

Ethics and Accountability of a Teacher for Environment Friendly Behaviour & Sustainability

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Abstract— Barbara Ward's words at the Stockholm Conference on 'Only One Earth', (1972), "We have forgotten how to be good guests, how to walk lightly on the earth as its other creatures do", are the harsh reality of the present scenario of our planet earth. We Homo sapiens are known as the highly intelligent species on earth. But in contrast like another species we do not act conscientiously with our environment. In recent years our prime priority is become to quench the thirst of personal greediness and selfishness. During this process, we do not hesitate to destroy the earth's environment. It is true that we are transforming our self into the most selfish species without any pause.

Thus this unfriendly and selfish behavior of human lead to the various major current problems of the earth like global warming, deforestation, ozone layer depletion, unavailability of fresh water, pollution, desertification, rising sea-level, extinction of several species and plants and climate change. All these problems gradually developed on the earth's surface in the result of human interference in the natural environment. All these environmental problems rooted into the human behavior. Therefore for the sake of quality of earth's environment, we need to urgently change human behavior towards environment. Precisely present state of environment is the vital call for environment friendly behaviour.

In the context of cry for environment friendly behavior, accountability towards the environment becomes prominent stone in the achievement of environment friendly behavior from whole humanity towards their environment. As eminent scientist Albert Einstein has rightly said, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." This same supreme art of the teacher is required in inculcating the accountability towards environment. Similarly in the words of Mary Hatwood Futrell, President of Education International: "When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds." Thus, every teacher in every class-room, every day is performing a miracle which helps in shaping millions of learners to become worthy citizens of the world.

Index Terms— Ethics, Code of Ethics, Accountability, Components of Teacher Accountability, Dimensions of

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Teacher Accountability and Environmental Accountability.

I. INTRODUCTION

In Indian context, 'the destiny of India is being shaped in her classrooms'. This, we believe, is no mere rhetoric. In a world based on science and technology, it is only education that determines the level of prosperity, welfare and security of the people. These are the exact words from the Chapter I, Education and National Objectives, Education and National Development, Report of The Education Commission, 1964-66. Thus only by education we may eradicate all ills and evils of our country and the whole world. Although 50 years are passed away, the recommendations of 'Education Commission' are relevant today.

Swami Vivekananda taught us that, it is the responsibility of the teachers to inspire students by setting a convincing personal example; for what he is, speaks to the students. Such inspired students help to usher in a great and glorious India spreading the life giving message of this great country within and out. Thus teacher has to inspire the students to develop moral, social and spiritual values. Teachers must already have developed these values in themselves and must follow highest professional ethics and conduct.

Once, American president Barack Obama, The Washington Times, March 10, 2009, highlighted teacher's accountability as calling for a 'new culture of accountability' in schools. Mr. Obama proposed better tracking of teacher's performance, higher standards and real accountability behind the law. "Let me be clear: if a teacher is given a chance, or three chances, but still does not improve, there is no excuse," the president said.

Teacher plays major role for the sustainable development and sane and harmonious world. She has the shaping power of her students as we desire. Then why do not we might focus on the role of a teacher in the context of ethics and accountability. In Indian scenario we consider teacher as a greater than God for his / her major responsibility towards the society.

Ethics of Teacher

No professional and no service can survive without its dos and don'ts. The existence of a professional code of ethics enhances the prestige of the followers of that profession. Such a code must include among the other things references to universal standards of practice, criteria for professional decisions, limits on competitions, areas of autonomy and accountability, protection from lay interferences, exclusion of the unqualified, prohibition of exploitation, and protection of acceptable mistakes. Though National Commission of

Teachers (1983-85) and NPE (1986) have made specific suggestions in this regard and NCERT and NCTE are working for such a code, and UGC has given some guidelines for professional ethics of teachers under its purview.

The professional guidelines exemplify the professionalism, honour, and highest social commitment demanded of teachers by the public and responds to the decline of public confidence in teachers and their professional judgments by making policy about what a teacher is, and can do, in the global age. In other words, the Code of Ethics forms the beginnings of defining teachers' identity, according to teachers.

