Teaching As a Profession for Quality Education

John Mathew¹, Dr Nidhi Goel²

¹Research Scholar, Sri Satya Sai University of Technology & Medical Sciences, Sehore (MP)
²Supervisor, Sri Satya Sai University of Technology & Medical Sciences, Sehore (MP)

ABSTRACT

Teaching, when judged against the above-mentioned criteria, qualifies to be recognized as a profession on the basis of first two criteria but it is found lacking on the third criteria, that is, availability of code of professional ethics for teachers and a mechanism for its observance. Taking cognizance of this fact and with a view to raise the status of teachers in the society and to establish teaching as a profession, the National Policy on Education-1986 stated that professional organizations of teachers shall develop a code of professional ethics and shall also see to its observance.

Keywords: Teacher, Education, Professional Ethics

INTRODUCTION

The Programme of Action of NPE-1986 entrusted the responsibility of assisting the teachers’ organizations to the NCERT for the development of the code and then for its acceptance and adoption throughout the country. A preliminary draft of the code was developed in a series of workshops, which was subsequently revised on the basis of discussions in regional and national seminars. The revised draft was widely circulated in the country to obtain comments and observations, which formed the basis for its finalisation in 1997.

Before discussing the content of the code of professional ethics developed by the NCERT in collaboration with teacher organisations, it would be in the fitness of things to discuss the meaning of professional ethics code and its difference from code of conduct. The professional ethics code is a list of statements of ethical principles, which a member of the profession is expected to observe in his day-to-day behaviour in professional settings. On the other hand, the code of conduct is a list of rules and regulations framed by the authorities concerning teachers’ conduct. The code of conduct is enforceable by law and therefore failure to observe different provisions of the code may attract punitive action. On the other hand, it is the responsibility of the teachers and their organizations to ensure observance of the code of professional ethics. The code of professional ethics for school teachers includes thirty articles stating teachers’ professional obligations and responsibilities in relation to students, parents/guardians, society and the nation, profession, colleagues and professional organizations and management/administration. The professional obligations and ethics of teachers as given in the code are discussed below:-

REVIEW OF LITERATURE

Robin H Kay (2014) the afterward cardboard is based on a assay of 68 refereed annual online writing that focused on introducing technology to preserves teachers. Ten key strategies emerged from this review, including carrying a alone technology course; alms mini-workshops; amalgam technology in all courses; clay how to use technology; application multimedia; accord a part of preserves teachers, coach agents and faculty; practicing technology in the field; absorption on apprenticeship faculty; absorption on coach teachers; and convalescent admission to software, hardware, and/or support. These strategies were evaluated based on their aftereffect on computer attitude, ability, and use. The afterward patterns emerged: First, a lot of studies looked at programs that congenital alone one to three strategies. Second, if four or added strategies were used, the aftereffect on preserves teacher’s use of computers appeared to be added pervasive. Third, a lot of assay brash attitudes, ability, or use, but rarely all three. Fourth, and conceivably a lot of important, the all-inclusive majority of studies had astringent limitations in method: poor abstracts accumulating instruments, ambiguous sample and affairs descriptions, baby samples, an absence of statistical analysis, or anemic anecdotal descriptions of success. It is assured that added accurate and absolute assay
is bare to absolutely accept and appraise the aftereffect of key technology strategies in preserves abecedary education.

Loather et al. (2013) accept declared th
[0x0]at there are three important characteristics are bare to advance acceptable superior teaching and acquirements with ICT: autonomy, capability, and creativity. Freedom agency that acceptance yield ascendancy of their acquirements through their use of ICT. In this way, they become added able of alive by themselves and with others. Agents can as well accredit acceptance to complete assertive tasks with anon or in groups. Through collaborative acquirements with ICT, the acceptance accept added befalling to body the new ability assimilate their accomplishments knowledge, and become added assured to yield risks and apprentice from their mistakes.

