



**தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்  
Tamil Nadu Open University**

Chennai – 600 015



# Duties and Responsibilities of Teachers and Programme Coordinators





# Tamil Nadu Open University

[A State Open University established by Government of Tamil Nadu, Recognized by UGC-DEB,  
Member in Asian Association of Open Universities and Association of Commonwealth Universities]

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27-01-2022

**Prof. K.Parthasarathy**  
Vice Chancellor

## FOREWORD

I am pleased to inform that Tamil Nadu Open University has brought out the guidelines on Duties and Responsibilities of Teachers and Programme Coordinators for the first time to support the faculty members to execute their responsibilities effectively.

The Tamil Nadu Open University, a premier Open University in India came into being in 2002 and has been offering academic Programmes since 2003-2004. Within two decades, the University has grown manifold in terms of enrolment, expansion of Regional Centres and socially relevant academic Programmes. With 7 Faculties, and 14 Schools of Studies, the University offers 155 Programmes in diverse fields at Short-Term, Certificate, Diploma, Degree, Post-Graduate degree and Research degree level, besides the D.Lit., and D.Sc.. These Schools are focusing on conceptualization, design and development of the academic Programmes. The Boards of Studies are reconstituted with the representatives from subject experts, industrialists, alumni and learners with a view to framing the industry centric curricula and the well known experts from various Universities and Colleges have developed the Course Materials. Teachers in TNOU dedicatedly work towards maintaining quality and academic rigour in the revision of curriculum and development of the Programmes. Many innovations in the process of course/programme development and delivery are incorporated complying with the UGC - ODL & online regulations and the Self Learning Materials are produced adopting quality measures like plagiarism check. The University also makes its Policy Documents and Course Materials into Open Educational Resources (OER) to be made available for public access.

This document is intended to explain the responsibilities of Teachers and Programme Coordinators in terms of curriculum design, preparation of Programme Project Report, Programme Management, Course Writing and Professional Ethics, etc., This would be really useful for the faculty members of the University for their day to day work and for developing innovative, need based, socially relevant and sustainable Programmes for democratizing higher education to all sections of the society and for producing Knowledge society.

My best wishes to all the faculty members !

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# Duties and Responsibilities of Teachers & Programme Coordinators

## A SHORT PROFILE OF TNOU

Established by the Government of Tamilnadu in 2002 by enacting Tamil Nadu Open University Act, 2002 (No.27) in the Tamil Nadu Legislative Assembly, the Tamil Nadu Open University came into existence as the 10<sup>th</sup> Open University in India with a singular motto "education to anyone at anytime". Hon'ble Governor gave his assent to this Act on 26<sup>th</sup> May, 2002 and subsequently, gave consent to its Statutes on 24.10.2005.

### Vision

Tamil Nadu Open University shall make available innovative, socially-relevant educational provisions that are learner-centred, seamless and are of high quality by employing appropriate technologies to achieve quality in education, sustainable social transformation and composite national development.

### Mission

Towards becoming a Centre of Excellence in Open and Distance Learning (ODL) by offering quality programmes to meet the current and emerging needs of the adult population, by widening the access to higher education and by functioning as a



catalyst to bridge social, including digital divides and to build a developed India, Tamil Nadu Open University shall:

- Evolve flexible and robust curricula to widen educational access, deepen knowledge frontiers and create entrepreneurial skill sets.
- Reach the rural communities through lifelong learning programmes for livelihood improvement.
- Establish networked environments for quality assurance.
- Foster private-public partnerships.
- Bridge the digital divide and implement 'anywhere, anytime' learning environments.
- Become a digital repository for ODL in the State facilitating Research and Development for new knowledge creation.
- Coordinate and implement standards in ODL.

### Milestones

Since inception in 2002, it has been strenuously providing higher education to those who are socially disadvantaged, destitute, physically challenged, working men and women and plebeians in the society, besides the dropouts in tertiary education owing to various reasons.

The growth of the University during the past 19 years has been phenomenal. Within two decades, the University has enrolled more than 11 lakh learners in varied academic programmes.

TNOU has been accorded with 2f and 12B status of the University Grants Commission. It got the approval of the Distance Education Bureau, the Rehabilitation Council of India, the National Council for Teacher Education and the National Council for Vocational Education and Training for offering various Programmes from Certificate to Post Graduate level. Having obtained the consent of the UGC and the Government of Tamilnadu, it offers M.Phil. and Ph.D. Programmes under Full-Time and Part-Time mode. The University has also started the D.Lit. and D.Sc. with the approval of the Syndicate to amplify the research activities.



