Great teacher S. Radhakrishnan observed: “The teacher’s place in society is of vital importance. He acts as the pivot for transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual, but also to say, the destiny of nation. Teachers have therefore to realize their special responsibility to the society. On the other hand it is incumbent on the society to pay due regard to the teaching profession and to ensure that the teacher is kept above want and given the status which will command respect from his student”. Importance of the teacher, in relation to the society can well be understood from the above learned observation. One can see this spirit in the observation of National Board for Professional Teaching Standards (Early Childhood / Generalist standards, 1988):

- Teachers are committed to students and their learning  
- Teachers know the subjects they teach and necessary pedagogical knowledge 
- Teachers are responsible for managing and monitoring student learning 
- Teachers think systematically about their practice and learn from experience 
- Teachers are members of learning communities

These aspects are not only important but are significant essentials. However, a question arises that how a teacher pays the utmost level of importance to the above aspects in their professional practice? Societal respect, honour, dignity towards the practitioners of teaching remains assured when the above aspects are taken care by the teachers. On the other hand society is not static, but it is dynamic.
Present world is of extraordinary changes. Science, innovation, globalization, and so on, are responsible for such extraordinary changes happening in every aspect of our life. Training is no special case. Fast changes are occurring in the field of training too by virtue of flooding of information and data, explosion of population, and explosion of desires. In the setting of such changes, the part of today's instructor has emerged as extremely basic, testing, and requesting multifaceted gifts. Dissimilar to the instructors of antiquated times with basic living and high considering, forbearance from solace and joy, and strict control, the educators of present day times need to perform diverse and complex obligations in schools as well as in the public eye, in their own and expert headway too. For practicing such obligations, today's teachers need to be exceptionally talented and skilled. This requires the need of excellent, high competency, and upgraded teachers, to meet the present day prerequisites of the understandings. The teacher's ability needs to develop his expert abilities, learning and capabilities amid all his life.

Today’s world is very competitive and the teacher’s role is most important in competitive world. Therefore, teacher needs to have sufficient professional competency to meet the needs of the fast changing society. On the other hand one needs to remember that the impact of education can be seen rapidly, but only after some time, say a decade after. This emphasizes the need of continuous effort to be made by the teacher to upgrade and update one’s own knowledge, skills etc. It also becomes essential for the teacher to modulate her / his own attitudes, in the fast changing society. However, it is the responsibility of teacher to extend necessary help in creating a good society and develop good character, values, attitude amongst the students. Rabindranath Tagore rightly observes “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.” This clearly calls for continuous learning of teachers, more so in the present context of competing world and to stand for societal expectations.

The nature of instruction depends much on the competency of the teacher, as teacher is thought to be the center point of teaching learning procedure. In this manner, school's viability depends straightforwardly on competency of the teachers. Without able teachers, even the best educational program and the best syllabus couldn't give the required result. Subsequently,
amplifying the fitness levels of instructors ought to be the real objective of teacher instruction. This calls for gearing up and supporting professionally obliged arrangement of abilities and state of mind in the teachers, other than competency in the subject substance. It is important to periodically enhance the content knowledge and performing skills of the teacher in the best interest of the educational process.

1.1.1 Competency

One can characterize the ethics as a set of practices that give an organized aide empowering the recognizable proof, assessment and improvement of the practices of an individual working in any association. It incorporates sorting out and arranging of work, advancing and adapting to non-routine work. Any specialized, behavioral or administrative undertakings can be measured or checked generally and that can be indicated to separate between a powerful and ineffectual entertainer. According to Franz E. Weinert (2001) competencies are: .a roughly specialized system of abilities, proficiencies, or skills that are necessary to reach a specific goal. This can be applied to individual dispositions or to the distribution of such dispositions within a social group or an institution.

Competence shows sufficiency of information and aptitudes that empower somebody to act in a wide assortment of circumstances. Since every level of responsibility has its own necessities, fitness can happen in any time of an individual’s life or at any phase of his or her vocation. The Oxford English Dictionary (1989) depicts competency as the capacity to manage a subject and as the sufficiency of capability.

Merriam Webster Dictionary (2005) characterizes ability as a sufficiency of means for the necessities and accommodations of life and having sufficient information to empower an activity. As per Dusky V. U.S. (1960) competency in lawful terms refer to a person who displays the capacity to act wisely in given circumstances, including the capacity to perform in an occupation, or to reason or decide. The implications of competency are fluctuated and incorporate the capacity of an individual to perform a vocation (Woodruffs, 1993). Then again, Manley & Garbett, (2000)
characterizes competency as "conduct of arrangement of activities that can be illustrated, demonstrated, and surveyed.

A person may assume responsibility which again may be involving competency, considering such a situation Race (2005) agrees to the consideration that both assuming responsibility and involving competency are identical. In 2001 Earnest likewise characterizes skills of course execution that, taken all in all, ought to give clients complete photo of the most important practices, values and assignments needed for their association's prosperity. As indicated by him the competency is an announcement which depicts the coordinated exhibit of a group of related learning, aptitudes and demeanor that are discernible and quantifiable, important to perform an occupation freely at a recommended capability level.

For Terrence Hoffmann (1999) the expression "competency" has not been obviously characterized in the writing. Two fundamental implications of the term have been distinguished, one referring to the yields, or aftereffects of preparing – that is, able execution. The other definition suggested to the given basic things, needed of an individual to accomplish equipped implementation. Every definition has been utilized to depict both person and institutional skills.

While Marshall (1996) notes competency is a fundamental and normal for an individual who empowers him to convey unrivaled execution in a given occupation, part or circumstance Rowe (1995) said abilities underlie the conduct thought important to attain to a coveted result. Skill implies an aptitude and standard of execution whilst competency alludes to conduct by which it was accomplished. It depicts what individuals do and competency depicts the performance made by the people.

In every organization or field competent persons are required according to their profession. Every profession demands different kind of competencies required as per the roles and responsibilities given to the persons and so in education, and specifically in teaching. Teaching includes all the activities of providing education to other. In simple words one may say the person who provides
education is called teacher. The teacher uses different methods for giving best knowledge to his students’. Teacher tries his or her best to make students understand. Teacher’s duty is to encourage students to learn the subjects. Teaching means interaction of teacher and students. They participate in the teaching learning process for their mutual benefits. Both have their own objective and targets to achieve. Teaching is a profession which demands various skills and competencies among the teachers to fulfill their roles and responsibilities. The competencies related to teaching profession can be considered as professional competencies of teachers. Further, Maria Liakopoulou (2011) observes: “competence presupposes the personal competency of teachers and the knowledge and skills which become necessary as a result of the job.”

1.1.2 Professional Competency

The term Professional Competence can be conceptualized as the procedure of gaining capacities and aptitudes which empowers to release professional duties and responsibilities all the more proficiently and successfully. In teaching profession, the teacher needs to obtain three critical abilities, viz., instructional capability, association ability, and evaluative competence. Further, sub-parts can be thought to be implanted into these three critical capabilities. In European pedagogical examination the expression "competence" is an assensive one and it signifies the capacity of a teacher to utilize his or her information and abilities in pragmatic professional exercises.