Chive Mehrotra (2012) “According to the new ethics, advantage is not akin but expansive, an affect and even an intoxication”. The purpose of this cardboard is to adduce a case-based admission to apprenticeship apropos ethical issues aloft by the use of advice technology (IT) in healthcare. These issues are rarely addressed in alum amount and continuing able apprenticeship programs in bloom informatics. There are important affidavits why ethical issues charge to be addressed in informatics training. Ethical issues aloft by the addition of advice technology affect conveyance and are ubiquitous. These issues are frequently a part of the a lot of arduous to adolescent practitioners who are ill able to accord with them in practice. First, the cardboard provides an overview of methods of moral acumen that can be acclimated to assay and assay ethical problems in bloom informatics. Second, we accommodate a framework for defining cases that absorb ethical issues and outline above issues aloft by the use of advice technology. Specific cases are acclimated as examples of new dilemmas that are fairish by the addition of advice technology in healthcare. These cases are acclimated to allegorize how belief can be chip with the added elements of informatics training. The cases discussed actuality reflects circadian situations that appear in bloom settings that crave decisions. Third, an admission that can be acclimated to advise belief in bloom informatics programs is categorical and illustrated.

Whelan (2012) as well particular added barriers from the apprentice perspective, including: subpar abstruse abilities that abate admission to ICT in classroom; an bereft amount of bookish admiral and abridgement of appropriate acknowledgment from instructors; and bargain alternation with anon and instructors. Therefore, the columnist recommends the afterward strategies to facilitate the acquirements process: added induction, orientation, and training for students; an added accent on the accent of adviser admission and able administration; and the amplification of podcasting and online conferencing tools. In general, accommodation building, class development, infrastructure, policy, and government abutment are appropriate in adjustment to lower apprentice barriers and advance the capability of ICT use in the classroom.

TEACHING AS A PROFESSION FOR QUALITY EDUCATION

To qualify for being recognised as a profession, an occupation must fulfill the following conditions:

(a) It must have a vast knowledge base which should continue to expand further as a result of research in the concerned discipline. There is no denying the fact that quantum of knowledge in all the subjects of study in educational institutions is quite substantial and it is further growing. Besides subject areas, the knowledge base of the science of pedagogy has also witnessed tremendous growth as a result of new understandings in the allied disciplines like psychology, philosophy and sociology of education and teaching.

(b) The existence of vast amount of knowledge shall necessitate a sufficiently long period of preparation on the part of an individual to become a member of the profession. A person has to study, for about 17 years to become an architect and about 18 years to become an advocate. Nowadays, a primary school teacher requires preparation of 14 years comprising general education of 12 years followed by two years of professional education, a secondary school teacher requires fifteen years of general education followed by one year of professional education, and a senior secondary school teacher needs seventeen years of general education and a college teacher also requires preparation of more than eighteen years. It is evident that like other professionals, a teacher, too, has to undergo preparation of long duration to qualify for a teaching job. Moreover, the existence of vast amount of knowledge also implies that initial preparation, howsoever long, will not prove sufficient for all times to come and therefore a professional is required to undergo in- service education periodically.
(c) A profession is self-regulatory with internal locus of control. This implies that members of a profession collectively evolve a code of ethical principles governing their conduct and performance. They also evolve a suitable mechanism for their observance and enforcement. This is considered an essential characteristic of a profession, because it helps the profession to maintain its autonomy.

**CONCLUSION**

The performance assessment is needed from the following point:

1. Teachers professional growth.
2. Developing and modifying teaching process.
3. To provide the feedback for instructional procedure.
4. Qualitative improvement of teachers.
5. Teaching process is made purposeful and objective-centred.
6. It is the basis for promoting teachers to higher scale and cadre
7. To identify the teaching problems and employ remedial teaching
8. To provide the awareness to the teacher of his own progress in the profession.
9. It provides the ethical and scientific basis for improving his teaching process.
10. It provides the encouragement to in-service teachers of academic growth development and professional growth.

**REFERENCES**


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