It has also established 12 Regional Centres viz., Chennai, Coimbatore, Dharmapuri, Madurai, Mayildauthurai, Salem, Sivagangai, The Nilgiris, Tiruvannamalai, Tiruchirappalli, Tirunelveli and Viluppuram to cater to the academic needs of the learners and the stakeholders in the vicinity.

At present, the University functions with 7 Faculties, 14 Schools, 42 Departments, and 5 Operating Divisions, besides 2 Constituent Community Colleges. As regards the employees, there are two types of employees namely, teachers and administrative staff. While the teachers contribute towards teaching and research, the administrative staff make their contributions through the administrative works.

In section 11 (1) of UGC (ODLP & OLP) Regulations, 2020, it is mandated that there shall be teaching positions viz., Assistant Professor, Associate Professor and Professor in the Schools of Studies or Centre for Online Education in the Open University on permanent and/or full time dedicated basis, for performing academic functions. Accordingly, there are three cadres of teaching staff members working in TNOU. They are working towards operations of various academic programmes and research activities.

## **DUTIES AND RESPONSIBILITIES OF TEACHERS IN OPEN, DISTANCE AND ONLINE EDUCATION**

The role of a teacher in Open, Distance and Online Education is somewhat different from that of a teacher in the conventional system. Teacher in this system plays multiple roles such as Programme Designer, Programme Manager, Programme Coordinator, Course Writer, Research Supervisor, Educator, Trainer, and Administrator. A teacher in this system should be a multi tasking personality like an able charioteer, who is capable to drive a quadriga heroically.

A committee constituted by the then Distance Education Council (DEC) under the Chairmanship of Prof. V.S. Prasad, former Pro-Vice Chancellor of Indira Gandhi National Open University, New Delhi to examine the staff workload in the Distance Education Institutions and to develop guidelines for detailing work norms and work plans for their teaching/ academic personnel, framed the Work Norms for Teachers of Open Universities that was approved by the Council on 07.02. 2000. According to these norms, the key elements of teaching work in Open University are as given below:

- Generation, Dissemination and Advancement of knowledge i.e.,
  - Planning and Designing of the Programmes/Courses



- Development of Learning Materials (Print and Media)
- Adaptation/Translation/Transliteration of Learning Material
- Maintenance and Revision of Programmes
- Designing, Establishing and Monitoring Student Support Services
- Evaluation and Related work
- Coordination and Administration
- Research - Systemic and Discipline Based, and
- Extension Education

The Committee also suggest a model work load of teacher in Open University as shown below.

S.No	Activity	Range of Hours
1.	Planning and Designing of Curriculum and Programme	60-100
2.	Writing/Rewriting a Unit (approx. 5000 Words)	100-150
3.	Editing a Unit (Format, Content, Copy editing)	40-60
4.	Revision of a Unit	80-100
5.	Translation of a Unit	60-80
6.	Vetting of Translation and copy editing	40-60
7.	Adaptation of a Unit	40-60
8.	Audio Programme (Audio Brief, Script, Presentation-One)	40-80
9.	Video Programme (Video Brief, Script, Presentation-One)	100-120
10.	Radio Conferencing/Tele-Conference-One Hour (Preparation)	10-20
11.	Maintenance of a Course (4-8 Credits: Updating, Correcting Errors, Supplementary Material, Revision of Programme Guide & Prospectus, Assignment etc.)	60-100
12.	Coordination of a Course/Programme	100-120
13.	Designing, Establishing, Monitoring Student Support Services	80-120
14.	Professional Development (Seminars etc.)	80-120
15.	Research & Self Development	200-300

Kanwar, A.S and Pillai C.R (2001) enumerated that the teachers in Open and Distance Education (ODE) are expected to carry out the following activities:

- Course Team coordination
- Discipline (Subject) coordination





- Programme/Course coordination
- Curriculum Development and Instructional Design
- Competence in preparing Self-Instructional (Learning) Material
- Organising and Controlling delivery of Programmes and services
- Proficiency in the application of multi-media technologies
- Tele-counselling

The duties and responsibilities of teachers in Open, Distance and Online Education are also specified in UGC (ODLP & OLP) Regulations, 2020 as given below:

- (i) Every teacher, beside his or her academic responsibilities shall participate in teaching, curriculum and course material development, undertake examination or test or evaluation or invigilation work, general assistance to learners in removing their academic difficulties, and participate in extracurricular and institutional support activities as required.
- (ii) The workload of a teacher shall take into account teaching, research and extension activities, preparation of lessons, evaluation of assignments, term papers etc., shall be in accordance with the guidelines issued by the Commission:
- (iii) Provided that the time spent on extension work where it forms an integral part of the course specified shall count towards the teaching load.