One may find different observations on Professional Competence. One such observation as given in the website ask.com is of some interest and included here. The capacity to perform the obligations of one's profession to a satisfactory quality can be considered as Professional Competence. This is an ability one obtains by experiencing preparing in the important field and takes part in exercises that elevates one's capacity to be an able expert. Such exercises incorporate coach boat, vocation advancement discussions and instructing which gives distinctive encounters to gain from.
Professional Competency and teacher adequacy are not identical words as seen by numerous instructors. There is an unobtrusive contrast between both the viewpoints. In a manner Professional Competency lies on further heights when contrasted and teacher adequacy. Nonetheless, teacher adequacy clear a reasonable approach to impact Professional Competency. It incorporates showing behavior and teaching abilities. Teaching behavior can be linked with content knowledge of the subject matter and its expression. The teacher acquires required or essential knowledge by making regular efforts and improves presentation during their training which ascertains his effectiveness (Barr 1952).

Competence part of pedagogical instruction while we talk about skill approach we mean making of a solitary arrangement of points, substance and advances during the time spent teachers training from the perspective of development of the essential Professional Competences. Thus, capability approach in pedagogical instruction makes it conceivable to blueprint the circle of imperative information, capacities and abilities for showing calling and to give the direction for the educator training project content on their mastering, creating and utilizing as a part of pragmatic exercises.

1.1.3 Professional Competency and teachers

Professional Competency is a complex variable, difficult to define precisely, teacher effectiveness, teaching success, successful teaching, teaching efficiency; teaching performance and teaching ability are some of the other terms used in the literature to indicate Professional Competency. Thus, Professional Competency is one of the most commonly used words in the literature for
professional ability. The competency or effectiveness of a teacher is a very complicated concept since it is multi-dimensional. So, the measurement of this aspect depends upon the viewpoint from which it is perceived. It can be viewed from the characteristics of teachers or the practices adopted by the teachers or the outcomes through their teaching. These three dimensions of the teacher effectiveness may be influenced by the orientation of the teachers. So there can be a strong relationship between Professional Competency and Professional Ethics, which is important while considering the teacher behavior.

The nature of education, nature of teachers and nature of showing teaching procedure helps accomplishing the points of training. Different things remaining, the nature of instruction generally relies on upon the nature of educating learning. This teaching learning exchange can't be attempted in vacuum yet it is emphatically coordinated activity, for which teachers are to attempt with imaginative performance and competency in their profession. Thus it becomes imperative to focus on the Professional Competency and the related professional ethics of the teaching community.

Lord Krishna said in Geeta “Yoga Karmasu Kausalam”. It means that the yoga is competence in the duties. Some teachers are adjudged more successful while some others are not; this is because of their skills. Knowledge and use of skills determine their competency. Competency in teaching is the skills or the ability to do anything continuous experience of doing it equips the person for it. Thereafter, the person becomes efficient to handle that work (Rayan 1960).

A comprehensive measure of teaching competency ought to incorporate logical, applied, content, value-based, assessment, administration capabilities and abilities identified with other instructive exercises. To sum things up showing competency implies a capacity to do direction well or to encourage desirable behavioral change in students. Each profession requires certain and particular aptitudes and competency from its specialists. So also, if one accepts that instructing is a profession, one ought to show certain aptitudes and capabilities which can impact adapting in the understudies and help them to accomplish their objective of life. However, there can be few dimensions in the Professional Competencies, as given below.
The Education Commission (1964-66) says that the destiny of the nation is shaped in the classrooms. It is so because it is the classroom where the future citizens acquire knowledge and skills, besides developing attitudes. It is the class rooms, where their personality characteristics and their value system are seeded, nurtured, promoted and taken care of. The pivot in this process is undoubtedly, the teacher. Teacher can help build the healthy personality of a child. It is the teacher who lays the foundation for a happy and prosperous nation. Hence, the teaching profession deserves reward, respect and recognition. National policy 1968 stated “of all the factors which determine the quality of education and its contribution to national development the teacher is undoubtedly the most important it is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavor must ultimately depend.”

To sum things up, showing competency implies a capacity to do direction well or special staff in a teacher to encourage behavioral change in students. Each profession calls for a select set of aptitudes as well as the required competency from its professionals. So also, if one accepts that instructing is a profession, one ought to show certain abilities and capabilities which can impact adapting in the students and help them to accomplish their objective of life.

Professional Competency includes the possibility to make educative process compelling, with right aptitude and painstaking quality of substance, which must be generated pleasantly with powerful technique of instructing with clear piece and précised ability, inexhaustible learning and imaginative personality to ad lib ease, no expense showing and learning material to supplement his educating. Writing proposes a Professional Competency Scale comprising of five measurements
viz., activity based teaching and obstacles in educating, child focused works on, teaching learning materials and display, assessment systems and healing procedures and novel methodologies.

Activity based teaching perspective alludes to nature of teaching ideas, adequacy in educating, giving outlines while teaching, over nearing obstacles in educating, and looking for proper direction.

The perspective of child centered practice is shown in embracing new systems, indulging individual contrasts, change of teaching musings, empowering the students support, managing students, adjusting teaching methods, keep up the understudies consideration towards instructing, keeping up the rapture in classroom educating.

Presentation of Teaching learning material provides a viewpoint that alludes to utilizing the assets, planning requiring little to no effort and no expense showing material, admiring the students and keep up legitimate time administration.

Evaluation methodologies and therapeutic systems perspective uncovers the medicinal measures, planning of test materials, giving explanations while teaching ideas, presenting in diverse strategy for assessment, distinguish the retrogressive students, recommending suitable measures and measuring the criticism.

The Perspective of novel methodologies deals with the teaching methodology, explanation, giving distinctive learning exercises among the understudies, teaching difficulty, creating thoughts, student’s acknowledgment towards reviewed assignments for assessment, managing the issues in educating, state of mind towards novel ideas of others and empowering the students towards content with suitable routines.
Besides noting few dimensions of Professional Competency, as presented above one may identify following components of Professional Competency. These components remain significant while considering the Teacher’s Professional Competency.

- Content knowledge
- Communication skill
- Method of teaching
- Evaluation
- Problem solving

On the other hand Kiymetselvi (2010) synthesized a frame work based on the available literature on Professional Competency. He identified nine components determining Teacher’s Professional Competency. These are: Curricular competency, Lifelong learning competency, Socio-cultural competency, Emotional competency, Communication competency, ICT competency, Environmental competency, Field competency and Research competency. Having considered the dimensions and the components of Professional Competency one can look into the observations of different education commission’s views. These are presented below.

1.1.5 Commissions and Professional Competency of teachers

Various commissions and committees were constituted from time to time in free India. These were intended to reform and improve the educational system in India. In their reports they suggested about different roles and responsibilities of teachers along with the teacher’s competencies. Few of them are as follows.