The Code of Ethics therefore needs to be constructed as a powerful statement about teacher identity that addresses issues of gender and representation that confront the profession. By reaching out to global organizations that have used teacher ethics as a way to unite the profession at the global level, local organizations can align themselves to powerful coalitions that give greater capacity for teachers to empower their own profession and be a force in determining what it means to be a teacher in the new century.

Theoretical Basis for Code of Ethics

Teaching does make moral demands on the teacher, specifically evident in teachers' relationships with a number of stakeholders (Sokkett, 1993). Perhaps the ethical component of teachers' work is most evident in teachers' responsibility to ensure the safety of their students, inclusive of both physical and emotional safety. The central thesis about the ethical claims of teaching concern the causal relationship between the moral claims of teachers and the influences on their students. For Sokkett, the concept of professional virtue underpins the development of the profession. If taken further, the virtue extends into teachers' dealings with their communities, the demands for accountability, the knowledge base for teaching, and finally, teachers' ideals about the value of education. However, rather than putting the onus on individual teachers to use an ethical basis to inform their practice, ethics can form the basis of collective values and behaviours. According to Abbott (1983), the five basic properties of professional ethics include universal distribution, enforceable visibility, and allowance for individuality, collegial obligations, and alignment with recognized status. Abbott also adds that both intra- and extra-professional status needs to be taken into account when forging professional ethics. These properties present the basis for a collective agreement about teachers' ethical obligations. Rather than promoting ethical teaching as a personal obligation and preference, ethical deliberations, taking into account the types of properties suggested by Abbott, become part of the negotiations in defining the profession.

Considering the potential for disunity, when considering the vast differences in teachers' conditions, preferences, and ethical interpretations that may occur, considering the differing context of education across the globe, a unified response from the profession is timely. Abbott is suggesting a systematic approach to articulating the common ground, which can be seen as a strategy for universalizing professional understandings of ethics in teaching.

Practical Strategy for Code of Ethics

A concerted effort to reclaim professional authority and autonomy is pursued by Education International through the Professional Code of Ethics. The code is specifically designed to clarify and identify the teaching profession across a range of social and economic contexts. According to Education International, the Code of Ethics is a tool to assist teachers and education personnel when questions of professional behavior and ethics arise. The discussion of ethical questions be on-going among educators since it is too late to start the debate when a problem surfaces. No code can cover every eventuality and this one is no different. It is however intended to be of assistance to educators addressing relations with the different stakeholders in education (Extract from Agenda 11 Draft International Code of Ethics, Section I, DOC: E11, Education International, 2002.)

The Professional Code of Ethics makes universal claims insofar as they construct a set of uniform guidelines for teachers that articulate what it means to be a teacher in the current context. In making these claims, attention is given both to external demands, for example, the demands of different stakeholders, and to internal demands, such as the need for ongoing conversations about what it means to be a teacher. The ethical guidelines aim to unpack the notion of ethical behaviour and move towards greater transparency in making visible professional obligations.

The teaching profession may benefit greatly from a discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers and education personnel, to enhancing their status and self-esteem, and to increasing respect for the profession in society (Education International, 2004).

THE CODE OF ETHICS OUTLINES SIX KEY COMMITMENTS:

Commitment to the profession, commitment to students, commitment to colleagues, commitment to management personnel, commitment to parents, and finally, the community's commitment to its teachers. The teacher is represented as a principled figure, entrusted with moral authority, able to make sense of change, and in doing so, can help students to make sense of change. The Code of Ethics stresses the public duties and moral commitment of teachers as public employees entrusted by society. This trust requires teachers to adhere to a moral code of conduct where true professionalism is guided by high ethical standards. Finally, the Code addresses teachers' social agency and political commitment. Thus, there are explicit clauses requiring teachers to combat racism and discrimination. The ethical guidelines are firmly aligned to International Labour Organization (ILO, 1996) principles outlining working conditions that include core values such as job satisfaction and unity through the increased esteem of the profession (Education International, 2002). Britzman (2000) encapsulates this participation by stating that, If teacher education is to join the world, be affected by its participation in world making, and question the 'goodness' of its own passions, we must rethink not only past practices and what goes under the name of professionalism, but also the very imagination it will take to exceed compliance, fear controversy, and 'unclaimed' experiences (Britzman, p, 204).