In light of the aforementioned guidelines, the duties and responsibilities of the Programme Coordinators in Tamil Nadu Open University are framed with a view to providing effective student support services.

### **DUTIES AND RESPONSIBILITIES OF PROGRAMME COORDINATORS**

A full time teacher in the University shall be nominated as Programme Coordinator for one or many academic programmes related to his/her discipline, transdiscipline and inter-discipline or any other disciplines depending upon the requirement. The Vice Chancellor nominates a Programme Coordinator for any such academic Programmes and the nomination shall be approved/ ratified by the Academic Council and the Syndicate of the University. The nominated Programme Coordinators shall be responsible in terms of coordinating the academic Programme(s) allotted in all aspects with due integrity and commitment.



The responsibilities of Programme Coordinators are as follows:

### Programme Development and Approval Process

#### (a) Curriculum Planning, Designing and Development

The Programme Coordinator shall plan and design the curriculum, and develop the academic programmes based on the demands and needs, adhering to the norms mandated by the UGC, DEB, TANSCHÉ and the University.

#### (b) Curriculum Implementation

The Programme Coordinator shall make appropriate plans for the implementation of curriculum designed by identifying the time to be spent on specific components on the basis for the effectiveness of the Programme(s) and their usefulness.

#### (c) Academic Flexibility

The Programme Coordinator shall adopt proper strategies for imparting academic flexibility, which refers to freedom in the use of the time-frame of courses, vertical mobility, and inter-disciplinary options facilitated by curricular transactions for learners, as per the UGC and the University norms.

#### (d) Learning Resources

The Programme Coordinator shall ensure quality learning resources in the form of Self Learning Materials (SLMs) as defined in the TNOU's Policy on Self Learning Material (2020). While deciding on the instructional packages, he/she shall take into consideration of various factors – the media and technology utilised matches the course content in order to enhance and expand learning, and to match to the learners' needs; that these are accessible, practical and equitable, and cost effective to the learners.

#### (e) Feedback System

The process of revision and re-design of curricula shall be based on feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society, economy and environment. The Programme Coordinator shall compile the feedbacks and propose for revising the curriculum/ course/contents.



**(f) Programme Monitoring and Review**

The Programme Coordinator shall plan and execute the programme monitoring and review system to conduct periodic internal reviews and maintain the quality of academic programmes. For such reviews, he/she shall also consider the attainments of learning outcomes that are assessed through the various tools for direct and indirect assessment, as per the University norms.

**(g) Infrastructure of Resources**

The Programme Coordinator shall identify a system to elicit data on the adequacy and optimal use of the facilities – physical facilities, library including e-library, Information and Communication Technology infrastructure etc., – available in the University/ Regional Centres/ Learner Support Centres to maintain the quality of academic programmes and ensure quality support to each of the stakeholders.

**(h) Learning Environment and Learner Support**

The learner support services including academic counselling and library services shall be a major pre-occupation of the Programme Coordinator. Additionally, she/he shall suggest Information and Communication Technology facilities as component of the learning environment which is focused around the pedagogical use of modern educational practices to support blended learning. Learner Support Services shall be provided through the University/ Regional Centres/ Learner Support Centres and e-Learning platform. For better service, the Programme Coordinator shall interact with the LSCs with the support of the SSSD.

**(i) Assessment and Evaluation**

All the stated Learning Outcomes of a Programme must be a part of its evaluation protocol. The Examination Section shall execute the evaluation through varied assessment tools including multiple choice questions, projects, reports, case-studies, presentations, and term-end examinations, to suit the different learning outcomes expected from the course elements, as suggested by the Board of Studies concerned. It shall have proper assessment and moderation system for assessing the learning outcomes of learners.



