

DATE : 22/01/2018

CODE OF CONDUCT

Every college employee shall at all times-

- (i) maintain absolute integrity;
- (ii) maintain devotion to duty;
- (iii) do nothing which is unbecoming of a College Employee;
- (iv) commit himself to and uphold the supremacy of democratic values and goals/mission of the institute;
- (v) defend and uphold the sovereignty , integrity and security of the State institute;
- (vi) maintain high ethical standards and honesty;
- (viii) promote the principles of merit, fairness and impartiality in the discharge of duties;
- (ix) maintain accountability and transparency;
- (x) maintain responsiveness to the students particularly to the weaker section;
- (xi) maintain courtesy and good behaviour with the students and parents ;
- (xii) take decisions solely in the interest of the cause of education and use or cause to use available resources efficiently. effectively and economically;
- (xiii) declare any private interests relating to his public duties and take steps to resolve any conflicts in a way that protects the public interest;
- (xiv) not place himself under any financial or other obligations to any individual or organisation which may influence him in the performance of his official duties;
- (xv) not misuse his position as a college employee and not take decisions in order to derive financial or material benefits for himself, his family or his friends;
- (xvi) make choices, take decisions and make recommendations on merit alone;
- (xvii) act with fairness and impartiality and not discriminate against any student particularly belonging to the poor and /or under-privileged sections of society;

(xviii) refrain from doing anything which is or may be contrary to any law, rules, regulations and established practices;

(xix) maintain discipline in the discharge of his duties and be liable to implement the lawful orders duly communicated to him;

(xx) maintain confidentiality in the performance of his official duties as required by any laws for the time being in force, particularly with regard to information, disclosure of which may prejudicially affect the sovereignty and integrity of India, the security of the State, strategic, scientific or economic interests of the State, friendly relation with foreign countries or lead to incitement of an offence or illegal or unlawful gain to any person;

(xxi) perform and discharge his duties with the highest degree of professionalism and dedication to the best of his abilities”.

3. All the Ministries/Departments are requested to bring the contents of this OM to the notice of all officers and staff working under them.

4. Hindi version will follow.

FOREWORD :-

The teaching profession in India has a distinguished record of service since the days of Golden era and the list of great educationists that the country has given is never ending. In the olden days of "Guru Shishya Tradition" teaching was considered to be the most pious obligation cast upon by religion and it was practiced as a vocation rather than a profession. It was a self-regulated profession having highest ethical standards. Ever since the advent of the British Era the vocation became a profession with a sea change requiring a lot of regulations and/or regulatory bodies.

This Code of Professional Conduct for Teachers attempts to reiterate and make explicit the values and standards that have long been experienced by pupils/students through their participation in education.

PURPOSE OF THE CODE

The Code of Professional Conduct for Teachers applies to all the teachers irrespective of their post or position in the organisation.

Its purpose is threefold:

1. It acts as a guiding compass for the teachers to steer an ethical and respectful course through their career in teaching and to uphold the honour and dignity of the teaching profession.
2. It may be used by the education community to make known their understanding and expectations of the teaching profession in the country.
3. It has an important legal standing and will be used by the management as a reference point in exercising its investigative and disciplinary functions in the larger interest of the education community.

Professional misconduct by a teacher is as per the Maharashtra Public Universities Act, 2016

Broadly " engaging in any improper conduct in his or her professional capacity or otherwise by reason of which he or she is unfit to teach."

In respect of each individual complaint against a registered teacher, the management, according to its procedures, will consider whether the conduct complained of amounts to a serious falling short on the part of the teacher, of the standards of teaching, knowledge, skill, competence and conduct that could reasonably be expected.

Existing nationally agreed procedures for dealing with difficulties and complaints at college level will continue to operate. The management believes that, in most cases, these will offer the best means for resolving the issues as they arise in the day-to-day operation of the education system.

STRUCTURE OF THE CODE

Having regard to the three purposes set out above, the Code begins by setting out the ethical foundation for the teaching profession encapsulated in the values of Respect, Care, Integrity and Trust that are reflected throughout the Code. These core values support the work of a teacher in the practice of his or her profession.

The Code then sets out the standards which are central to the practice of teaching and expected of all the teachers. The standards identify teachers' professional responsibilities covering various aspects of a teachers life. The standards also reflect the complexity and variety of teaching and serve to guide professional judgement and practice.