The articulation of a Code of Ethics to universalize and articulate the basic premise of teachers' identity and practice shows that there is a strategic role for Education International to organize the reconstruction of professional ethics and take leadership in framing how teachers can reclaim control of their professional evolution. Education International has the capacity to universalize professional understandings and help forge solidarity amongst disparate teachers' groups.

Ethics for Teachers: Five Principles

As a guide for the teaching profession, this code of professional ethics may be adopted as such:

First Principle: The primary obligation of the teaching profession is to guide children, youth, and adults in the pursuit of knowledge and skills, to prepare them in ways of democracy, and to help them to become happy, useful, self-supporting citizens. The ultimate strength of individuals lies in the social responsibility, economic competence and moral strength of the individuals. In fulfilling the obligations of this first principle the teacher will:

- Deal justly and impartially with students regardless of their physical, mental, emotional, political, economic, or religious characteristics.
- Recognize the differences among students and seek to meet their individual needs.
- Encourage students to formulate and work for high individual goals in the development of their physical, intellectual, creative, and spiritual endowments.
- Aid students to develop an understanding and appreciation not only of the opportunities and benefits of democracy but also of their obligations to it.
- Respect the right of every student to have confidential information about himself withheld except when its release is to authorized agencies or as required by law.
- Accept no remuneration for tutoring except in accordance with approved politics of the governing board.

Second Principle: The members of the teaching staff share with parents the task of shaping each student's purposes and acts towards socially acceptable ends. The effectiveness of many methods of teaching is dependent upon cooperative relationships with the home. In fulfilling the obligations of this second principle the teacher will:

- Respect the basic responsibility of the parents for their children.
- Seek to establish friendly and cooperative relationships with the home.
- Help to increase the student's confidence in his own home and avoid disparaging remarks which might undermine that confidence.
- Provide parents with the information that will serve the best interest of their children, and be discreet with information received from parents.
- Keep parents informed about the progress of their children as interpreted in terms of the purpose of the school.

Third Principle: The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community. Education is most effective when these relationships operate in a friendly, cooperative, and constructive manner. In fulfilling the obligations of this third principle the teacher will:

- Adhere to any reasonable pattern of behavior accepted by the community for professional persons.
- Perform the duties of citizenship, and participate in community activities with due consideration for his obligation to his students, his family and himself.
- Discuss controversial issues from an objective point of view, thereby keeping his class free from partisan opinions.
- Recognize that the schools belong to the people of the community, encourage lay participation in shaping the purposes of the school, and strive to keep the public informed of the educational programme which is being provided.
- Respect the community in which he is employed and be loyal to the school system, community, state and nation.
- Work to improve education in the community and to strengthen the community's moral, spiritual, and intellectual life.

Fourth Principle: The members of the teaching profession have inescapable obligations with respect to employment. These obligations are nearly always shared employer – employee responsibilities based upon natural respect and good faith.

- Conduct professional business through the proper channels.
- Refrain from discussing confidential and official information with unauthorized persons.
- Apply for employment on the basis of competence only, and avoid asking for a specific position known to be filled by another teacher.
- Seek employment in a professional manner, avoiding such practices as the indiscriminate distribution of applications.
- Refuse to accept a position when the vacancy has been created through unprofessional activity or pending over professional policy or the application of unjust personnel practices and procedures.
- Adhere to the conditions of a contract until service there under has been performed, the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated.
- Give an expect due notice before a change of position is to be made.
- Be fair in all recommendations that are given concerning the work of other teachers.
- Accept no compensation from procedures of instructional supplies when one's recommendations affect the local purchase or use of such teaching aids.
- Engage in no gainful employment, outside of his contract, where the employment affects adversely his professional status or impairs his standing with students, associates, and the community.

- Cooperate in the development of school policies and assume one's professional obligations thereby incurred.
- Accept one's obligation to the employer's for maintaining professional level of service.