The National Commission on Teachers II (1983-85 J.CAggarwal. 2006) said “In the eyes of the community recognition of Professional Competency and increase in emoluments and benefits were the most salient factors that were expected to enhancing the teacher’s status. “The
commission further states “Professional Competence having an edge over the economic factor was necessary to improve the status of the teacher.”

With a particular final objective to be prepared the teacher must have data of child progression of the material to be taught and suitable demonstrating systems; his capacities must engage him to show admonish and guide his students, gathering and society with which he is incorporated. His attitude should make sure without being commanding, so his example is subject to be taken after as he transmits explicitly and undeniably the national aims with moral and social ethics. The Commonwealth report 1974 (J.C Aggarwal 2006) makes such observations.

The Secondary Education Commission (1953) defined that we are in any case, convinced that most fundamental figure the considered informative revamping is the teacher – his quality, his informational abilities, his master planning and the place that he has in the school and in the gathering. The reputation of a school and its effect on the life of the gathering unendingly depend on upon the kind of teachers working.

Similar views were expressed by the Indian Education Commission (1964 – 66) regarding the role of the teacher. Commission observes that the character and the competence of the teacher is having utmost importance in the profession, amongst various other relevant and connected aspects.

Schools are the nurseries of the country' and instructors are the 'planners without bounds' are no insignificant metaphorical articulations yet truthful explanations, as critical as they are suggestive. Successes are won, peace is saved, advancement is accomplished, development is developed and history is made in instructive foundations, which are the seed beds of society, where children in whose hands shudder the destiny without bounds, are prepared and from their positions will turn out when they grow up, positions and warriors, nationalists and logicians who
will focus the advancement of the area. In their state of mind to life and their way to deal with issues they will bear the carving and the impact of the preparation they got because of their instructors. The teacher's part is along these lines as imperative as his obligation is cumbersome.

NCTE (1998) reiterates the need to prepare well trained dynamic teachers, willing to acquire new competencies. NCTE has identified ten teaching competencies – Contextual, Content, Conceptual, Transactional, Related to education activities, to develop teaching learning material, Evaluation, Related to working parents, to work with community and their agencies.

- **Contextual competencies** include not only educational but social and cultural systems also. It includes dealing with problems of wastage and stagnation, diversities in society, developing cohesive society and issues like urbanization and value inculcation.

- **Conceptual competencies** include knowledge about stages of child development, right perspective toward education and implications of education.

- **Content competencies** include joyful activities, media intervention, individual learning and provision of enriched environment for learning.

- **Transactional competencies** include planning of action and evaluation, inclusion of activities like storytelling, singing etc. in teaching process.

- **Competencies related to other educational activity** include human values, celebration of national events and community life activities.

- **Competencies to develop teaching learning material** include innovative ways to teaching and local visits to banks and other community resources.

- **Evaluation competencies** include positivistic evaluation process, importance of feedback etc.
- **Management competencies** include skills of classroom management and role and responsibilities of teacher.

- **Competencies related to working with parents** include role of parents and requirement of their cooperation in teaching learning process.

- **Competencies related to working with community and other agencies** include the knowledge about importance of community in the holistic development of students.

Teacher needs to show insight in his talk and restriction by his quietness; he must help the willing an inviting consolation; defeat the unmanageable with a patient determination and check the individuals sensibility. What remains imperative for all times is of foremost significance in the extending power outage of profound and scholarly values by which our age is oppressed.

The basic that the whole procedure of teaching learning exchange rely on the effectiveness of a teacher, who is thus ready to show possibilities of a child into fact, be acknowledged with no dithering. Teaching learning methodology can't be embraced in emptiness, yet it is a decidedly coordinated activity, for this to happen the teachers are to be helped with enhancing their competency.

The traditional saying that teachers are conceived and not made can't be acknowledged in the present era. As an advanced, well – prepared teacher one must first realize what and how to instruct every child. He needs to add to the Professional Competencies required for education/teaching.

Hoyle Joyce (2013) say that Professional progress comprises of all regular learning encounters and those cognizant and arranged characteristic exercises which are planned to be immediate or indirect advantage to the individual, gathering or school and which contribute through these two natures of training in the classroom. Unless a high level of expert qualities and responsibility
identity instilled as a part of teachers' identity the preparation project would stay deficient. Therefore the improvement of expertise showing skills is expected to create advanced teacher for the society.

Teaching is complex and multi-sided, asking for a number of human traits and abilities, as observed by David G. Rayans (2006). He further notes that these may be assembled in two main classes – first those including the educator's mental capacities and aptitudes, his comprehension of mental and instructive standards and his insight into general and particular topic to be taught and second those qualities originating from the instructor's identity, his intrigues, mentality and convictions, his conduct in living up to expectations with students and different people and so on and so forth.

The competency and ethics both dimensions are considered to be important in our educational system, Professional Ethics helps a professional choose what to do when faced with a problem at work that raises a moral issues. One can certainly study what professionals do when faced with such problems, and confine the enquiry to the description. Ethical dilemmas, which often arise in the field of education, do confront the teacher, whatever Professional Competency he or she may have. Our concern here, however, is to assist with making choices – an approach called prescriptive professional ethics. Then the question arises: what is ethics? One needs to have some idea of ethics.

1.2.0 Ethics

Ethics is the branch of study dealing with what is the proper course of action for a man or woman. It answers the question, "What do I do?" It is the study of right and wrong in human endeavors. At a more fundamental level, it is the method by which we categorize our values and pursue them. Do we pursue our own happiness, or do we sacrifice ourselves to a greater cause? These are pertinent and important questions while considering the ethics.
A ethics is a necessity for human life. It is our method for choosing a blueprint. Without it, our activities would be irregular and unreliable. There would be no real way to work towards an objective on the grounds that there would be no real way to pick between unlimited quantities of objectives. Indeed, even with a moral standard, we may be not able to seek after our objectives with the likelihood of achievement. To the degree which a sound moral standard is taken, we have the capacity to accurately compose our objectives and activities to fulfill our most essential qualities. Any blemish in our morals will lessen our capacity to be effective in our attempts.

The word ethics is derived from the Greek word “ethikos” from ethos, which means custom, habit that are approved by a particular culture. Customs are not merely habitual ways of acting. They are in fact ways approved by the group or community or society over a period of time in social evolution”. Ethics essential includes morals, values, ideals, and such good practices as reforms and refinement in socially approved ethical practices.

Peter F. Drucker asserts that there is one and only ethic, with this he further notes that one arrangement of principles of profound quality, and one code that of individual conduct in which the same guidelines apply to everybody in the same way. Philip Wheel Wright said ethics is the branch of rationality which is the orderly investigation of specific decision, of the models of good and bad and by which it might at last be coordinated. Swami Vivekananda clarified that the incomparable unity is the justification of all morals and profound quality. Morals can't be gotten from the simple approval to any personage. Some unceasing rule of truth has the approval of morals where is the everlasting authorization to be found aside from in the main endless reality that exists in you and us and on the whole, in the self, in the Soul.

Ethics, for instance, alludes to those norms that force the sensible commitments to abstain from assault, taking, homicide, attack, criticism, and extortion. Moral benchmarks likewise incorporate those that charge temperance of genuineness, empathy, and reliability. Furthermore, moral gauges are constantly valued, regarded, respected and looked after.