INTRODUCTION

The Code adheres to the national policy on education as well as various laws governing the field of education. It also sees teachers as members of professional learning communities and advocates a role for the profession in supporting student teachers and newly qualified teachers. In adopting and promoting the Code, the management has particular regard for the broader context in which teaching takes place.

The management is mindful of the rights of pupils/ students, including their right to have a voice in matters affecting them.

The management is also mindful of the rights of parents and the rights of teachers and of the responsibilities that accompany those rights. A valuable synergy has been developed between parents and teachers and this has great potential to benefit pupils/students and their education.

The management recognises the civic and social value of education and the profound contribution that the teaching profession has made to the social, cultural and economic development of the country over many centuries. It also recognises the key role of teacher educators in ensuring the quality of teaching. It believes that education, the teaching profession and the process of teacher education merit the active attention and support from the State and the community.

The management is also conscious of the factors beyond teachers' control which have a bearing on their work including:

- the engagement of parents and the wider community
- the commitment and engagement of pupils/ students
- the availability of resources and supports
- opportunities for teachers' professional development
- the pace of legislative changes

- economic and societal factors.

The management believes that the Code of Professional Conduct for Teachers provides an ethical foundation along with explicit standards of conduct to be observed at all times, having regard to the broader context set out above. In conclusion, the Code of Professional Conduct for Teachers encapsulates the fundamental ethics that inform the work of teachers. Since the education system reaches into virtually every home in the country, and affects so many so deeply, it is crucial that the teaching profession's value system and professional standards are clear and readily understandable.

The management believes that the adoption of this Code of Professional Conduct for Teachers will enhance and deepen the confidence and trust that society places in teachers.

CODE OF PROFESSIONAL CONDUCT FOR TEACHERS

Standards of Teaching, Knowledge, Skill, Competence and Conduct

The 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.

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

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

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

The role of the teacher is to educate.

On behalf of the teaching profession, the management sets out the following standards that apply to all the teachers regardless of their position(Approved,Fulltime,Parttime,Clock Hour,Adhoc,temporary,Unapproved).

1. PROFESSIONAL VALUES AND RELATIONSHIPS

TEACHERS SHOULD:

1.1. be caring, fair and committed to the best interests of the pupils/students entrusted to their care, and strive to motivate, inspire and celebrate efforts and success.

1.2. acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development

1.3. be committed to equality and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age,

disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.

1.4. endeavour to develop positive relationships with pupils/students, colleagues, parents, college management and others in the college community, that are characterised by professional integrity and judgement

1.5. work to establish and maintain a culture of mutual trust and respect in the college.

2. PROFESSIONAL INTEGRITY

TEACHERS SHOULD:

2.1. act with honesty and integrity in all aspects of their work

2.2. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual

2.3. represent themselves, their professional status, qualifications and experience honestly

2.4. use their name/names as set out in the Register of Teachers, in the course of their professional duties

2.5. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students.

CODE OF PROFESSIONAL CONDUCT FOR TEACHERS

3. PROFESSIONAL CONDUCT

Teachers should:

3.1. uphold the reputation and standing of the profession

3.2. take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare

3.3. work within the framework of relevant legislation and regulations

3.4. comply with agreed national education policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection

3.5. report, where appropriate, incidents or matters which impact on pupil/student welfare

3.6. communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect

3.7. ensure that any communication with pupils/ students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites

3.8. ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format

3.9. ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format

3.10 ensure that they do not practise while under the influence of any substance which impairs their fitness to teach.

4. Professional Practice

Teachers should:

4.1. maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback

4.2. apply their knowledge and experience in facilitating pupils'/students' holistic development

4.3. plan and communicate clear, challenging and achievable expectations for pupils/students

4.4. create an environment where pupils/ students can become active agents in the learning process and develop lifelong learning skills

4.5. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/ students

4.6. inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation

4.7. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance

4.8. act in the best interest of pupils/students.

8 The Teaching Council An Chomhairle Mhúinteoireachta

5. Professional Development

Teachers should:

5.1. take personal responsibility for sustaining and improving the quality of their professional practice by:

- actively maintaining their professional knowledge and understanding to ensure it is current

- reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
- availing of opportunities for career-long professional development.

6. Professional Collegiality and Collaboration

Teachers should:

- 6.1. work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students
- 6.2. work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students
- 6.3. cooperate with the Inspectorate of the Department of Education and Skills and other statutory and public non-statutory educational and support services, as appropriate
- 6.4. engage with the planning, implementation and evaluation of curriculum at classroom and