Fifth Principle: The teaching profession is distinguished from many other occupations by the uniqueness and quality of the professional relationship among all teachers. In fulfilling the obligations of this fifth principle the teacher will:

- Deal with other members of the profession in the same manner as he himself wishes to be treated.
- Stand by other teachers who have acted on his behalf and at his respect.
- Speak constructively of other teachers, but report honestly to responsible persons in matters involving the welfare of students, the school system, and the profession.
- Maintain active membership in professional organizations and through participation; strive to attain the objectives that justify such organized groups.
- Seek to make professional growth by such procedures as study, research, travel conferences, and attendance at professional meetings.
- Make the teaching profession so attractive in ideals and practices that sincere and able young people will want to enter.

Teacher Accountability

Accountability is a concept of ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, answerability, Blameworthiness, Liability. As result the concept of "Accountability of teacher's has completely disappeared into cold bag not leaving behind even a faint clue. For the last three decades, all the committees and commissions appointed to suggest reforms in higher education had recommended the regular teacher's performance evaluation and ensuring their accountability:

In 1986, S.R. Sen Committee while recommending higher pay scales had added the need for code of (professional ethics) to be made a part of it. Again, In 1986, National Policy of Education and also its programme of action (POA) had recommended for annual performance appraisal of teachers of education institutions to ensure their accountability.

In Dec. 1988, the U.G.C. Issued a notification regarding Accountability in higher education' for all the universities that self-appraisal performance of the teacher is to be made mandatory as a requirement of Career Advancement Scheme (CAS) for award of new pay scales and be implemented with a year. Rastogi committee (1977) while emphasizing the need for account ability in teaching profession suggested self-appraisal by teacher', assessment by students in appropriate manner, periodic performance appraisal, work load and code of professional ethics should be taken in to consideration while ensuring accountability of the teachers.

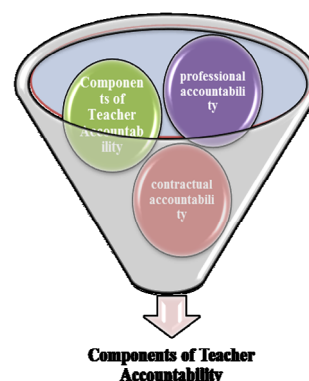
In 2008, UGC's latest pay review committee headed my professor G.K. Chadda recommended "multiple parameters like regularity in classroom teaching, holding tutorials, availability to students for consultation, participating in

faculty meetings, guiding and carrying our research and participating in other academic activities like seminar, workshop etc. should take in to consideration while assessing a teachers academic accountability.

A professional is committed to be publicly accountable for his work. 19th century society emphasized teacher's moral character and conduct, while late 20th century demanded teacher's accountability and use of appropriate pedagogical techniques. 21st century demands quality education and more accountability from teachers.

Components of Teacher accountability:

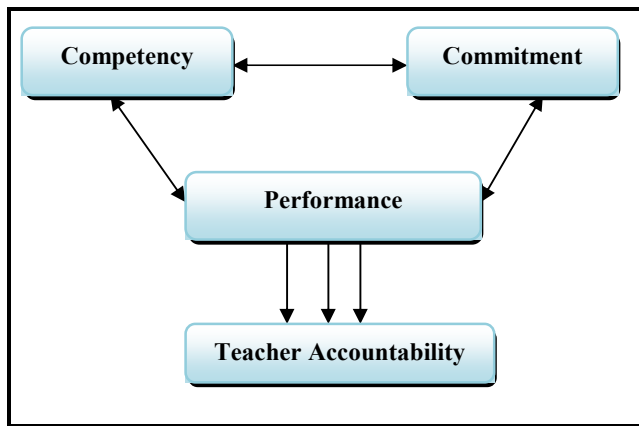
Teacher accountability involves moral accountability, professional accountability and contractual accountability.



1. **Moral Accountability** – Moralaccountability is related to our conscience and how to carry out the work. Teacher is morally accountable to students, parents and society.
2. **ProfessionalAccountability**–Professionalaccountabil ity relates to the responsibility to colleagues and teaching commercialization. ILO Report 1991- teachers in developing countries viewed autonomy in the following sentence. "The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given essential role in the choice and adaptation of teaching material, the selection of text – books and the application of teaching methods, within the framework of approved programmes and with the assistance of educational authorities."
3. **Contractual Accountability**– Itis the third and essential component of teacher accountability. Teacher must have contractual accountability in present scenario.

