL/SWAYAM/DIKSHA/INFLIBNET for online training of teachers will be encouraged, so that standardized training programmes can be administered to more teachers within limited time period.
3. UoP's faculty should be free to design their curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments.
4. UoP has provision to organize in-house/external faculty empowerment programmes to promote innovative teaching, research, and service and to enhance faculty's motivation to do outstanding and novel work.
5. UoP has provision to incentivize teachers' excellence through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable and may be downgraded.
6. UoP has clearly defined, independent, and transparent processes and criteria for faculty recruitment. A reasonable probation period has been put in place to ensure excellence further.
7. UoP has a fast-track promotion system including minimum academic load for recognizing research projects, high-impact research publications and contribution carried out by the faculty.
8. UoP has set a method of multiple parameters for proper



performance assessment, confirmed employment after probation, promotion, salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community by developing and enunciating in its Institutional Development Plan (IDP).

9. Excellent faculty with high academic and service credentials and demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions.
10. UoP's leaders aim to create a culture of excellence that will motivate and incentivize outstanding and innovative teaching, research, institutional service, and community outreach from faculty members and all UoP leaders.
11. UoP has ensured equitable access to quality education for all students, particularly on Socio-Economically Disadvantaged Groups (SEDGs).
12. UoP is striving to set clear targets for higher GER for SEDGs, enhancing gender balance in admissions, promoting teaching in local/Indian languages or bilingually, and conducting outreach programmes on higher education opportunities and scholarships among SEDGs.
13. UoP is committed to involving community and alumni in volunteer efforts for enhancing learning by providing schools: with one-on-one tutoring, the teaching of literacy and holding extra-help sessions, teaching support and guidance for educators, career guidance and mentoring to students.

B. Learners' Development Plan

1. All aspects of curriculum and pedagogy are reoriented and revamped to attain these critical goals of learners' holistic development.



2. Specific skills and values across domains have been identified for integration and incorporation at each stage of learning.
3. Curriculum frameworks and transaction mechanisms have been developed to ensure skills and values inculcation among learners through engaging teaching and learning processes.
4. Each subject's curriculum has been reduced to its core essentials to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
5. The mandated content focuses on critical concepts, ideas, applications, and problem-solving.
6. Teaching and learning are more interactive; questioning is encouraged, and classroom sessions regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.
7. Experiential learning is adopted, including hands-on learning, arts-integrated and sports-integrated education, and story-telling-based pedagogy, among learners, as standard pedagogy within each subject and with explorations of relations among different issues.
8. To strengthen the linkages between education and culture, art-integrated education is embedded in classroom transactions for creating joyful classrooms and imbibing the Indian ethos through integrating Indian art and culture in the teaching and learning process at every level.
9. Sports-integrated learning is undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and achieve the related life skills and fitness levels as envisaged in the **Fit India Movement**.
10. UoP aims to develop all capacities of human beings- intellectual, aesthetic, social, physical, emotional, and



moral in an integrated manner to produce well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; social ethics; soft skills—communication, discussion, and debate; and rigorous specialization in a chosen field or fields.

11. The flexible and innovative curricula of UoP include credit-based courses and projects in Yoga, Arts, Humanities, Science, Culture, Vedic Wisdom, Value Education and Community Engagement and Service.
12. UoP welcomes a comprehensive approach that involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.
13. UoP's all running programs, courses, curricula, and pedagogy across subjects, including those in class, online, and proposed ODL modes, as well as student support, aim to achieve global quality standards among learners.
14. All fresh PhD entrants must take credit-based courses in teaching/education/pedagogy /writing related to their chosen PhD subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on is being ensured.
15. PhD students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means.

