

## Code of Conduct For Teachers In Teaching

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### ABSTRACT

*The teacher in the Emerging Indian Society has a very pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experience of one generation to another children are the potential wealth of a nation. They are always exposed to the influence of the teacher. It is, therefore, necessary to realize that the emerging Indian society can achieve allround development by the help of the teacher who acts the powerful agency in transmitting its cherished values.*

**Keywords:** *transmission , intellectual, prejudices, supperflous, jocular remark, injecting a spirit of camaraderie.*

### I. INTRODUCTION

A teacher is not only a custodian of national values but is also an architect par excellence of new values. A teacher can help our country in the process of reconstruction. But so far we have not been able to harness this extremely useful man power. This could be possible if teacher's role is properly recognized and he is in proper frame of mind to understand the problems of the country and make a since effort to create a climate in which society can move forward Dr. Radhakrishnan has aptly remarked:

“The teacher's place in society is of vital importance, the acts as the point for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

The secondary education commission has rightly stated, “we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.”

Many people believe that the teacher's personality is the most critical factor in successful teaching. If teacher have wormth, empathy, sensitivity enthusiasm and humor, they are much more likely to be successful than if they lack their characteristics. In fact, many people argue that without these attributes an individual is unlikely to be a good teacher. Therefore, the teacher should be guided by to the following code of conduct.

### II. INTEGRITY

Many acts of omission and commission on the part of the teacher would be overlooked on excused, if he enjoys a reputation for integrity. When the motives and intensions of the teacher are above broad, and cannot be

questioned either by his colleagues on pupils on parents, he will have strength which will stand him in good stead in successfully meeting various difficult. Situations. Personal integrity refers to keeping one's word, keeping the secrets of others, not modeling in the affair of others, not fishing in troubled waters and not exploring the weaknesses of other etc. very often, the individual does not realize the implications of such a conduct and may not even suspect the unethical nature of his actions. In that case the individual has not learned to make correct moral judgements and needs education in personal ethics. Therefore, the teacher being the leader of the society should be guided by personal integrity.

### **III. SCIENTIFIC ATTITUDE**

Another important code of conduct to be followed by the teacher is the development of scientific attitudes . It consists in observing correctly, without letting personal feelings, prejudices and wishes to influence it, drawing valid conclusions from the given facts, and making sound generalizations as the fact warrant. And since facts are often found co-existing with a number of irrelevant events, the scientific approach ties in careful sifting of the relevant from their irrelevant data.

### **IV. SENSE OF VOCATION**

No one can attain a top notch position in any sphere of activity unless one is fined by love of ones vocation. If the teacher attend to his various duties and responsibilities on sufferance and in his heart of hearts he wishes he was in the civil service or some other more lucrative job, he does not have a sense of vocation. As a result, he will fail to make his marks as a good education leader, which will affect his own future career. Besides , he would be doing irreparable harm to the institution and the community whose magnitude it is difficult to assess. Therefore, he should love his job for the good of all concerned.

### **V. SENSE OF HUMOR**

Another code of conduct that will stand him in good steed is the sense of humor. It will enable him to get over an impasse with the help of a smile, a light hearted chuckle, or a jocular remark, which will ease the tense atmosphere. The sense of humor will help break resistance, overcome opposition, by injecting a spirit of camaraderie into the situation many a difficult situation can be resolved by a laugh or by a witty remark.

### **VI. THE TEACHER SHOULD AVOID TRADITIONAL CLASSROOM PRACTICE**

Children, we are told, must be left free to express themselves, they must discover knowledge for themselves, the only true education is self-education. Teachers, we are told, must stand aside; they must talk less, explain less, direct less, correct less. All this is a very natural and a very necessary reaction against much traditional classroom practice. It must be emphasized however, that teachers are not as supperflous as some enthusiasts suggest, teaching is not as undesirable as it is sometimes as represented to be. It is true that children are by nature curious, assertive and creative but they are also submissive, imitative and ready to appeal for help. It

follows, therefore that we are not necessarily working contrary to child nature when we teach. We must, however, know when to teach and when to stand aside, when to demonstrate and when to leave children free to experiment, when to require children to listen and when to give them scope for free expression. No simple rule can be formulated on this matter, teacher is an art and correct procedures in given circumstances depends upon the whole situation. Gifted, experienced teachers know intuitively what to do, they are actually sensitive to the needs of a situation partly of their experience in similar circumstances and partly of their acquired knowledge to children.