Dimensions of Teacher Accountability

Teacher accountability involves three major dimensions each of which is closely linked with the other two. These are competency, commitment and performance. They are not only interdependent but they are also jointly determined the final entity called teacher accountability.



A. Competency –

Competency is defined in terms of what the teacher knows, believes or can do in terms of what the teacher can get pupil to do. Teaching competency acquired by proper training add to the efficiency of a teacher.

While handling a class an efficient teacher can be found to engage in a large variety of tasks. Taking steps to create intellectual disequilibrium among pupils, properly introducing the material to be learnt, presenting experiences to link these with previous experiences, posing problematic situations, asking thought provoking questions, handling pupil responses effectively, engaging in actions resulting in reinforcement, demonstrating, calling for hypothesis, presenting counter arguments, illustrating, presenting appropriate mediators, giving visual perception, using appropriate aids, systematically organizing blackboard work, taking steps for immediate feedback, diagnosis and remediation, modulating voice to suit situations, etc. are only some of the many tasks to be performed by a teacher.

The possibility of these tasks being effectively performed depends upon the possession of a large number of competencies. Hence, several studies have been conducted to analyze the tasks involved and to identify the competencies required for a teacher. For example, Dwight W. Allen and his co – workers in their attempt to develop micro – teaching techniques found out that more than 300 specific teaching skills can be inculcated by micro – teaching techniques. The following are the major 10 competency areas to which these specific sub skills belong:

1. Contextual competencies
2. Conceptual competencies
3. Management competencies
4. Curricular and content competencies
5. Competencies related to teaching – learning material
6. Transactional competencies
7. Evaluation competencies
8. Competencies in other educational activities
9. Competencies related to parental contact and co-operation
10. Competencies related to community contact and co-operation.

[NCTE identified the above ten competency areas for teachers.]

B. Commitment –

Possession of these competencies alone cannot ensure efficiency in the performance of a teacher. He should possess certain personality traits that would make him a committed teacher who does his job selflessly and with dedication. Commitment can be perceived in five major domains. These commitment areas are:

1. Commitment to the learner
2. Commitment to the society
3. Commitment to the profession
4. Commitment to achieve excellence
5. Commitment to basic human values.

It is evident that commitment acts as the valance that binds the teacher to the various responsibilities that he has to take up as well as to each of the competencies associated with his tasks.

C. Performance –

Performance is indicated by how far a teacher actually put his competencies and commitment into action in order to materialize the various tasks entrusted with him. The level of performance is evidenced by the quantum of the output actually produced. The following are the major 5 performance areas:

1. Classroom performance
2. School level performance
3. Performance in out of school activities
4. Parent related performance
5. Society related performance.

Environmental Accountability

Barbara Ward's words at the Stockholm Conference on 'Only One Earth', (1972), "We have forgotten how to be good guests, how to walk lightly on the earth as its other creatures do", are the harsh reality of the present scenario of our planet earth. We Homo sapiens are known as the highly intelligent species on earth. But in contrast like another species we do not act conscientiously with our environment. In recent years our prime priority is become to quench the thirst of personal greediness and selfishness. During this process, we do not hesitate to destroy the earth's environment. We cut down green trees for land, kill the dolphins for meat, money, and entertainment, oiling from the ocean without safety measures, killing of cows and other animals for their meat, poaching of elephants, rhinoceros, tigers and others for their skin and horns, increasing rate of pollution in air, soil, noise, and water, decreasing ozone layer, increasing greenhouse gasses etc. are the only few examples of the degrading human behavior towards environment. It is true that we are transforming our self into the most selfish species without any pause.

Thus this unfriendly and selfish behavior of human lead to the various major current problems of the earth like global warming, deforestation, ozone layer depletion, unavailability of fresh water, pollution, desertification, rising sea-level, extinction of several species and plants and climate change. All these problems gradually developed on the earth's surface in the result of human interference in the natural environment. This intervention is the outcome of urbanization, industrialization, need of energy and energy-sources, unbalanced farming, requirement of woods, unbalanced

utilization of water, uneven fishing and oiling in our oceans as well as sea, increasing rate of waste materials, loss of biodiversity and unequal utilization of electricity etc.

