



**CODE OF PROFESSIONAL CONDUCT FOR TEACHERS:
A PHILOSOPHICAL APPROACH**

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In this paper, I propose to highlight the professional sensitivity and moral growth of the teachers in the process of nation building. There is probably no profession as exciting and as personally rewarding as that of teaching. Each day presents a new the opportunity to enrich the lives of others and one's own in the process. The word educate comes from the educere, meaning 'to lead' and the task of the teacher with the student is to lead him or her to knowledge and understanding. Yet, although expectations and demands on teachers have increased over time, teaching as a profession still has not reached the status of some other professions such as medicine, law, and engineering. Whether or not it ever will is largely dependent on the decisions that are made both now and in the future by those in the profession. In bringing about positive changes.

Currently, there is intense interest in restructurings and improving our schools. As we are probably aware, however, teachers seldom have the opportunity for any more than token involvement in decision making. Fortunately, there are recent demands to increase the professionalism of teaching and teachers and to crate leaders in the reform movements. Many of these new teacher leaders will come from among the ranks of what are now preserves teachers. The more knowledgeable they are about their one profession the knowledge, reality, values of society, the more effective they will be.

As civilizations rise and fall, they leave behind an indelible impact on the culture of people. It is this truth that flows through our culture. Our cultural heritage still inspires us and gives us strength to carve out a better future- 'Arise, awake and wait not till the goal is reached'.

Material progress alone cannot make a country great and strong. A nation's progress has to be measured in terms of the advancement of its art, literature and culture.



“Culture”, as Whitehead said,” is activity of thought and receptiveness to beauty and human feeling. This cultural aspect is manifested in many ways through the educational trends, assertions of human right, advancements of science and technology, through aspiration for the future. Education is a powerful instrument for social and cultural change.

We understand that excellence in education is the essence of human evolution, knowledge explosion, without wisdom has been the cause of human sufferings and this can only be corrected through the spiritual culture. Bertrand Russel in his famous book *Impact of Science on Society* asserts,” Knowledge is power. But that power may be good and bad. The result is that, unless men increase of knowledge shall be increases of sorrow.”

The education system as it exists today involves the States, the centre and the people, which mean that whatever we put together or put out from here must be such that all three are involved fully in its implementation. If any segment is left out that it will be very difficult to implement in the manner that real education will become instrumental in desired social change.

My main aim in the present attempt is that human values in the modern world are education’s most neglected problem. It is really to insist, that we no longer have any genuine choice-no choice but to bring the nature and meaning of values out of the shadowy background and into the spotlight of sustained concern on every level of learning form kindergarten through the university.

With these thoughts in mind, I have attempted to search for priorities within priorities, which have unfortunately escaped our serous attention. It is my earnest hope that the present attempt will enable teachers, educational administrators and policy framers to gear up the educational system in a manner that it is ready to meet the future aspirations and challenges.

The subject of evolving code of conduct of teacher has been raised at a number of forums, state and national as well as international.

Professional Code for Teachers:

The primary purpose of education is to develop citizens who are enlightened, useful patriotic and upright, and who are capable of securing for themselves richer and fuller lives, and for the society, in which they live, to seek progress, peace and prosperity. Universal education is the vehicle of a democratic easy of life and development, is capable of contributing to the common good. The quality of education



can be measured, not only in terms of the amount of knowledge transmitted from accumulated wisdom of the ages past, but also in terms of the provision made and secured for a healthier, happier, and more prosperous life dedicated to the promotion of the welfare of the nation and the peace of the world. Since the outcome of the educational process is a reflection of the ideals, purposes, preparation and conduct of the members of the teaching profession, anyone who chooses teaching as a career binds himself to live and act, in accordance with the ideals and standards of the profession.

The Teacher and the Students:

In fulfilling the above-stated obligations it is necessary that the teacher in relation to his students should understand that the student's interest and welfare are his first and foremost concern. Share responsibility with the parents of his students, even acting in 1000 parentis, in the task of shaping each student's purposes and action towards the attainment of socially acceptable ends.