An ethics alludes to the study and advancement of one’s ethics benchmarks. As said, sentiments, laws, and social standards can withdraw from what is moral. So it is important to continually
analyze one's gauges to guarantee that they are sensible and very much established. Ethics additionally implies, then, the constant exertion of contemplating our own particular good convictions and our ethical lead, and endeavoring to guarantee that we, and the establishments we help to shape, satisfy models that are sensible and determinedly based.

Ethics’ investigates the meaning and purpose of life it deals with questions like: what is good for a person? Why is it wrong sometimes to do what you like to do? Why should certain things be considered as good or right and others as bad or wrong? Ethics tries to answer such questions. There are many ways of finding answers to such questions. Hence, what are considered to be ethical in one culture may be unethical principals in the other and may be considered to be commanding in a particular culture or society or community.

Lillie (1955) said that Ethics is a standardizing exploration of behavior of people living in the public arena so far it can be judged as great or awful, right or wrong in some comparable way. He characterized it as the art of the most astounding great, the incomparable perfect of human life. An ethics is a branch of theory that is concerned with what is ethically great and terrible, good and bad. Thus, ethics now is characterized as the orderly investigation of human activities from the perspective of their uprightness or unsoundness as means for the accomplishment of extreme joy. As such Mackenzie (1929) characterizes "Ethics" as, "The investigation of what is correct or great in human behavior" or the "Art of the perfect included in human life." With this premise one may now consider the approaches to Ethics.

1.2.1 Approaches of Ethics

There are few approaches of ethics, which call for some understanding. They are mentioned below:

**Meta-ethics** is the branch of ethics that looks to comprehend the way of moral properties, articulations, attitude, and judgments.
Applied ethics is ethics having the philosophical scrutiny, from an ethical edge, of specific issues which may pertain to private or open life subjected to a good judgment. In this manner it endeavors to utilize philosophical strategies to distinguish the ethically right game plan in different fields of human life.

Normative ethics is the investigation of ethical activity. It is the branch of philosophical ethics that researches the arrangement of inquiries that emerge when one considers, how one should demonstrate, ethically talking.

Utilitarianism: where the commonsense outcomes of different arrangements are assessed on the presumption that the right arrangement will be the particular case that assures an outcome which

Deontological ethics handles issues keeping in view of "principles" i.e. that there is a commitment to perform the "right" activity, paying little heed to genuine results (encapsulated by Immanuel Kant's idea of the Categorical Imperative which was the center to Kant's ethical theory in based of duty.

1.2.2 Key elements of Ethics

A sincere establishment of ethics obliges a standard of quality to which all objectives and activities can be contrasted with. This standard is concerned with our own lives, and the satisfaction which makes them decent. This is our definitive standard of worth, the objective in which a moral person should dependably point. It is touched by the examination of individual’s inclination, and perceiving his or her curious needs. An arrangement of morals must further comprise of crisis circumstances, as well as the regular decisions we make continually. It must incorporate our relations to others, and perceive their significance to our physical survival, as well as to our prosperity and joy. It must be perceived that our lives are an end in themselves, and there is no requirement of unnecessary sacrifice as it remains disastrous.
Few of the components of Professional Ethics, identified are: Honesty, Integrity, Transparency, Accountability, Confidentiality, Objectivity, Respectfulness, Obedience to the law, Creative, Discipline, Optimism, Respect, Trust, and Impartial etc. (wikipedia.org/wiki/professional ethics.). Another way of considering the components are: Honesty, Integrity, Transparency, Accountability, Confidentiality, Objectivity, Respectfulness, Obedience to the law. One can accordingly consider the components with weightage and priorities depending on the focus of the consideration. With some understanding of what is ethics it is important to consider the Professional Ethics.

1.2.3 Professional Ethics

Any profession, in its practice, calls for certain Professional Ethics to be followed. Thus, Professional Ethics deserve due attention for maintaining proper practice of Professional Ethics. It is expected that each of the practicing professional is aware of ethics required to be maintained in their profession. However, a question arises whether the practicing professionals are aware of ethics required for practicing their profession? If so, are they following the Professional Ethics in their professional practice? Such questions as well as the related, call for due consideration of the professional ethics. This remains very pertinent and can be easily understood as the society never approves and rejects the unethical professional practices, when occurs.

As indicated by Wikipedia Professional ethics incorporate the individual, hierarchical and corporate gauges of conduct expected of experts. Experts and those working in recognized callings, exercise master learning and ability. How the utilization of this learning ought to be represented when giving a support of general society can be viewed as an ethical issue and is termed as proficient morals. It further notes that the People having Professional abilities are equipped with the abilities of arriving at appropriate judgments, using their professional competencies and coming to learned choices in circumstances that the overall population cannot make out, as they lack essential orientation or training.
Some expert associations may characterize their ethical considerations concerning various and discrete segments. Some of the basic segments are mentioned below.

- Honesty
- Integrity
- Transparency
- Accountability
- Confidentiality
- Objectivity
- Respectfulness
- Obedience to the law
- Loyalty

The idea of Professional Ethics is halfway what an expert ought to or ought not to do at the work place. It likewise includes a much larger piece of the expert life. An expert is to have ethics than that individual needs to embrace that direct in every one of his dealings. Things that are incorporated in expert ethics are idea like: proficient appreciation, fair, evasion of deceptive or false movement, for example, copyright infringement and the expert improvement of person. Another part of this is the upgrade of the calling and the association inside which the professional works.

Ethics is moral philosophy that deals with human character and conduct. Professional Ethics are the set of rules and moral principles that are observed in every profession and these professions related specific ethics are known as Professional Ethics. This code of ethics provides guidelines to the professionals to conduct their duties in the respective profession.

1.2.4 Professional Ethics and teachers
Teaching is such a profession where its nature is rooted in ethics, grows in ethics and the end product is also ethics. Codes of Professional Ethics when properly enforced enhance the power, prestige and status of the teacher in particular and of the teaching profession as a whole. The teachers can enjoy certain professional rights and privileges while performing their duties and responsibilities. A code of Professional Ethics is in fact a charter of right and duties for protection of professional autonomy and teachers, particularly teachers organization should formulate and enforce this in their own interest and for improving the quality of education. The constructive progress in this direction can develop a positive attitude of the teacher as well as of the society towards the teaching profession.

In other professions like law and medicine have their own code of conduct enforced by the agencies, namely, the Bar Council and Medical Council. But the teaching profession has a long and hourly heritage and maintained high moral values through ages even through it has not evolved and enforced by any code of Professional Ethics. It has been based on a set of ethical value like love, sympathy, affection, help, caring sharing, cooperation, towards students since time immemorial. As a professional community teachers have a common responsibility to develop good education, promote and develop professionalism. In general, values, attitudes and actions influence as well as significantly impact the teacher’s work. Thus, set of ethical principles constitute and develop ethical awareness. It is therefore essential responsibility of the teachers to act in accordance with the approved and long cherished values and principles in the field of education. Eventually these practices enshrine Professional Ethics for teachers.