C. Teachers' Roles and Responsibilities

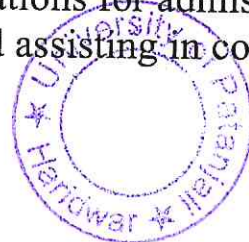
Whoever adopts teaching as a profession assumes the obligation to conduct themselves by the ideal of the work. Teachers truly shape our learners' future and, therefore, the future of the nation. Because of this noblest role, the teacher in India was the most respected member of society. Only the



very best and most learned became teachers. Society gave teachers or Gurus what they needed to pass on their knowledge, skills, and ethics optimally to students. Based on this **Indian Gurukul Tradition**, UoP has prioritized the quality of teacher education, recruitment, deployment, service conditions, and empowerment programmes to meet desired global educational standards. The high respect for teachers and the teaching profession's high status must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is the prerequisite to ensure the best possible future for learners and nation.

A teacher is constantly under the scrutiny of his students and society at large. Therefore, every teacher should see no incompatibility between his precepts and practice. Teacher must bear optimal professional, personal and social qualities. Teachers should:

1. Adhere to a responsible pattern of conduct and demeanour expected of them by the community;
2. Manage their private affairs in a manner consistent with the dignity of the profession;
3. Seek to make professional growth continuous through study and research;
4. UoP's Teaching staff must be grounded in Indian values, languages, knowledge, ethos, and traditions, including tribal traditions, while also being well-versed in the latest advances in education and pedagogy;
5. Maintain active membership of professional organizations and strive to improve education and profession through them;
6. Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication;
7. Co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the University, such as: assisting in appraising applications for admission, advising and counselling students, and assisting in conducting



- University and college examinations, including supervision, invigilation and evaluation.
8. Participate in extension, co-curricular and extra-curricular activities, including community service.

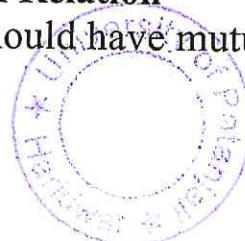
D. Teacher and Learner Relation

Teachers should:

1. Respect the right and dignity of the student in expressing their opinion;
2. Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;
3. Recognize the difference in aptitude and capabilities among students and strive to meet their individual needs;
4. Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
5. Inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace;
6. Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason;
7. Pay attention to only the attainment of the student in the assessment of merit;
8. Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
9. Aid students to develop an understanding of our national heritage and national goals; and
10. Refrain from inciting students against other students, colleagues or administration.

E. Teaching and Non-Teaching Staff Relation

Teaching and non-teaching staff should have mutual



respect and support exchanges as colleagues and organizational family members to discharge undertakings for organizational excellence. Teaching and non-teaching staff should:

1. Treat other members of the profession in the same manner as they wish to be treated;
2. Speak respectfully of other teachers and render assistance for professional betterment;
3. Refrain from unsubstantiated lodging allegations against colleagues to higher authorities; and
4. Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.
5. Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their a profession in initiating steps through their institutional bodies and professional organizations for change of any such rule detrimental to the professional interest;
6. Refrain from undertaking any other employment and commitment, including private tuition and coaching classes which are likely to interfere with their professional responsibilities;
7. Co-operate in the formulation of policies of the institution by accepting various offices and discharging responsibilities which such offices may demand;
8. Co-operate through their organizations in the formulation of policies of the other institutions and accept offices;
9. 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;



10. Should adhere to the conditions of the contract;
11. Give and expect due notice before a change of position is made; and
12. Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, considering their particular responsibility for completing the academic schedule.

F. Teacher and Guardian Relation

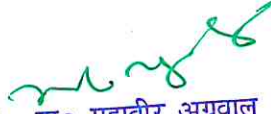
Teachers should try to contact with the learners' guardians to share their performance whenever necessary and meet them in annual/biannual parent-teacher meetings organized by UoP for mutual exchange of ideas for learner's and institutional betterment.

G. Teachers and Societal Relation

Teachers should:

1. Recognize that education is a public service and strive to keep the public informed of the educational programmes being run at UoP.
2. Be aware of social problems and take part in needful activities for social and national progress/development.
3. Perform the duties of citizenship, participate in community activities and should take responsibility for public offices.
4. Refrain from participating in, subscribing to, or assisting in activities that promote hatred or enmity among different communities, religions or linguistic groups but actively work for National Integration.




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