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CHAPTER – II
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2.1 INTRODUCTION:

Teachers bring with them to the profession, as has been shown previously, a number of personal qualities—their character, their background, their ideas and their attitudes. Some of these will be of advantage to their professional roles while others will need to be modified or developed. The attitudes of teachers towards their profession. It is more likely that a person's productivity at work can be affected by the amount of interest he has in the job he is doing. It is assumed as a rule of thumb, that the more a person likes his job, the more effort and energy, he is likely to devote to it. Teachers are no exception, particularly when one considers the amount of work involved in preparation, teaching, marking as well as various clerical and administrative duties. Thus, teachers need to hold positive attitudes towards their profession in order to perform more willingly.

2.2 CONCEPT OF PROFESSION:

The question as to what constitutes the essential characteristics of a profession has become complex by the claims put forth in recent times by different occupational groups, for professional status. The clamour for professional status and recognition on the part of many occupational groups, serve to highlight the fact that professions command great prestige in contemporary society and that professional status is a highly sought after value.

In general profession denotes an occupation which profess to develop a knowledge system in the special problem area such as religion health and disease or law and justice. The special access to a specific area of knowledge, gives them the right to claim that they know better than the rest of the general population. The common people must therefore, accept their advice in their area of competence, without much
argument. But this explanation is beyond the scope of any empirical operational definition. To make the concept more clear, sociologists have attempted to explain the term profession in various ways. The most common way is to derive an ideal type of a definition mostly based on the examples of established professions such as law and medicine. Millerson, G. (1964), in a survey of the work of twenty one such writers points out that they list twenty three different elements between them. Among the most frequently mentioned traits are:

1. **Skill based on theoretical knowledge;**
   - The provision of training and test of entry prior to entry into the occupation.
   - Tests of competence of members;
   - Professional organization; adherence to a professional code of conduct.
   - Altruistic service by Millerson (1978)
   
   In addition to this a perusal of sociological literature available on the concept of profession identify the following core characteristics of profession, which are mostly accepted through out the world by Sheffer’ (1968).
   - Research and continuous in service updating of specialized knowledge.
   - Intellectual activity
   - Social necessity
   - Recognition by public and status in society
   - Standardized terminology
   - Code of ethics for the practitioners
   - Autonomy of the profession and
   - Authority of the practitioners.

Two facts emerge clearly from the various attempts to elucidate the meaning of profession–Firstly profession applies to a body of theoretical
knowledge, to be acquired through a prescribed course of intellectual training. Secondly. Professions are tightly organized bodies, which among other things, set the standards of proficiency, regulate entry into their own organization, grant licenses for practice of their specialized skills and thus secure monopoly over their practice, and prescribe a code of conduct for the members in their dealings with one another as well as with the clients.

2.3 CONCEPT OF AWARENESS:

2.3.1 THE DEFINITION OF AWARENESS:

Runes (1971)\(^1\) said that 'awareness' is an action from consciousness.

Bloom (1971)\(^2\) cited about 'awareness' rather broadly that it is the least of the affective domain. The awareness is alike the knowledge in the similarity that they do not stress on the inducements. However, they were in the way that awareness do not stress on any happening or any one thing. The awareness happens when aroused.

Eysenck and Arnold (1972)\(^3\) declared about 'awareness' psychologically that it refers to "the connection of consciousness and attitudes. Awareness is the duty of the mind which cannot be pointed out as just only mind or only thought."

Good (1973)\(^4\) gave the definition of 'awareness' that it refers to "the action which comport remembrance, realization, or notion where awareness refers to consciousness."

Department of Educational Techniques (1978)\(^5\) gave the meaning that 'awareness' refers to the notion that something is present or that something is going on but do not know it in details.

From the above definitions, it can be concluded that 'awareness' refers to the consciousness which a person every realized or handsome notions or wish about a thing. This has been assessed with acceptance of some importance. People realize more through a length of time or experience or the surroundings in the community. Awareness is the
realization of a person about a thing that he is experiencing or about the surroundings around him. Awareness will occur when a person gets a stimulus in the surroundings. Hence causing a perception which leads to a concept, learning and awareness. This happens consecutively. The learning and awareness a cognitive process when a person is roused or touched from a stimulus, a concept would occur which leads to learning and to awareness. The knowledge and awareness lead to a behavior or reaction to such stimulus.