### (j) **Teaching Quality and Staff Development**

The University shall enhance quality counselling, capacity building workshops, programmes, interactive teaching-learning and provide staff development programmes and activities to encourage academic staff to improve teaching and learning on continuous basis. In this regard, the Programme Coordinator shall conduct such events with due approval of the Vice Chancellor.

### (k) **Approval of BoS, AC and Syndicate**

The Programme Coordinator shall take necessary action to get the approval of the Board of Studies, Academic Council and Syndicate for the curriculum of the programme to be introduced through the Curriculum Development Centre (CDC).

### (l) **Fixing eligibility criteria for Admission**

The nomenclature, eligibility criteria, credits of a course shall be framed with respect to directives stipulated by the UGC/University/ TANSICHE.

## **Preparation of Programme Project Report (PPR)**

A Programme Project Report (PPR) of a programme of study is a document prepared to introduce a new programme, which includes details of: (a) programme objectives and outcomes; (b) nature of target group of learners; (c) appropriateness of the programme with quality assurance for acquiring specific skills; (d) programme content designing and developing; (e) cost estimates for development of the programme; and (f) admission, delivery and evaluation norms.

The Programme Project Report is a self-disclosure about launching the programme in TNOU that has to define specific aims and objectives for each of the academic Programmes which will give the direction to launch a programme and will allow to focus on results. At the end, these aims and objectives will be helpful to demonstrate what has been achieved. The programme shall be planned with clear deliverables and knowledge experiences to be gained.

According to the UGC (ODLP & OLP), Regulations, 2020, a Programme Project Report is required to be prepared before introducing any new programme duly approved by Board



of Studies, Academic Council and Syndicate. The Programme Project Report shall contain the following contents, namely:-

- i. **Programme's mission and objectives:** The Programme Coordinator shall define the mission statement and objectives for the programme to be launched, which shall reflect the strategic direction and the academic goals of the TNOU. Those shall be aligned with industrial or learners' demand, and shall be defined in such a manner that they are appropriate to be achieved.
- ii. **Relevance of the programme with TNOU's Mission and Goals:** The Programme Coordinator shall plan for such a programme to be offered through the Open and Distance Learning Mode and/or Online Mode that is relevant to the TNOU's mission and goals. Therefore, it is very much important that the programme to be offered through Open and Distance Learning Mode and/or Online Mode should be aligned with University's mission and goal and will prove as major contributing factor in its achievement.
- iii. **Nature of prospective target group of learners:** The Programme Coordinator shall identify the target group of learners. It is required to understand their learning needs and on its basis the curriculum should be aimed. He/she should also consider diverse class of learners including a class having of low level of disposable income, rural dwellers, women, unskilled men, minorities etc
- iv. **Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:** The Programme Coordinator shall clearly identify the learning outcomes for the programme which shall cover the specific skills and competence to be acquired by the learner. The programme should be aimed appropriately to those learning outcomes. The learning outcomes shall include the development of knowledge and understanding appropriate to the area of study and these should also reflect academic, professional and occupational standards of that field. The learning outcomes should incorporate generic transferable skills and competencies.
- v. **Instructional Design:** Instructional Design includes curriculum design, detailed syllabi, duration of the programme, faculty and support staff requirement, instructional delivery mechanisms, identification of media – print, audio or video, online, computer aided, and student support service systems. The Programme Coordinator shall define the instructional design for each of the academic programmes to be offered



through the Open and Distance Learning Mode and/or Online Mode and shall map the credit hours for each course or module of the programme.

- vi. **Procedure for admissions, curriculum transaction and evaluation:** The Programme Coordinator shall comply with the admission policy for the programme with minimum eligibility and fee structure. The information related to financial assistance, if any, should be included in the policy. The Programme Coordinator shall notify the policy of programme delivery along with the details of methods and web-based tools to be adopted. The University shall notify the activity planner including all the academic activities to be carried out during the academic session. Further, it shall also notify policy for evaluation of learner progress along with methods and tools.
- vii. **Requirement of the laboratory support and Library Resources:** There may be programmes having practical components in syllabi. The Programme Coordinator shall give clear guidelines about the laboratory support to the learners to perform the practical prescribed in the programme. There shall be provision of a practical book for the learners.
- viii. **Cost Estimate of the Programme and the Provisions:** The cost estimate shall indicate the amount assigned for programme development, delivery and maintenance.
- ix. **Quality assurance mechanism and expected programme outcomes:** The University shall define the review mechanism for programme and continuously enhance the standards of curriculum, instructional design relevant to professional requirements of the area of study. There should be course benchmark statements. The University shall also devise the mechanism for monitoring effectiveness of the programme being offered in Open and Distance Learning mode and/or Online mode.