**The Teacher Should Orient the Students About, What Man had Made of Man**” – One of the basic issues of modern life is how can understanding amongst men be fostered through education? If education is a creative activity that shapes the character of individuals and communities and is responsible for their behaviour and attitudes, teachers cannot surely, regard with equanimity this sad spectacle of “what man has made of man.” They must strive to produce more balanced, more sensitive, more socialized personalities in the children whom they are educating and unjust social order.

**Conservative and Progressive Influence** – Human culture and civilization use to be transmitted from one generation to the other through the teacher. He is to communicate the desirable elements of our past social heritage to children in the form of books and lessons. Though his act of teaching our past knowledge and experiences may be considered and preserved.

The teacher is again to create the spirit of new creativity and development in their mind so that social progress may be ensued.

## **VII. INFLUENCE OF SOCIAL REFORM**

Teacher can bring about desirable social teacher in the community people. He can dispel the common people from their old faith, belief, customs and traditions which prove to be ineffective old superstition and conservatism may be removed from their mind and a desire of change for the better can be developed.

## **VIII. NATION BUILDING INFLUENCE**

Teacher is truly the builder of a nation. He may identify and train the potential leaders of tomorrow’s society. He may educate the students in accordance with the nation’s socio-political and economic need, aims and objective. A future nation is therefore, shaped by him in the classroom.

### **The Teacher Should Tell the Student Not to Ask Anybody Whether He is Hindu Muslim or Christian**

It has to be recognized that loyalty to the nation on the state does not and need not mean the denial of feeling for one’s own group or community. For one thing, all humans beings are simultaneously members of many different groups. Before the attainment of Independence, it was sometimes asked whether a man an Indian first or a Hindu, Muslim or Christian first. Such a question is not only foolish but devoid of all meaning. A man is a Indian in the context of his nationhood. He is the adherent of a religion, whether may be the name of the faith, in the context of his relationship to good on the absolute. To ask whether one is first an Indian or a member of a religion group is like asking question whether a man is tall or hairy. Unless economic or political interests are

mixed up with a man's faith, there is no reason why there should be a clash between his religious and his national loyalties.

### **Role of the Teacher in Inculcating Values among the Students**

The teacher of modern school has to play a very important role in value-oriented education. First he must know that value education is not a sphere of activity distinct from his other professional activities as a teacher. Acquisition of values goes on constantly in the school and outside through many different activities like instructions, relationship with pupils, co-curricular activities etc. Values are also transmitted through general home of the school and the prescribed syllabus. It is very important for the teacher in the modern school system to develop behaviour in accordance with the highest standard and ethics of their profession. It will help for the creation of a school climate that is conducive to the development of higher values and ideals. A teacher of a modern school should remember the following principles:

1. He should help to create an atmosphere of love, trust and security in the school.
2. He should have knowledge of child development and its development characteristics and methods accordingly.
3. He should relate value education to concrete situations, because a young child cannot distinguish between a lie, fantasy and truth. For Example stealing is wrong, does not make sense to a child who has no understanding of the concept of property.
4. He should organize value education indirectly through different co-curricular activities.
5. He should also impart deliberate value education cautiously.
6. Whatever subject the teacher in the class, he should not get away from the fact that he is a value educator. The students should be enabled to understand the subject in totality.
7. Students are the best judges of their teachers. They judge the personality of the teacher in part but as a whole person. Therefore, teacher should develop his personality to influence his student.
8. It is said, "example is better than precept." Therefore whatever values the teacher preaches in the class, he should show it by his own behaviour. A dishonest teacher cannot preach honesty. The teacher should be honest in his dealing with the student. If a teacher of education loves his subject, students will develop love for it. If he is concerned about the environment, his students are likely to be concerned too. If the teacher is conscious about the environmental pollution created by sound, light etc., the students can also be conscious about it. If he is punctual, kind, thoughtful, responsible, his students can also develop such qualities.
9. Students should not learn to believe things blindly in custom or tradition. Rather the teacher should develop among them rational deliberation and thought.

### **IX. CONCLUSION**

You have come across value education and its importance in education in this article. A teacher must know all sorts of values and ought to teach pupils these in a practical manner. To conclude, it is apt to quote Ellen DeGeneres, who says – 'Here are the values that I stand for: honesty, equality, kindness, comparisons, treating people the way you want to be treated and helping those are traditional values'.

# 11<sup>th</sup> International Conference on Science, Technology and Management (ICSTM-18)

Osmania University Centre for International Program,Osmania University Campus, Hyderabad (India)

21st January 2018, [www.conferenceworld.in](http://www.conferenceworld.in)

ISBN: 978-93-86171-94-8

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