2.4 PROFESSIONAL AWARENESS OF TEACHERS:

Professional knowledge is an important variable in the characteristics of the English teacher. Professional knowledge refers to a number of aspects which a language teacher has to acquire right from the initial stages of preparation for the career of teaching and gradually develop as long as he remains in the profession.

Professional knowledge has been seen in terms of knowledge of the subject taught, this include according to Corder, (1975)\(^6\) profession of grammatical and phonological rules; knowing the appropriate use of sets of utterances; as well as the ability to speak, read and write in the language.

McArthur (1983)\(^7\) "Teachers should maintain a sound amount of knowledge about the subject to be taught which is a relative matter to teaching it."

Knowledge of methodology, this include according to Perrott. E (1982)\(^8\) explains that one of the factors which make a teacher efficient is the exploitation of his knowledge of methodology so that he can choose appropriate and effective techniques.

Knowledge of human behaviour of the curriculum etc. This professional knowledge is merely one part of what is know as professional awareness which also includes what teachers and their roles are and what their job is in addition to knowing what teaching constraints are and how they could tackle them.
2.4.1 **ENGLISH TEACHERS' ROLES:**

It has been since the early 1950s when educators and researchers began to look at teachers behaviours with regard to the various roles they play, as is explained by Wallen and Traver, (1963) who give the following two examples:

1. One type of classification of the roles of the teacher is that of Fishburn, (1955) who had used a classification made by Kinney (1952) as a basis for his study. Fishburn's study resulted in seeing the teacher as:
   1. Director of learning
   2. Guidance and counselling person.
   3. Mediator of the culture
   4. Member of the school community
   5. Liaison between school and community
   6. Member of the profession.

   Another classification of the roles of a teacher made by Havinghurst and Neugarten (1957) in the following two groups:

   **A Roles in relation to adults in school system**
   
   1. Employee
   2. Subordinate to the principle
   3. Adviser to superiors
   4. Colleague
   5. Follower
   6. Leader

   **B Roles in relation to pupils**
   
   1. Mediator of learning
   2. Disciplinarian
   3. parent substitute
   4. Confidante
   5. Surrogate of middle
   6. Class morality

2.4.2 **RIGHTS AND DUTIES:**

Whatever Wallen and Traver (1963) have to say in criticising the classification of the different roles of a teacher, they still, according to the researcher, form a basis for investigating teachers' rights, duties,
commitments, and expectations which constitute teachers' professional awareness.

There is a wide range of views concerning teachers' rights, duties and commitments which sometimes overlap and cause confusion, as Ireland, (1984)\textsuperscript{14} asserts that:

"It should be remembered that the two rights and duties should be inseparable."

In order to exemplify this, one could put forward some questions:
1. What rights does a teacher have?
2. How many duties does a teacher have to implement?
3. Which of these duties are important and which are less important?
4. Does this level of importance divide duties into say duties and commitments?
5. Have they perform and bear all the expanses which they require?

2.4.3 \textbf{LITERATURE AND OFFICIAL DOCUMENTS:}

It seems feasible to look into teachers' rights, duties, obligations etc. From the points of view of (a) the literature, and (b) documents from the official bodies who provide education to the public.

2.4.3.1 \textbf{THE LITERATURE:}

Ireland (ibid) in his book Teachers' Rights and Duties, talks of the following area:
1. Teachers have to be inside the school during school times even when not teaching.
2. Coming late to school may cause dismissal when repeatedly committed without valid reasons. (This refers to punctuality)
3. Teachers have to abide by the rules and regulations in the contract between them and their employers.
4. Reasonable request from the head of the school to the staff must be followed even if the teachers lose their breaks.
5. Free periods left for marking and preparations are not considered as teachers' rights. This however, should not inflict unfair treatment on any teacher by the head.