In the Indian context the teacher is essentially a spiritual being, who receives salutations generally reserved for God and he is the embodiment of the bliss. Guru – The Teacher was considered as “Para Bramha”. During the ancient period, there was no formal written code of conduct in India, especially for the teachers, but their duties and responsibilities are reflected in many ancient texts. The teacher taught the students by precept and by setting personal example—humility and simplicity were his greatest virtues. Taittiriya Aranyaka states that “the teacher must put his heart and soul in the act of teaching.” According to the Satpatha Brahman “the teacher was bound to reveal everything to his pupil who at any rate lived with him.” Katha
Upanishad lays special stress on the indispensability of the teacher, who was expected to be in possession of essential qualities, viz., profundity of learning, clairvoyant vision and intellectual regeneration. He was regarded as the builder, guide and leader of the society.

1.2.5 Dimension of Professional Ethics

An extensive field is covered by ethics as it is related to every walk of life. It emphasizes an ideal conduct covering almost all the spheres.

- Social morality is another dimension of ethics. Our customs and traditions which are prevalent in the society are constituents of social morality. On the basis of these customs and traditions, we can judge the character of a particular society. So the knowledge of customs and traditions of a particular society is very important.

- The third dimension of ethics is rooted in the metaphysics or philosophy general. This branch gives different points of view regarding different concepts like right and wrong, virtue and vice. Ethics studies the different points of view for ascertaining the true meaning of these concepts.

Ethics touches almost all spheres of human life and it has got a very extensive scope. It is as wide as life itself. It provides the rational and enlightened norms of conduct without affecting the freedom and dignity of human beings.
1.2.6 Professional Ethics and perspectives of philosophers

The quest for good information on ethics goes back to Ancient Greek philosophers; however it is generally the impact of illuminating good felt and moves on to forming required ethics for the day. There are numerous eminent personalities including the Greek thinkers Plato and Aristotle who reflected well on the subject ethics. There are good numbers of reputed scholars who reflected well and depicted on Professional Ethics in distinctive ways.

As indicated by Swami Vivekananda, (S.P Chaube 2005) The main genuine instructor is he who can promptly come down to the level of the learners, and exchange his spirit to the students. A teacher’s effort has to be motivated principally by affection and certainly not by any narrow considerations, and must reflect his own fire and fire. The educator ought to grant knowledge and character-building training to his pupils, through his moral behavior and exemplary conduct. Tagore (2012) says, “An educator can never genuinely instruct unless he is as yet learning himself. A light can never light another light unless it keeps on smoldering its own fire”. The instructor who has arrived at an end of his subject, who has no living activity with his understudies, can just load their brains; he can't animate them.

Mahatma Gandhi, emphasized in Young India, (24 January 1925) that the teacher himself must possess the virtues that he wants to inculcate in the students. This means that the teacher must practice these virtues himself; otherwise his words will have no effect. He further highlighted (Young India, April 1929) that the teacher should be able to establish a heart to heart contact with the students. The teacher and the students should be in constant communication with each other. In fact, the teachers have to shape the hearts of the students rather than their brains.
About the moral obligations of the educator, Sri Aurobindo (S.P.Chaube 2005) opines the instructor is not a rigid disciplinarian; on the other hand he offers assistance and extends required aide. His business is to propose and not to enforce. He doesn't confer information to him; he demonstrates to him best practices to secure learning for himself. He doesn't call forward the information that is inside, he just demonstrates to him where it lies and how it can be habituated to raise to the surface. Professional Ethics concerns one's behavior of conduct and practice when completing professional work. Such work may incorporate counseling, investigating, showing and composing. The standardization of Codes of Conduct and Codes of Practice is regular with numerous expert bodies for their individuals to lookout.

The teachers of medieval India, both in Madrasas and Pathshalas continued to enjoy high social texts and their noble character. However, these systems insisted on their own way of strict ethical codes, meeting their religious requirements. Public system of education differed in general with such religious ethical insistence and remained liberal in nature. Later on, during the British period, the position of the teacher gradually changed due to the different attitude and their own educational policy of the East India Company and the British Crown towards the education of the Indians. The teacher was considered as a low paid government employee and, therefore, was not provided respectable services and working conditions. Yet, the Indian teacher, in general maintained their respectable ethical position in the practice.

1.2.7 Importance of Professional Ethics in Education

The importance of professional ethics in the field of education was always considered by all the concerned persons in the field of education. Ethics was always given due importance while framing the aims and objectives of the education. Character building being the prime aim of education it considered the values significantly and used the educational experiences provided at the institutions for promoting the long cherished values. However, one cannot exaggerate or over
blow ethics. Accordingly codes of conducts were evolved and put to practice for achieving good professional ethics. Realization of duties and responsibilities by the teachers, parents, students and policy implementers and educational administers paying due attention to the ethical practices was an important aspect in the educational endeavors.

Practicing good ethics in the field of education is primarily expected from the teachers. Teachers handle various lively problems while dealing with the parents, students etc. Any un-ethical act or deed or practice by teachers causes great ripples in the society and affects many adversely. This calls for proper and to great extent ideal practices by teachers which enable in sustaining the respect, to the teaching community as well as to the educational institutions. Professional practices of teachers always inspired and motivated the students in their own conduct shaping, and remain ethical. Professional ethics as practiced in the educational institutions by the teachers and students reflects the values being nurtured in the process of education. Be it examination errors or misconduct etc. always calls for good professional response from the teachers.

It is worth considering some of the inspiring references as given by the eminent thinkers and great educational personalities, in respect of importance of Professional Ethics in Education. Dewey (1910) observes, “The teacher is a guide and director, he steers the boat but the energy that propels it must come from those who are learning. The more a teacher is aware of the past experiences of students, of their hopes, desires, chief interests, the better will he understand the forces at work that need to be directed and utilized for the formation of reflective habits.” On the other hand, Gandhi (1927) remarks, “A real teacher must touch the hearts of students, must share their joys and sorrows. A teacher must help the students to solve the problems faced by them and he must take along the right channel the surging aspirations of their youth”. Choosing a varied perspective Dr. Kalam (2004) states, “the aim of teacher should be to build a value based society and enlightened citizenship. If one wants to be a good teacher, one has to have a great sense of moral values. But simply to possess a sense of that kind would not be enough. One needs to play that role too sincerely. One must be well versed with moral values”. If a teacher wants to improve the quality of life, it is imperative that he must be honest with himself every time and every moment. This is what is required of a teacher having healthy ethical orientations.
Pranati Panda (2011) in his article “Code of Ethics and Conduct for School Teachers in India” has expressed very pertinent observation, as given below.