It is the responsibility of the Programme Coordinator concerned to obtain the approval of the Vice Chancellor for the PPR, and submit to the Student Registration and Evaluation Division, and Centre for University Informatics for hosting in [www.tnou.ac.in](http://www.tnou.ac.in) through the CDC.

### SLM Development

The Programme Coordinator shall develop and coordinate the Self Learning Materials for the respective academic programmes in adherence of the TNOU's Policy on Self Learning Material (SLM), 2020. He/she shall have to do the following responsibilities in



terms of the development of SLMs:

- Identifying the qualified Course Writers
- Obtaining approval of the Vice Chancellor for the Course Writers
- Conducting of Orientation Programme for the Course Writers
- Collection of Course Materials from the Course Writers
- Forward the Course Materials to the Material Production and Distribution Division (MPDD) for Language Editing/Content Editing
- Designing Front and back wrappers of the SLMs and incorporating the incumbent Vice Chancellor's foreword/message
- Checking Plagiarism and getting a certificate from the Librarian, TNOU
- Obtaining approval for the SLMs from the Vice Chancellor through the MPDD
- Indicating the number of copies to be printed
- Submission of Hard and Soft Copy of the Course Materials to the MPDD
- Printed sample copy of SLM to be certified as Fit for Printing/Despatch
- Development of e-SLMs
- Collection of Feedback from the Course Writers

### SLM Writing

As stated above, a teacher performs complex activities in the Open, Distance and Online Education. One of the major duties of the teachers in this system is preparation (writing) of the Self Learning Materials that will compensate the workload of face to face teaching done in the conventional mode. In addition, the teachers shall carry out the works relating to academic, administrative, training, functions and individual research work, as and when assigned.

### Enrolment of Learners

The Programme Coordinators concerned shall get involved in the promotional activities to enhance the enrolment in their respective programmes. In this regard, they are expected to carry out the works listed below:

- Developing e- Advertisement Brochure for the Programme
- Identifying the prospective candidates for enrolment



- Conducting Admission Camps
- Supporting the Admission Section for enrolment
- Clarifying the doubts of the learners
- Contacting the enrolled learners

### Programme Management

The management of a programme is a continuous activity that will ensure systematic learner support services. So, the Programme Coordinator shall look into the following activities:

- Corresponding with the learners
- Addressing the grievances of the learners
- Updating curriculum and SLMs, as and when required
- Following up for the second year and third year registration
- Disseminating information regarding Assignment Submission, Fee payment, Counselling Sessions, Examinations and Results
- Collecting of Feedback from the learners
- Providing Programme details to the SR&ED, SSSD, CUI, Regional Centres LSCs, CIQA and so on
- Participating in the meetings of the Programme Coordinators, whenever called for.

### Academic Counselling Sessions

Academic Counselling Session is a method of direct teaching-learning in the ODOE. Generally, it will be taken care of by the respective Learner Support Centres/ Study Centers. In order to provide the effective counseling sessions, the Programme Coordinators shall extend their supports for the following activities:

- Identifying the qualified Academic Counsellors
- Obtaining approval of the AC and Syndicate for the Academic Counsellors
- Submission of approved Academic Counsellors to the SSSD
- Preparation of time table for online and offline Academic Counselling Sessions
- Conducting of Counselling Classes for theory and practical
- Coordinating Academic Counselling Sessions





- Submission of remuneration claim for Academic Counsellors
- Facilitation of certificates for Academic Counsellors

In case, the Academic Counselling Sessions are conducted through online directly by the University, the Programme Coordinators concerned shall support the Student Support Services Division towards the arrangements and engagement of Resource Persons.