6. Arranging and writing the register is the class teacher responsibility.

7. A teacher has to teach the subject to his capability except for religious education when a teacher has strong feelings about teaching it.

8. A teacher has to escort pupils to and attend the morning assembly, but has the right not to attend the religious part of it.

9. Teachers have to perform supervision during breaks as arranged by the head teacher and they can be held responsible for any accident that happens due to their negligence.

10. A teacher supervises pupils during lunch time is entitled to receive a free meal of a restricted value.

11. After school supervision is limited to ten minutes during which teachers are expected to empty the school from pupils.

12. Teachers can never be compelled to attend any meeting outside school hours unless a meeting is to be with a school governor regarding disciplinary matters. This statement, however, is no longer valid according to new regulations as will be noticed later on.

The above duties according to Ireland are compulsory and that there are some other duties which he considers voluntary ones. He, however provides the following warning.

"What should be born in mind is the difference between what a teacher is not obliged to do and what in normal circumstances, he ought professionally, to do."

1. Staff should make an effort to attend staff or parents after school meetings if sufficient notice for them is given. If some members
of the staff fail to attend such meetings, the head teacher is not supposed to report that to anyone.

2. Once a teacher has volunteered to carry out a particular task, he should not give it up halfway through.

3. Taking part in out of school activities is a rewarding kind of voluntary duties available for teachers.

4. If a teacher does not want to take up a voluntary activity it is always better to reject it tactfully rather than showing a blunt refusal.

It could have been more useful if Ireland had provided three lists of teacher's rights, duties and commitments, just for the sake of clarification, instead of mixing them together. Other areas such as the syllabuses and examinations should have been included.

Kerry (1986)\textsuperscript{15} looks at teachers' duties within the perspective of the following areas:

1. Teachers have to define their roles effectively with relation to pastoral care as well as academic responsibilities.

2. They should be ready to deal with parents regarding their children.

3. They should have their eyes open for any case of child abuse and report any incident to the school administration immediately.

4. They should realize their responsibilities towards the public or the community among whom they live.

5. Improving their methods of teaching.

In their study of English and French Teachers Broad foot et al, (1987)\textsuperscript{16} list the following items in one section of their questionnaire in order to see how much a teacher feels responsible to each one of them:

1. Myself/my conscience

2. My pupils

3. My pupils parents

4. My colleagues
5. My School
6. The society
7. The head teacher
8. The inspector/adviser

Although the list shows most of the personal a teacher has to deal with in one form of another, item No.5 which reads (My school) however, seems rather odd and vague.

In another section of the questionnaire Broudfoot, et al, (ibid) put a list of responsibilities and asked their subjects to indicate how important each one is to them. The list goes as follows:

1. Helping the child to become mature.
2. Arose interest in learning.
3. Instruction/academic work
4. Children enjoy what they do
5. Pupils can apply knowledge in future
6. Development of personality
7. Children know how to organize work
8. Children see relevance of what they do
9. Training in personal relations
10. Children like hard work and effort
11. Children's behaviour in class
12. Development of intelligence
13. Moral education
14. Children kept constructively engaged
15. Health Education
16. Physical Education
17. Training for future citizen
18. Artistic / aesthetic Education
19. Sex Education

This list appears to be mainly concerned with management and administrative responsibilities.
Broadfoot et al have come out with the conclusion that British teachers who follow a 'child-centred' approach in teaching believe that in addition to academic responsibilities, they are also responsible for the curriculum, the materials, the development of the child, the parents and their colleagues. Whereas the French teachers who are restricted by a traditional centralized system, feel mainly responsible for the academic achievement of the child and how well he does in the examinations.