“As a sequel to the Dakar Framework (2000), all countries, including India have committed to enhance the status, morale and professionalism of teachers. The recent renewal of school curriculum also demands that, “teachers need to recognize him or herself as a professional endowed with necessary knowledge, attitudes, competence, commitment……” (The National Focus Group on Teacher Education for Curriculum Renewal, 2006). The National Curriculum Framework for School Education (2005) and Teacher Education (2010) place different demands and expectations on the teacher as a reflective practitioner and prepare them as a professional and humane teacher. There is also continuing debate about the changing role of teachers in India from mere transmitters of knowledge to reflective practitioners (National Curriculum Framework, 2005). Retrospectively, a teacher enjoys high status and respect in society especially in India. Teachers’ morale, ethical values, character, conduct and accountability have been univocally pronounced since ancient times to the present modern education system. Along the lines of development of civilization, the contradictions and adaptations can be observed in many words related characters like a true educator, or as a customary Indian master, the contemporary western methodological expert, the scholastic sales representative and the bureaucrat.

Various commissions and committees, from time to time, have expressed significance of Professional ethics education for teachers. NCTE draft code of ethics for teachers was reviewed, considering RTE Act 2009, in respect of the child's rights in India and other countries including their use of professional codes of conduct. For teacher’s Professional practice. Since the Free and Compulsory Education Act, 2009 in education is connected with the performance of teachers and their duties to the child's right; it needs to be internalized by the teacher’s professional responsibilities. Accordingly the professional code of conduct is to be developed and adopted by the teaching community. For the purpose of this Code, the term "teacher" needs to be well
defined. Code needs to consider different elements or variations like; administrative and supervisory positions, full-time and part-time basis at primary and secondary level, whether government or private schools, for teachers and educators involved etc. Professional ethics has to take into account of students, parents, colleagues and the community to guide them in the discharge of their duties, as it is a framework that provides principles. According to NCTE: "An increased awareness of ethical principles governing the profession of teaching among teachers 'professionalism' is necessary and to be ensured." In this regard, the principles given by NCTE are as follows:

- Every child has a fundamental right to good quality education.
- Every child has the inherent ability to recognize talent.
- Recognizing that education should be directed to the overall development of the human personality.
- Need to develop credibility in politics accepted directives. Democracy, social Justice and secularism
- The idea of composite society of India through instruction and to advance a feeling of national character needs to acknowledge.
- Teachers being a necessary piece of the social environment, the needs and goals of the individuals to acknowledge that part.
- Perceiving the need to enhance the respect and self-respect of teachers
- Expert knowledge, skills and dedication are prerequisites, teaching as a profession for which acknowledged the need to organize.

- Teachers regard and backing of the group those are subject to the polished skill of instructors judging.
• Self-guiding for oneself and self-restraint among the individuals from the learning group perceived the need.

The Code of Professional Ethics for teachers is an endeavor to give guidance and direction to the instructors in upgrading the pride of their professional work it includes:

1. **Obligations to learners**

1.1. Considers every child with equal affection and friendship

1.2. Saying hello, irrespective of race, creed, religion, gender, financial status, incapacity, linguistic and place of birth of the value of being just and fair to all students.

1.3. Students physical, social, intellectual, emotional and moral development facilities

   In all aspects of school life

1.4. Basic human dignity of the child.

1.5. His / her ability and talent to realize planned and systematic effort to facilitate the child does.

1.6. Correspond to the morals enshrined in the Constitution of India, the course transacts.

1.7. For the individual needs of the students in his / her teaching adapts.
1.8 Maintains information concerning the privacy of students and only legitimately entitled to it, this kind of information for those who dispenses.

1.9 Prevents Trauma, uneasiness, physical discipline, sexual misuse and mental and psychological mistreatment of any kid to be apprehensive about subjecting.

1.10 As a role model being consistent with the expectations as a teacher is and to bring an honor.

2. **Obligations towards the Parents, community and social**

2.1 In the interest of the overall development of students, parents / guardians can establish a relationship of trust.

2.2 The child or his / her parent / guardian to respect anything that is abusive desist.

2.3 India's composite culture among students needs to develop respect.

2.4 Different communities, religious and linguistic groups may spread the feeling of enmity or strong dislike in the mind and control from taking part in similar activities in the country.

3. **Obligations towards the profession and colleagues**
3.1 His / her striving for continuous professional development.

3.2 Purposeful collaboration between partners and stakeholders and encourages dialogue that creates a culture.

3.3 Feels honored in the profession of teaching and with due respect towards different individuals from the profession with regard and also treats with dignity.

3.4 In private tuition or private teaching activities by himself / herself should be avoided.

3.5 Weaken or seem to impact professional choices or activities that may encourage seeking gifts or other such benefits deserves to be prevented.

3.6 Prevent the unfounded allegations against colleagues and superiors

3.7 In particular, one needs to avoid derogatory statements about colleagues’ students,

3.8 Professional standing on his / her colleagues' opinions.

3.9 Maintain the secrecy of information in respect of coworkers and the evidence can only be opened up only when permitted to do.

It is pertinent to consider a similar and an identical effort made by The Teaching Council a Chomhairle Mhúinteoireachta (2012). It observes in its article on Code of Professional Conduct for Teachers that 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.
On behalf of the teaching profession, regardless of their status, all registered teachers teaching the Council to implement the standards set out below.

1. Professional values and relationships to teachers:

   1.1. Students assigned to their care needs attention for their best interest and committed, motivated and inspired for their success.

   1.2. Acknowledge the uniqueness, individuality and pupils / students' specific needs are to be respected and deserve to promote their all-round development.

   1.3. Regard for fairness and consideration for both the male and female teachers, common status, family status, religion, age, handicap, race, ethnicity, financial status and enrollment of the voyager group emerging from differing qualities, including those distinctions are resolved to change, and any further grounds as may be alluded to in future uniformity enactment.

   1.4. Characterization of professional integrity and justice in the school community, pupils / students, colleagues, parents, school management and to develop positive relationships with others, do research.

   1.5 Effort to confirm and improve a practice of trust among themselves and respect in schools.

2. Professional integrity to teachers:

   2.1 Act with genuineness and honesty in all parts of their work, Mandatory disclosure of
a legal requirement or genuine considerations for the welfare of a person.

2.2 Other’s personal of information when known while attending to professional practice has to be taken care without yielding to unwanted disclosure.

2.3 Honestly they have to represent by themselves, their professional status, qualifications and experience.

2.4 Their name / names used. In the course of his professional duties, as set out in the register of teachers

2.5 One needs to prevent any conflict between their professional work and personal interests as they may impress upon negatively on pupils/students.

3. Professional Conduct to teachers:

3.1 Money maintains the reputation and standing. So as to ensure their safety and well-being.

3.2 Their monitor pupils / students have to take all reasonable steps in relation to care.
3.3 Working within the framework of the relevant laws and regulations.

3.4 Student / student learning and promote the welfare and protection of children
agreed that national and school policies, procedures and compliance guidelines.

3.4 It is important to report, where ever appropriate, the events or matters which affect
the student / student welfare

3.5 One needs to interact and communicate with all the concerned like; students, parents,
members of the management and coworkers etc. This needs to be professional,
cooperative and supportive, and based on trust and respect.

3.6 Pupils / students, colleagues, parents, school management and any communication
with others such as email, texting and social networking sites, including communication
via electronic media, have to be appropriate.