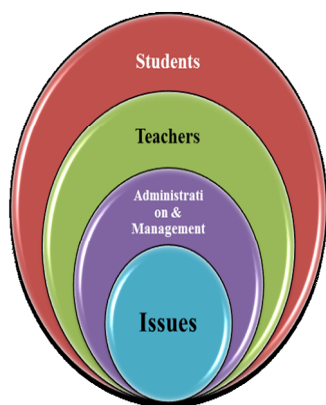
All these environmental problems rooted into the human behavior. As clarified, various environmental problems pose a threat to environmental sustainability, among which global warming, urban air pollution, water shortages, environmental noise, and loss of biodiversity. Many of these problems are rooted in human behavior (DuNann Winter & Koger, 2004; Gardner & Stern, 2002; Vlek & Steg, 2007). Therefore for the sake of quality of earth's environment, we need to urgently change human behavior towards environment. Precisely present state of environment is the vital call for environment friendly behaviour.

In the context of cry for environment friendly behavior, accountability towards the environment becomes prominent stone in the achievement of environment friendly behavior from whole humanity towards their environment. Environmental accountability is not a recently coined termed in the area of environmental education by the environmentalists. It is integral part of environmental education since its beginning.

As eminent scientist Albert Einstein has rightly said, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." This same supreme art of the teacher is required in inculcating the accountability towards environment. Similarly in the words of Mary Hatwood Futrell, President of Education International: "When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds." Thus, every teacher in every class-room, every day is performing a miracle which helps in shaping millions of learners to become worthy citizens of the world. In fact 'think global, act local' is the key for sustainable environment development. Teachers are the accountable for the protection, conservation and sustainability of the environment and heritage from the one generation to next generation.

Environmental accountability has four major components:

1. The issues which includes all types of environmental issues.
2. Administration and management of the schools which govern and retain the school.
3. Teachers who are key of the success of a school.
4. Students who are crucial part of school system.



The compilation of above four parts in the exact sequence is able to produce an answerable generation of the human beings who will be more conscious and sensitive toward the environment of our planet earth.

CONCLUSION

In an ancient Indian sacred book the Rig-Veda, it has been stated clearly, "The dust (Dhula) of mother earth and light of father sky should remain be associated with full brightness for our welfare". Thus, conservation of environment is not a new concept for Indians, which is evident from the accounts of rulers, historians, visitors, rock and pillar edicts, etc. In Kautilya's 'Arthasastra' it was precisely stated "the stability of an empire is dependent upon the stability of its environment." Currently environmental considerations reflected into the Indian constitution, legislature, policy frame work and international commitments.

The Constitution of India, as on 1st December, 2011, Government of India, Ministry of Law And Justice declared, Part IV Directive Principles of State Policy, 48A. Protection and improvement of environment and safeguarding of forests and wild life — The State shall endeavour to protect and improve the environment and to safeguard the forests and wild life of the country. Part IVA Fundamental Duties, to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures.

It is widely agreed that education is the most effective means that society possesses for confronting the challenges of the future. Indeed, education will shape the world of tomorrow. Progress increasingly depends upon the products of educated minds: upon research, invention, innovation and adaptation. Of course, educated minds and instincts are needed not only in laboratories and research institutes, but in every walk of life. Indeed, access to education is the sine qua non for effective participation in the life of the modern world at all levels. Education, to be certain, is not the whole answer to every problem. But education, in its broadest sense, must be a vital part of all efforts to imagine and create new relations among people and to foster greater respect for the needs of the environment (United Nations Educational, Scientific And Cultural Organization, Educating For A Sustainable Future, A Transdisciplinary Vision For Concerted Action, November 1997, Education: The Force Of The Future).

At last while concluding my ideas I would like quote the views of Swami Vivekananda for better and optimistic scenario, "Life is expansion, construction is death. He alone lives who lived for others, the rest are more dead than alive". It is not in believing or becoming but in being by following the ethics and accountability of profession one reaches the goal. "Be and Make" in the words of Swami Vivekananda, would be the best motive for professional ethics and accountability of the teachers to indoctrinate the liability of teaches as well as students toward their environment.

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