Among those who believe that teachers' roles should not be confined to academic achievement of pupils is; Marland, (1987)\textsuperscript{17} who states: "....tasks that make up the role of a 'school teacher': course, planning, selecting and preparing teaching materials, organization and planning, team leadership, contribution to school thinking, tutoring and pastoral care and relating to parents." in Schneider, (1987)\textsuperscript{18}

Another one is Burke, (1987)\textsuperscript{19} who suggests that teachers' duties should be related to:

1. The curriculum
2. The administration of the school
3. Teaching itself,
4. Extra curricular activities,
5. Routine duties,
6. Community services,

He is of the opinion that a teacher's important tasks are:

1. Attendance procedures,
2. Social education referrals,
3. Counselling practices,
4. School programmes and events,
5. School regulations,
6. Changes in policy,
7. School board minutes,
8. Faculty meeting minutes,
9. Teacher attitude data,
10. Curriculum effectiveness data,
11. Pupil information data,
12. Teacher association activities,
13. Community activities and attitudes,
14. Team/unit/Department meetings.

He suggests that teachers can assess themselves with regards to:
1. Pupil rapport,
2. Pupil learning,
3. Relationship with colleagues,
4. Relationship with principal,
5. Relationship with parents,
6. Relationship with the community,
7. Relationship with the supervisors,
8. Planning lessons,
9. Facilitating learning,
10. Communicating in general

If the above areas from the criteria against which self-evaluation is to be carried out, according to Burk, (ibid), 'facilitating learning' illustrated by No.9 is merely one aspect of teachers' duties. One actually does not know where the level of importance lies and if all the above tasks are equally important, they might cause some confusion on the part of the teacher who needs to know where supreme priority should go.

A teachers' duties are seen by some educators as the elements of success of that teacher and that failure in fulfilling any of them means incompetence on the part of the teacher. Bridge (1985) indicate that incompetence appears to mean persistent failure in one or more of the following respects:
1. Maintain discipline,
2. Treat pupils properly,
3. Imparting subject matter effectively
4. Accepting teaching advice from supervisor,
5. Demonstrating mastery of the subject matter being taught.
6. Achieving the intended observed results in the classroom.

It is interesting to note that the above list resembles those lists of 'pedagogical skills'.

Miller (1977) provides a number of tasks which in Miller's terms make 'super Teachers'

These include the following:

1. Individualize teaching to meet student's needs.
2. Giving attention to as many as 40 students everyday.
3. Preparing individual programmes and spending endless hours duplicating them.
4. Helping a group of students after school time.
5. Giving up one's lunch to listen to a problem
6. Donating one's own time to go for example, to the fire station, the museum, the hospital etc.
7. Arranging out of classroom experiences.
8. Going on trips to almost any place of learning benefits.
9. Participating in the activities arranged by the community.
10. Teach in Sunday schools
11. Participate in curriculum committee
12. Run any cycling programme
13. Counsel disturbed children
14. Lead a boy scout troop
15. Bringing the family to the classroom or the classroom to the family.

Why should teachers do all this? and what do they receive in return? Feinman-Nemser and Floden (1986) provide the following answer."

"Thus, it comes as no surprise that teaching, with a reputation as low-paid service work with children is reviewed by many teachers as
rewarding in terms of interaction with students and the pleasure of
serving, and not because of the pay and opportunities for advancement." in Wittrock, (1986)

The question that forces itself here is, how many of the existing
teachers in the world believe that teaching is an enjoyable contact with
children and an interesting way of serving? On the other side of the
spectrum, how many of them think that it is merely a means of earning a
living? There are certainly some teachers of both types in the profession
everywhere and the number of teaches in each type depends, one
believes, on the type of society in which they live and its social,
economical, political, ethical and educational conditions. It could be, for
instance, that the majority of teachers enjoy teaching for the sake of it in
one society and vice versa in another.

Finally, one could sense from reviewing both American and
British literature that the Americans tend to emphasize more local
control of schools and that they concentrate on exact, clear,
unambiguous teachers' performance, which the British are beginning to
follow.

2.4.3.2 OFFICIAL DOCUMENTS:

Four official documents have been obtained two of which issued
by the Department of Education and Science (School Teachers' pay and
conditions document) DES (1989) HMSO London, and commission
Audit, 1986 and the other two by the Ministry of Education in Bahrain.