To carry out his responsibility, the teacher should establish friendly relation with the home by visiting parents and inviting them to classes in order to acquaint them with their children's progress in school and seek their co-operation in solving individual pupil's behavior problems, and in evaluating pupil progress in certain aspects of their personality development.

Teacher and Nation Building:

The teacher in his role as disseminator of democratic ideas and ideals and as an example of the democratic way of life should display no biases in dealing with students of different physical, mental or emotional characteristics, or of different political, social, economic, racial or religious persuasions, recognizing that children are different from one another. Believe in the efficacy of co-operative actions and seek to enable his students to attain competence in their use in the solution of problems affection their daily lives both in and out of school. Develop in his student's positive attitudes and create practical situations for them to enable them to experience fidelity to all forms of duty which demand courage, self-denial, and devotion to freedom, serviceableness, toleration and social justice.

The teacher in the discharge of his responsibilities for the future of the nation should think of raising the cultural level of the community as his immediate concern, since the children under his charge and guidance are part and parcel of that community. Stimulate creativeness in his students to the end that they may discover better ways of



doing things. Instill in his students, as well as in the people of the community, the idea that all occupations are dignified and honorable so long as they are suited to the ability of the individuals engaged in them and so long as there is a continuous effort on their part to improve the quality of their service.

The Teacher and his Profession:

The teacher as a member of the teaching profession should embrace his calling with zeal and devotion focused towards the betterment of mankind, placing service above all other considerations. Improve him professionally through continual study and research, reading professional literature, attendance at conferences, workshops, seminars, vacation classes and travel. Encourage capable individuals to enter and remain in the profession. Participate actively in educational planning and do his utmost to implement the decisions thereof. Maintain active membership in organizations dedicated to the professional growth and social welfare of the teacher.

Professional Sensitivity and Growth:

- Tries to understand and assimilate the implications of the profession.
- Embraces his calling with devotion.
- Imbibes an outlook on life conducive to healthy social growth.
- Acquires love of knowledge and teaching.
- Adopts a progressive outlook and grows professionally through continuous study, research and attendance at Educational Meets.
- Is receptive to new ideas, and adopts these with caution and maturity.
- Takes interest in professional organizations and participates in formulation and executing group decisions.
- Imbibes a sense of belongingness to the teaching fraternity and encourages talented persons to enter and remain in the profession.
- Is mentally healthy and displays a cool sense of wisdom to tackle problems.

Teacher and the Student:

- Understands child psychology.
- Establishes cordial relations with his students and looks to their welfare.
- Teaches them effectively.



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- Projects worthwhile socially accepted self-image.
 - Utilises environmental influences to impress upon the students accepted values of society.
 - Is resourceful in providing opportunities to the students to have varied experiences.
 - Shares responsibility with others.
 - Maintains desirable social distance.
 - Guides students educationally and vocationally.
 - Earns respect for the students and the society.
 - Looks to the all-round development of the student through in -class and out-class experiences.
 - Keeps the school plant healthy.

Teacher and the Society:

- Imbibes a secular and democratic outlook base don thorough understanding of our Constitution.
- Cultivates a behavior pattern worthy of this profession.
- Establishes a vital relationship between school and society by sensitizing the various educational agencies to play their effective role.
- Tries to raise the cultural level of the society by making the schools society centred.
- Stimulated through school programmes a progressive out-look in the society and gets them interested in social out-comes.
- Realizes and makes others realize the importance of education as a significant medium of social reform.

Professional code of conduct for teachers will have to keep in view the role of a teacher in India of tomorrow. The teacher of the future will be expected to perform the role of planned organizer of curricula ,innovator of educational ideas, practices and systems, writer of TV and Radio lessons and programmes, resource personnel in the propagation of ever expanding knowledge, adept in the preparation of programmed texts, and motivator to learners in many creative, in conventional ways.



At the same time, he will have to be a good communicator, efficient organizer of learning situations, and democratic group leaders.

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