3.7 One needs to be doubly sure that they do not access, download or otherwise have, while
engaged in school activities, any material that is not appropriate in electronic or other

3.8 The use of electronic or other format downloads intentionally or otherwise should
not be illegal material / images.
3.10 They need to prevent any act that impairs their fitness to teach.

4. **Teachers Professional Practice should include:**

4.1 Marinating very high standards of professional practice in respect of student learning, planning, monitoring, evaluating, and making reports including enabling feedback.

4.2 Using their knowledge and experience in enabling pupils’/students’ all-round development.

4.3 Organize and communicate, challenging and achievable expectations for students.

4.4 Create an atmosphere for students so that they can become active learners in the learning process and develop skills that remain useful for lifelong learning.

4.5 Develop required approaches in teaching, learning and assessment that support differentiated learning in a way that respects the dignity of all students.

4.6 Enable to know their professional judgment and practice the same by engaging and reflecting on student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy including relevant legislation.

4.7 With mutual respect, one needs to be open and responsive for constructive feedback on their professional practice obtaining suitable support, advice and guidance.

4.8 One has to act in the best interest of students.
On Identical consideration, Teachers Organization of United Kingdom (2015) designed NUT COD OF PROFESSIONAL ETHICS and observes that any set of rules on ethics for teachers needs to be applied on levels of educationists, irrespective of their designations. However, some distinction may arise due to the specific responsibilities being held by the supervisors etc. Keeping this in view some details are presented for some general consideration here below.

1. Every teacher has to maintain secrecy in respect of any discussions with other individual teachers about their professional problems and difficulties.

2. Effective consultation among teachers of various responsibilities of those involved and a recognition and understanding of professional expertise, takes place in an atmosphere of mutual trust and respect. Teachers recognize the responsibilities borne by the allies, while free to express their opinion should be professional.

3. With responsibility for the organization of the work of other colleagues Teachers which they are assigned to all members of staff and the day-to-day operations and knowledge of relevant procedures and practices that have a clear understanding of the duties and responsibilities.

4. Changes on a short or a long-term basis in the organization of the school are to be made; they should be preceded by consultation with the teachers concerned and their implementation before supplying teachers need to have clear and adequate information needed. In this regard, sometimes without prior consultation decisions to be made as a matter

5. Make complaints concerning allegations of parents or teachers should be sent to the head teacher. Head teachers have been concerned in consultation with the teacher concerning the complaint or charge should not take any action prior to the required consultation.
6. All the staff members have to use the full capacity of infrastructure seeking optimum utilization of the rooms. It is meaningful, nonetheless, for the head educator to regard the privilege of the staff members to enjoy their own discourses with their own due liberty and freedom to discuss amongst themselves.

7. Teachers may have admittance to secret data which may be given by various assets. Reports on kids are gotten from folks, social specialists, instructive welfare officers, police, neighborhood power officers, educators, specialists and medicinal officers of wellbeing and others. Instructors need to apply their expert judgment in appreciation of the secrecy of such data, remembering the needs of the law and the best advantage of the understudies. The head instructor or a senior authority of the neighborhood instruction power must be counseled before taking choices, or divulgence of secret data.

8. Teachers have admittance to private data which may be given by any of, or blend of, various assets or resources. Reports on youngsters are gotten from folks, social laborers, instructive welfare officers, police, neighborhood power officers, educators, specialists and restorative officers of wellbeing and others. Instructors must utilize their expert judgment with respect to the privacy of such data, remembering the necessities of the law and the best advantage of the youngsters. The head educator or a senior authority of the neighborhood training power ought to be counseled before choices are taken concerning the exposure of private data.

9. While it is recognized that pupils will from time to time discuss their work and progress with teachers, particularly those teachers who undertake pastoral care, teachers should ensure that they maintain the delicate balance between taking a close interest in the welfare of pupils and
the avoidance of entering into discussions about the conduct, competence or efficiency of other teachers.

11. It is not moral or ethical for canvassing for the purpose of achieving an appointment, directly or indirectly.

12. In the case of mutual respect and learning based on the recognition of the role each plays is desirable that the development of friendly relationship between teacher and student. It is an abuse of a teacher the professional relationship, however, is this: A. enters an improper association with a student; B. Improper personal favor or disfavor one show per pupil; C. Such acts are illegal, against a child; D. School work are in no way associated with individual approaches, thoughts or behavior in relation to an attempt to exert undue influence.

13. No teacher with professional knowledge and skills and a qualified teacher are required to work as an unqualified person or representative. This statement is not intended to restrict in any way: a. Proper training of teachers; B. Education (Teachers) Regulations 1993, Schedule 2 to the use and employment of the subject trainers; C. Support services in the context of the professional staff; Or D. Support and assist the work of qualified teachers in their statutory role in the deployment of support staff.

14. Should not bring disrepute to his school as a teacher.

15. Teacher should not be a racially discriminatory with the ethnic minority groups and avoid racist comments.
violations of the Code in some cases in the school education system is likely to be large. Therefore, all members of the Teaching profession are to follow the Code (NCTE, 2010) and ensure that the inherent moral principles are developed and followed.

In pursuance of the recommendations of the National Policy on Education (1986, 1992 Prakasha G. S. et.al. 2012), a Code of Professional Ethics for teachers was jointly developed by the NCERT and the All India Federation of Primary and Secondary School Teachers’ Organizations. The preamble to the code reiterates the resolve of the country’s teachers to uphold their professional integrity, strive to enhance the dignity of the profession and to take suitable measures to curb professional misconduct. The professional obligations of a teacher relating to the following are included in the code:

- Teacher in relation to the pupils
- Teacher in relation to parents and guardians
- Teacher in relation to the society and the nation
- Teacher in relation to profession, colleagues and professional organizations
- Teacher in relation to the management and administration.

Thirty principles related to these areas of a teacher’s work serve as guidelines for the teachers ‘conduct. The primary source of these principles is the spirit of the constitution of our republic. However, the obligations of a teacher enunciated in the scriptures of ancient and medieval times, the views of educational thinkers and the thinking of various educational commissions and committees have guided the content of the code.
refrain from accepting remuneration for coaching or tutoring his own students. Teacher should be just and impartial to all his/her students irrespective of their caste, creed, gender, status, religion, language and place of birth. He or she should set a standard of dress, speech and behaviour which should be worthy of example to the students; establish cordial relations with parents and guardians of pupils; cooperate with the head of the institution and with the management to ensure smooth running of the institution in accordance with the prescribed norms; avoid making derogatory statements about colleagues, children and their parents; and refrain from taking part in activities which spread feeling of hatred or disaffection among different communities, religious or linguistic groups.

National Policy on Education (1986, 92) (Prakash G. S. et.al. 2012) had also envisaged that the teacher organizations would also evolve a suitable mechanism for the observance of the code by the teachers. There are reports that the code has been discussed extensively in the meetings, seminars and workshops organized by the teacher organizations and have been formally adopted by them. But suitable mechanism for its observance is yet to be evolved, for which the National Council for Educational Research and Training (NCERT) is providing professional assistance and logistic support to the teacher organizations. This process reconfirms the significance of the professional ethics in the field of education.