The DES school Teachers' pay and condition document provides
the following 'professional duties' with regard to:

Teaching :

a. Planning and preparing courses and lessons.

b. Teaching according to their educational needs, the pupils
assigned to him, including the setting and marking of work to be
carried out by the pupil in school and elsewhere.
c. assessing, recording and reporting on the development progress and attainment of pupils.

In each cases having regard to the curriculum for the school.

**Other activities:**

a. Promoting the general progress and well being of individual pupils and of any class of group of pupils assigned to him.

b. Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.

c. making records of any reports on the personal and social needs of pupils;

d. communicating and consulting with the parents of pupils;

e. communicating and co-operating with persons or bodies outside the school.

f. participating in meetings arranged for any of the purposes described above.

**Assessments and reports:**

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

**Appraisal:**

Participating in any arrangements within an agreed national framework for the appraisal of his performance and that of other teachers.

**Review: further training and development:**

a. Reviewing from time to time his methods of teaching and programmes of work;

b. Participating in arrangements for his further training and professional development as a teacher;
Educational Methods:

Advising and Co-operating with the head teacher and other teacher (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Discipline, health and Safety:

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorized to be on the school premises and when they are engaged in authorized school activities elsewhere.

Staff meetings:

Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Cover:

Supervising and so far as possible teaching any pupils whose teacher is not available to teach them.

Provided that no teacher should be required to provide such cover.

Public examinations:

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangement for pupils' presentation for and supervision during such examinations.

Management:

a. Contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teachers.

b. Coordinating and managing the work of other teachers.
c. Taking such part as may be required of him in the review, development and management of activities related to the curriculum, organization and pastoral function of the school.

**Administration:**

a. Participating in administrative and organizational task related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.

b. Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

Working time for fully employed teachers is 1265 hours spread over 195 days of which 190 days are considered as teaching days. Time of traveling to and from school should not be included in the specified 1265 working hours.

It is interesting to see that No.1 'Teaching' which includes preparation, implementation and assessment/evaluation, is regarded as the main duty which the teacher is responsible for and the remaining tasks as other activities which a teacher should be involved in.

In a report by the Audit Commission (1986) entitled 'Towards Better Management of Secondary Education' four areas of activities other than teaching are recommended to be considered, these are:

a. School-based activities such as policy decision making, finance and resource assessment, external relations, LEA and government returns.

b. Teacher-based activities i.e. substitution for absent staff, appointment of staff, timetable creation and maintenance, lesson preparation (although this should be regarded as part of the teaching process), and in-service training and induction of new teachers.
c. Pupil-related activities, for instance, record keeping, reports and references, pastoral and disciplinary work, marking and individual follow-up work. (This aspect is also part of the teaching process itself).

d. Other activities, such as, site related activities, community or area related activities.

If teachers have to carry out all these activities as a compulsory part of their duties, there should be some concessions on the part of the employer such as giving the teachers fewer pupils to teach as well as less teaching hours on their timetables.

Recognition of good teaching is seen by the commission (ibid) through higher pay to the teachers and higher pay means offering promoted posts to the teachers. Amongst the reasons for obtaining such posts are:

1. carrying out managerial elements such as being head faculty of department.
2. Being responsible for broad elements of pastoral work such as head of house, head of upper or lower school or head of year.
3. Holding "added duty" element, e.g. responsibility for timetabling, out of school activities, or home school liaison.
4. When there is high demand for specialization such as the case of keeping a mathematics teacher which can be done by offering a high scale post.
5. As a reward for being a good class teacher.
6. Keeping an awkward member of staff quiet of providing moral support to influential members of staff.