### Examinations

The Programme Coordinators / teachers shall also do the Examinations related works as and when required by Student Registration and Evaluation Division (SR&ED). The following list is an indicative of the works related to examinations:

- Setting Home Assignment Question Papers
- Submission of Home Assignment Question Papers to the SSSD
- Submission of Panel of QP setters to the SSSD and the SR&ED
- Scrutinizing Question Papers
- Serve as Squad for Examinations
- Evaluation of Home Assignment (non-remunerative for internal staff)
- Submission of Panel of Evaluators to the SSSD and the SR&ED
- Conducting theory and practical examinations, if required
- Evaluation of Term End Examinations' Answer Scripts
- Participation in Passing Board meetings

### Research

The Programme Coordinators shall be encouraged to conduct socially-relevant research in the systemic, centric and discipline oriented, in addition to guiding scholars leading to M.Phil. and Ph.D. degrees adhering to norms. Further, they shall also research on the implementation of their programmes and the ODL system.



## Extension Activities

The Programme Coordinators/ Teachers shall be assigned the extension, co-curricular and extracurricular activities like admission enhancement, reaching the target groups, promoting ODL, village adoption, cultural coordination and so on with a view to promoting the University's vision and mission.

As the aforementioned workloads are related to teaching, research, examination, administration and extension functions, these shall be considered under the category of Teaching for promotion/ career advancement, for which the respective Teacher/ Programme Coordinator is required to submit the necessary document proofs.

## CODE OF PROFESSIONAL ETHICS FOR TEACHERS

As mandated in the G.O. (Ms) No.5 dated 11.01.2021 issued by the Higher Education Department, Government of Tamilnadu, the following code of ethics is prescribed for the teachers of the University for effective and harmonious functions:

### 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 his/her students and the society at large. Therefore, every teacher should see that there is no incompatibility between his/her precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

#### **Teachers should:**

- Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- Manage their private affairs in a manner consistent with the dignity of the profession;
- Seek to make professional growth continuous through study and research;
- Express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;



- Maintain active membership of professional organisations and strive to improve education and profession through them;
- Perform their duties in the form of teaching, tutorials, practicals, seminars and research work, conscientiously and with dedication;
- Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research;
- Abide by the Act, Statute and Ordinance of TNOU and to respect its ideals, vision, mission, cultural practices and tradition;
- Co-operate and assist in carrying out the functions relating to the educational responsibilities of the University, such as: assisting in appraising applications for admission, advising and counselling students as well as assisting the conduct of University examinations including supervision, invigilation and evaluation; and
- Participate in extension, co-curricular and extra-curricular activities including the community service.

### Teachers with Students

#### **Teachers should:**

- Respect the rights and dignity of the student in expressing his/her opinion;
- Deal justly and impartially with students regardless of their religion, caste, gender, political, economic, social and physical characteristics;
- Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;
- Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;
- Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason;
- Pay attention to only the attainment of the student in the assessment of merit;
- Make themselves available to the students even beyond their class hours and help and



guide students without any remuneration or reward;

- Aid students to develop an understanding of our national heritage and national goals; and
- Refrain from inciting students against other students, colleagues or administration.

### Teachers with Colleagues

#### **Teachers should:**

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

### Teachers with Authorities

#### **Teachers should:**

- 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;
- Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- Co-operate through their organisations in the formulation of policies of the other



institutions and accept offices;

- 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;
- Adhere to the terms of contract; Give and expect due notice before a change of position takes place; and
- 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.

### Teachers with Non-Teaching Staff

**Teachers should:**

- Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within the University; and
- Help in the functioning of joint-staff councils committees covering both the teachers and the non-teaching staff.

### Teachers with Parents/ Guardians

**Teachers should:**

- Try to see through teachers' bodies and organisations, that the University maintains contact with the parents/ guardians, their students, send reports of their performance to the parents/ guardians whenever necessary and meet the parents/ guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the student and the institution.

### Teachers with Society

**Teachers should:**

- Recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;



- Work to improve education in the community and strengthen the community's moral and intellectual life ;
- 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;
- Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices; and
- 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.

### WORKING HOURS

The teachers of TNOU shall work in the office during office hours i.e., from 10.00 am to 5.45 pm.

### Miscellaneous

- The regulations, guidelines and manuals that are approved and adopted by the Syndicate of the University shall be referred to for further clarifications, if any.
- The teachers of Tamil Nadu Open University are bound to abide by the Tamil Nadu Government Servants' Conduct Rules, 1973 and also the University's service Rules, besides norms to be prescribed from time to time.
- Notwithstanding anything contained in this document and in any cited regulations, guidelines, manuals etc., the teachers/Programme Coordinators shall duly comply with the terms and conditions to be prescribed by the University from time to time.





தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்  
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