



HANDBOOK ON CODE OF PROFESSIONAL ETHICS FOR TEACHERS

The teaching profession has a distinguished record of service in India. This Code of Professional Conduct for Teachers reiterates and makes explicit the values and standards that have long been experienced by pupils/students through their participation in education. This code serves as a guiding compass as teachers seek to steer an ethical and respectful course through their career in teaching and to uphold the honour and dignity of the teaching profession. The Code of Conduct is not a disciplinary tool, nor will it cover every situation. Its purpose is to-

- promote adherence to the values teachers see as underpinning their profession.
- provide a set of principles to guide teachers in their everyday conduct and assist them to solve ethical dilemmas.
- affirm the public accountability of the teaching profession.
- promote public confidence in the teaching profession.

Pillars of Ethical Values for Teachers

The most important role of the teacher is to educate.

The following ethical values underpin the standards of teaching, knowledge, skill, competence and conduct as set out in this Code.

Respect:

Teachers uphold human dignity and promote equality and emotional and cognitive development. In their professional practice, teachers demonstrate respect for respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.

Care:

Teachers' practice is motivated by the best interests of the pupils/students entrusted to their care. Teachers show this through positive influence, professional judgment and empathy in practice.

Integrity:

Honesty, reliability and moral action are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions.

Trust:

Teachers' relationship with pupils/students, colleagues, parents, school management and public are based on trust. Trust embodies fairness, openness and honesty.

TEACHERS AND THEIR RIGHTS:

Teachers should enjoy full civic and political rights of our democratic country. Teachers have a right to adequate emoluments, social position, just conditions of service, professional independence and adequate social insurance.

THE CODE OF PROFESSIONAL ETHICS**I. TEACHERS AND THEIR RESPONSIBILITIES:**

Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his 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 sent forth and which he /she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

1. adhere to a responsible pattern of conduct and demeanor 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. express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge;
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 and seminar 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 counseling students as well as assisting in the conduct of university and college examinations, including supervision, invigilation and evaluation; and
8. participate in extension, co-curricular and extra-curricular activities including community service.

II. TEACHERS AND STUDENTS:

Teacher should

1. respect the right and dignity of the student in expressing his/her 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 labor 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.

TEACHERS AND COLLEAGUES:

Teacher should

1. treat other members of the profession in the same manner as they themselves wish to be treated;
2. speak respectfully of other teachers and render assistance for professional betterment;
3. refrain from lodging unsubstantiated allegations against colleagues to higher authorities;
4. refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavor.

TEACHERS AND AUTHORITIES:

Teachers should

1. 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 organizations for change of any such rule detrimental to the professional interest;
2. refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
3. co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
4. co-operate through their organizations in the formulation of policies of the other institution and offices;

5. co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession;
6. should adhere to the conditions of contract;
7. give and expect due notice before a change of position is made, and
8. 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 AND NON-TEACHING STAFF:

1. Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;
2. Teachers should help in the function of joint staff-councils covering both teachers and the non-teaching staff.

TEACHERS AND GUARDIANS:

Teachers should try to see through teacher's bodies and organizations that institutions maintain contact with the guardians of 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.

TEACHERS AND SOCIETY:

Teacher should

1. recognize that education is a public service and strive to keep the public informed of the educational programs which are being provided;
2. work to improve education in the community and strengthen the community's moral and intellectual life;
3. 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;

4. perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;
5. 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.

CONTINUOUS PROFESSIONAL DEVELOPMENT:

Teachers should engage in ongoing professional development activities to stay current with educational trends, research, and pedagogical methodologies. This includes attending workshops, conferences, and training sessions. Teachers should also actively seek opportunities for self-improvement and skill enhancement to benefit their students and the education system.

INCLUSIVE EDUCATION:

Teachers should be committed to inclusive education and create a classroom environment that is welcoming and accessible to students with diverse backgrounds, abilities, and learning styles. They should adopt teaching strategies that cater to different learning needs, ensuring that every student has an equal opportunity to succeed.

PROMOTION OF CRITICAL THINKING:

Teachers should encourage critical thinking, creativity, and independent thought among students. They should design lessons and assignments that foster analytical skills, problem-solving abilities, and a willingness to question assumptions. Teachers should create a space where open dialogue and respectful debate are encouraged.

ENVIRONMENTAL RESPONSIBILITY:

Teachers should instill in students a sense of environmental responsibility and sustainability. They should integrate lessons that promote ecological awareness, conservation, and ethical practices toward the environment. Teachers can inspire students to become responsible global citizens who contribute to a more sustainable future.

STUDENT EMPOWERMENT:

Teachers should empower students to take ownership of their learning and become active participants in the educational process. Teachers should encourage students to set goals, make decisions, and engage in self-directed learning. By nurturing a sense of agency, teachers help students develop lifelong learning skills.

ETHICAL USE OF ASSESSMENT:

Teachers should employ fair and ethical assessment practices that accurately measure student learning and growth. They should provide timely and constructive feedback to help students improve. Teachers should avoid undue stress caused by excessive testing and instead focus on holistic evaluation methods that promote genuine learning.

MENTORSHIP AND GUIDANCE:

Teachers should act as mentors and role models, providing guidance and support to students beyond the classroom. They should offer academic and personal advice, helping students navigate challenges and make informed decisions about their education and future careers.