The documents from the Ministry of Education in Bahrain state the following:
a. **Purpose of position:**
Teaching the prescribed syllabuses and carrying out the activities which lead to the delivery of the behavioural and educational aims to the pupils.

b. **Major duties:**
1. Prepares a detailed table which includes distribution of the syllabus for the academic year.
2. Prepares the topics of the syllabus using relevant references.
3. Prepares the necessary teaching aids for teaching the syllabus.
4. Prepares any equipment he intends to use before hand and be sure of its validity.
5. Returns all the equipment used to their places and tidies them up.
6. Prepares questions and exercises for homework in order to enhance the learnt subject; refers to and marks pupils' exercise books and gives his comments.
7. Carries out periodical tests and examinations to measure his pupils' level of achievement, gives marks and provides remedial exercises and lessons to those who need help in digesting the subject.
8. Advises pupils during his lessons and takes part in solving their academic and social problems through his co-operation with the school social worker and administration.
9. Consults the senior teacher with regard to what has been completed of the curriculum and the problems which he encounters as well as finding the suitable solutions to those problems.
10. Co-ordinates with advisers and educational tutors regarding any educational studies or experiments he intends to carry out and shows them the ways and means he applies and makes use of their suggestions.
11. Takes part in the meetings organized by the administration of the school with regard to the improvement of the level of the scientific and educational performance in the school.

12. Participates in school activities as well as activities and seminars related to his subject.

13. Participates in the setting of the upgrading examinations, writing illustrative pamphlets and evaluation criteria as well as taking part in committees organized for examinations, correction and invigilation.

14. Carries out other tasks which are relevant to his job.

c. **Supervision:**

   Receives general supervision from the headmaster of the school in which he works.

   In another document produced by the Ministry of Education of Bahrain some of the above items have occurred the others are listed below:

   1. To be a good model and maintain an appropriate appearance before his pupils.

   2. To be responsible for the levels of the academic achievement of his pupils and for their sound and suitable education.

   3. Encouraging the capable pupil and urging the less capable one to put more effort and work harder and more seriously.

   4. Uses all possible ways and means to raise his pupils; levels and develops in them the desire for search and curiosity for acquiring knowledge.

   5. A teacher has to keep abreast with the latest in his subject in order to become able to maintain a complete cover of the lesson he teaches.

   6. The application of the instructions given by the headmaster, the senior teacher and the adviser which are related to the instructional process.
7. Attending the training courses that are organised by the Ministry of Education and which aim to the development and advancement of the educational process.

8. To be a continuous link between home and school in monitoring the pupil.

9. Early attendance at school, accompanying pupils to the morning assembly and the duty of watching the pupils during the breaks.

10. Co-operating with school administration in keeping the school tidy and preserving school discipline.

11. Covering extra periods.

12. Not giving private lessons outside school.

13. Abiding by the rules and regulations of the Ministry of Education.

It can be noticed that both documents contain, to some extent, the same elements. There are, however, some aspects which are included in one and absent from the other.

The documents from the National council for Teacher Education, New Delhi, (2010)\textsuperscript{26} To provide direction and guidance to the teachers in enhancing the dignity of their professional work.

A. **Obligation towards Students.**

a. Treats all students with love and affection.

b. Respects the value of being just and impartial to all students irrespective of their caste, creed, religion sex, economic status, disability, language and place of birth.

c. Facilitates students' physical, social, intellectual, emotional and moral development.

d. Respects basic human dignity of the child in all aspects of school life.

e. Makes planned and systematic efforts to facilitate the child to actualize his potential and talent.
f. Transacts the curriculum in conformity with the values enshrined in the constitution of India.

g. Adapts his teaching to the individual needs of students.

h. Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.

i. Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.

j. Keeps a dignified demeanor commensurate with the expectations from a teacher as a role model.

B. Obligations towards Parents, Community and Society:

a. Establishes a relationship of trust with parents/guardians in the interest of all round development of students.

b. Desists from doing any thing which is derogatory to the respect of the child or his parents/guardians.

c. Strives to develop respect for the composite culture of India among students.

d. Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

C. Obligations towards the profession and Colleagues.

a. Strives for his continuous professional development.

b. Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.

c. Takes pride in the teaching profession and treats other members of the profession with respect and dignity.

d. Refrains from engaging himself in private tuition or private teaching activity.

e. Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.
f. Refrains from making unsubstantiated allegations against colleagues or higher authorities.

g. Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.

h. Respects the professional standing and opinions of his colleagues.

i. Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

The Australian College of Educators (2003) also convened National Reference Group for Teacher Standards Quality and professionalism. As part of that statement, principles for guiding standards were developed, stating that professional standards for teaching should:

1. Be the responsibility of, and be owned by, the teaching profession in collaboration with key stakeholders.

2. Be applied in the interests of learners, the profession and the public.

3. Be firmly grounded in an accurate and comprehensive understanding to teacher's work.

4. Provide a framework for teacher qualifications and registration.

5. Recognize the value of both generic and subject specific standards.

6. Be clear to the profession and the wider community.

7. Enhance the public perception of and esteem for teachers and their work.

8. Promote teaching as a desirable career, thus contributing to recruitment.

9. Focus on high level capabilities and be described in terms of professional knowledge understanding, skills and values.
10. Promote engagement in professional learning throughout a teachers' career, allowing for different points of entry and re-entry to the profession.

11. Acknowledge that context and resourcing will have an impact on implementation and sustainability, and.

12. Acknowledge the responsibility of employers and the profession to establish conditions conducive to developing and maintaining profession defined standards.


1. **Professional knowledge**
   - Teachers know their students.
   - Teachers know their subject
   - Teachers know how students learn to be powerfully literate.

2. **Professional practice**
   - Teachers plan for effective learning
   - Teachers create and maintain a challenging learning environment.
   - Teachers assess and review student learning and plan for future learning.

3. **Professional Engagement**
   - Teachers demonstrate commitment
   - Teachers continue to learn
   - Teachers are active members of the professional and wider community.

The interim committee for a NSW Institute of Teachers was established the draft professional Teaching standards framework incorporates seven Elements of professional practice:

1. Teachers know their subject content and how to teach the content of their students.
2. Teachers know their students and how they learn.
3. Teachers plan, assess and report for effective learning.
4. Teachers communicate effectively with their students.
5. Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.
6. Teachers continually improve their professional knowledge and practice.
7. Teachers are actively engaged members of their profession and the wider community.

Education Queensland (2002)\textsuperscript{29} has developed professional standards for Teachers.

1. Structure flexible and innovative learning experiences for individuals and groups.
2. Contribute to language, literacy and numeracy development.
3. Construct intellectually challenging learning experiences.
4. Construct relevant learning experiences that connect with the world beyond school.
5. Construct inclusive and participatory learning experiences.
6. Integrate information and communication technologies to enhance student learning.
8. Support the social development and participation of young people.
9. Create safe and supportive learning environments.
10. Build relationships with the wider community.
11. Contribute to professional teams.
12. Commit to professional practice.

National professional standards for Highly Accomplished Teachers of Science (Australian Science Teachers Association) (2006)\textsuperscript{30}
1. **Professional knowledge**
   Highly accomplished teacher of science have an extensive knowledge of science, science education and students.

2. **Professional practice**
   Highly accomplished teachers of science work with their students to achieve high quality learning outcomes in science.

3. **Professional Attributes**
   Highly accomplished teacher of science are reflective committed to improvement and active members of their professional community.

**University Grant Commission (2008) Code of Professional Ethics, New Delhi, India follows:**

1. **Teachers and their responsibilities:**
   Whoever adopts teaching as a profession assumes the obligation to conduct himself in accordance with the ideal of the profession. A teacher is constantly under the scouting of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he should seek to inoculate among students must be his own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

**Teacher 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:
(iv) Express free and frank opinion by participation at professional meetings, seminars, conferences etc. Towards the contribution of knowledge;

(v) Maintain active membership of professional organizations and strive to improve education and profession through them;

(vi) Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication;

(vii) 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 counselling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation:

(viii) Participate in extension, co-curricular and extracurricular activities including community service.

2. Teachers and the students:

(i) Respect the right and dignity of the student in expressing his opinion.

(ii) Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;

(iii) Recognize the difference in aptitude and capabilities among students and strive to meet their individual needs;

(iv) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;

(v) Inculcate among students scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace;

(vi) Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason;
(vii) Pay attention to only the attainment of the student in the assessment of merit;

(viii) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;

(ix) Aid students to develop an understanding of our national heritage and national goals; and

(x) Refrain from inciting students against other students, colleagues or administration.