University Grants Commission (UGC) in collaboration with AIFUCTO (All India Federation of University and College Teacher Organization) constituted a task force, which has evolved a code of professional ethics for the University and College teachers (UGC, 1989). The report of the team received by the commission has been sent to all the University Vice Chancellors and College Principals for its execution. The introduction to the code repeats that the objective of advanced education in our nation is to deliver pioneers of society and economy in every aspect of complex exercises; with a guarantee to the standards of patriotism, popular government, secularism, communism, and peace. Advanced education ought to take a stab at scholastic greatness and advancement of expressions and science. In this regard, rights and obligations of instructors are
included in the code. The expert commitments of an educator in advanced education establishments are enrolled in seven sections, as given.

- Teachers and their responsibilities
- Teachers and the Students
- Teachers and colleagues
- Teachers and authorities
- Teachers and non-teaching staff
- Teachers and guardians
- Teachers and Society.

Thirty-eight ideals related to these areas of a teacher’s work serve as guidelines for a teacher’s professional behaviour.

The National policy on education, (2010) emphasizes the need for preparation of a code of professional ethics for teachers to ensure that teachers perform their duties in accordance with acceptable norms. Teachers should enhance their commitment towards profession on hand and improve the effectiveness on the other. The need of developing a code of professional ethics for teachers was emphasized due to several reasons some of them are as follows:

- Enabling teachers to meet the demands of the teaching profession.
- Enabling teachers to do justice to the roles and responsibilities assigned to them.
- Providing guideline to teachers for establishment of school. Community linkage for academic and social relationship like of the school.
Providing guideline to teacher for establishment of school community partnership.

Guiding teachers be protected from the unfair and unjust treatment.

According to S. Sreedhara Smamy (Jagannath Mohanty 2013) “Formulation of code of professional ethics for teachers and voluntarily enforcing it on the members, is one area which has been almost completely neglected by the professional organizations of teachers in the country”.

The all India federation of educational associations the all India federation of university and college teachers organizations and a few state level organizations made certain attempts to evolve a code of ethics, most of which remained on papers. No serious attempts has been made to enforce it on their members with the vast and increasing number of educational institutions at all stages again under different management and Cadre it is discovered that it is exceptionally hard to implement the code of expert morals. Instructors are working in huge number, as well as have distinctive intrigues and administration conditions and work spaces. It is often found that many teachers indulge in an activity not conductive to their status and dignity and thus not adhering to expected ethical standards of the teaching profession.

Kothari Commission (Bhagirath Sahu 2007) recommended high priority on the proposed reconstruction by pooling people with merit from schools and colleges be drawn into the system of education. Commission further observes that to attract the meritorious people in to the domain of education it is essential to make a rigorous effort and also to one needs to work for holding them back in the field of education. Commission was of the opinion that “adequate recommendation opportunity unites for professional advancement and favorable conditions for services are the major programme to initiate and maintain the ‘feedback’ process”.

The Common Wealth report (Bhagirath Sahu 2007) has reflected the importance of Professional Ethics in the following words “The professional standing of teachers can be reinforced by formulation of Code of Professional Ethics as a basis for attitudes and action”. UNESCO resolution that was taken in a meeting held under the chairpersonship of William Carr in May 1964 recommended that “establishment of code of ethics for teacher, which agrees to fellow either
acceptable on a world scale or appropriately reflecting differences countries, is essential.”

Professional Ethics suggested by UNESCO are:

- Mastery in subject matter
- Competency in teaching
- Doing justice to responsibilities and duties
- Innovation

According to the International Labour Organization (Bhagirath Sahu 2007) “concerning the teachers responsibilities it might be desirable to draw up a code of ethics in collaboration with teachers organization to define in a detailed way the professional behaviour that teachers agrees to observe by virtue of their status as educators such a code would contribute to increasing their prestige.”

Trade Union of Education in Finland for voice teachers (OAJ) to the teaching profession notes that according to moral principles; Demands a great deal of professional expertise that the profession itself, and can be considered as one. But it also requires its own code can be expressed in a set of moral principles, the ethics. The profession of "quality control" and which constitute a code of practice. This is largely a response to the confidence shown by society. The teaching profession has been allocated, which is based on the concept of teachers as experts. By providing them with high level of education necessary to prepare them for such actions, which perform specific functions by society. Even the representatives of the profession, must demonstrate high ethical standards in all situations that demand for these functions is selected to. Functions can often be difficult, to define or to call for faster decision making. It is essential to be able to rely on such a high level of professional skills of individuals to exercise. Sense of responsibility associated with the practice of a profession is based on one side and the on the other side values and norms that form the foundation of knowledge and professional skills. Both are not required nor can the other take place. Good moral principles cannot compensate for poor business skills, and good professional skills cannot. Thus, teachers have a sense of responsibility to maintain constant attention and should feel obliged to their professional skills, and also to observe the
highest ethical problems and to show particular sensitivity to the perception of readiness in maintaining the standards of ethics to resolve situations.

As noted above. One may observe it is essential to follow the agreed code pertinent to the profession followed. This needs to be inclusive of competency suiting the profession under consideration. The teacher must follow Professional Ethics of teaching, these ethics may be related to students, parents, schools, and his/her own profession and responsibility of systems and management.

1.3.0 Conclusion

This chapter dealt with the theoretical part of the issues concerned with the present research. In this, efforts were made to understand the meaning of Competency, Professional Competency, Ethics, Professional Ethics, their dimensions, components, key elements etc. Views of eminent philosophers and different educational commissions were also included in this chapter to broaden the understanding of the area of research. Consideration of Teacher’s Professional Competency and the Professional Ethics can not be viewed in isolation. These aspects are deeply related to the professional practice of teachers. Also they impact in some way on the students, parents, society in general. On one hand, if not ideal, but near to it practices of the teachers ensure better educational environment. At the same time un-acceptable aberrations in the practice of Professional Ethics by the teachers, as well as deficiencies in the desired level of Professional Competency of teachers have every potential to cause damage to the good educational endeavors.

Professional integrity Ethical consciousness and high Professional Competence are the basis of teaching profession, as they cannot be considered in isolation. In this context one may raise many pertinent questions concerning the Teacher’s Professional Competency and the Professional Ethics along with their mutual relation, if any. However, it is clear that teachers need to possess content mastery, rich pedagogical skill set and along with them acceptable ethical practices. These three aspects appear interwoven entwined and mutually complementing, and thus one cannot undermine any one of them. Earlier studies in this respect can through some
light on the study of these issues. Considering previous studies pertaining to these aspects certainly enrich and remain educative to the researcher, besides motivating for further research.

After considering various issues concerning the Professional Competency and Professional Ethics of teachers it is imperative to look into the literature for the research studies conducted in these fields. Thus, it is essential to review the related literature. The next chapter deals with the review of related literature. Various research studies conducted on Professional Competence and on Professional Ethics were reviewed in the next chapter. Studies, both from India and abroad were considered in the next chapter.