3. **Teachers and Colleagues:**

(i) Treat other members of the profession in the same manner as they themselves wish to be treated;

(ii) Speak respectfully of other teachers and render assistance for professional betterment.

(iii) Refrain from lodging unsubstantiated allegations against colleagues to higher authorities.

(iv) Refrain from allowing considerations of caste creed, religion, race or sex in their professional endeavor.

4. **Teachers and authorities:**

(i) 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 professional organizations for change of any such rule detrimental to the professional interest;

(ii) Refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities.

(iii) Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
(iv) Co-operate through their organizations in the formulation of policies of the other institutions and accept offices;
(v) Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession:
(vi) Should adhere to the conditions of contract;
(vii) Give and expect due notice before a change of position is made; and
(viii) 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.

5. Teachers and non teaching staff:
(i) Teachers should treat the non teaching staff as colleagues and equal partners in a co-operative undertaking, within every educational institution;
(ii) Teachers should help in the function of joint staff councils covering both teachers and the non teaching staff.

6. Teachers and guardians:
(i) Try to see through teachers' bodies and organizations, that institutions maintain contact with the guardians, 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.

7. Teachers and Society:
(i) Recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided;
(ii) Work to improve education in the community and strengthen the community's moral and intellectual life;
(iii) 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.

(iv) Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;

(v) Refrain from taking parting or subscribing to or assisting in any way activities which tend to promote feeling of hatred or enmity among different communities, religious or linguistic groups but actively work for National Integration.

It can be deduced form the above lists of teachers' duties and responsibilities, that they lie within two areas, the first of which comprises the obligatory duties which a teacher must perform while the other is the one which contains those activities which a teacher ought professionally to perform. The former can be regarded in terms of 'Teaching Activities' which include, not only, the preparation for and the implementation and evaluation of, the process of facilitating learning, but also curriculum development, syllabus design, material, selection and production and methodology. The latter, on the other hand, refers to Non teaching Activities' such as the relationships with pupils, school administration, colleagues, pupils parents, inspectors/supervisors/advisers/the employer and the community at large.

2.5 CHARACTERISTICS OF A PROFESSION:

The following are some of the main characteristics of a profession.

1. **Intensive training:**
   
   A profession is the practitioners of which possess body of specialized knowledge and have undergone practical training.

2. **Providing service to the community:**

   A profession is different from a vocation because in it is involved the concept of social service. The professional renders service to the society or community even though he earns his living by virtue of his profession. As a medical doctor, teacher earns his
living through his profession of medicine or teaching but his main aim is to provide relief to the sick or knowledge to the ignorant.

3. **Membership to the professional group:**
A profession has a clearly definite membership of a professional group. The doctor is the member of the professional group of medical persons or a lawyer of group of persons in legal profession.

4. **Code of ethics:**
Every profession has its own code of ethics. This emerges through the thinking and consideration of the service by the professional themselves. This code is self imposed.

5. **Having own professional organization:**
A professional group has its own organization. The organization exerts influence as its members to observe the code of ethics in their work and also safeguards the interest of the profession itself.

The above mentioned characteristics show that the teaching is also a profession and teacher is a professional because he has been intensively trained to teach and has acquired teaching skills. As a professional the teacher is required to observe certain code of conduct or norms of behaviour. This means that his behaviour pattern must be governed by ethical consideration. Besides he is also a member of a professional organization that protects his rights and facilitates his further professional growth.

2.6 **CONSLUSTION :**

From the study of various theories, it can be concluded that the professional awareness is the ability of a teachers. It encourages independently and more help to improvement. It can summarize that the investigator had decided to take six components for evaluation.
1. Professional knowledge
2. Professional practice
3. Professional values
4. Professional Relationship
5. Teachers and their Responsibilities
6. Obligations towards Students.

Besides these, the investigator has also referred various research work done in abroad and India: which is given in the next chapter.
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