

Krishna Chandra College

Hetampur, Birbhum

Manual on Human Values and Professional Ethics

1. Statement of Vision and Mission of the Institute

In order to know properly the ethics of code of conduct of the college, the students must acquaint with the statement of vision and mission of the college, which contains the primary aims and objectives, on which the college was founded and still pursues its functions.

Vision:

The vision of the institute “is to make the students cognizably sound and ethically strong so as to enable them to carry out the task of building of the nation”.

The college was established in 1897 in the lush-green vicinity of Hetampur Village in the district of Birbhum and is the oldest college of the district which actually helps in creating an atmosphere of learning and pedagogy for the first time in this area. It was founded by Maharani Padma Sundari Devi, wife of Maharaja Ramranjan Chakraborty, in the name of her father-in-law Raja Krishna Chandra. Before the formal start of its functioning, the college got in 1896 the seal of approval from the University Of Calcutta to teach the First Arts course. For about 25 years, the college functioned as an intermediate College. In 1923, it obtained the permission to teach B.A course. In 1956, the college becomes a Govt.-Sponsored Institution. In 1958, the B. Sc course was open. Since the early sixties, the college began to open Honours courses, one after another, and now it has 14 Honours departments besides B. Com General faculty not a mean achievement for a college located in rural area. Hence, propounding the idea of an all inclusive and comprehensive notion of education without compromising with the quality remain an important vision of the college since its inception.

Mission:

“Universal access of learning irrespective of the caste and creed and among all the strata of the society”.

The college authority sincerely and honestly care for the very purpose of its existence: expanding the scope of higher education for the weaker sections of the society including students of poor financial background, who are first generation learners, students who are marginalized in the society. The college wants to see that no student is deprived of Higher Education due to financial and other constraints that are prevalent in the society at large.

Institution’s distinctive characteristics:

- In tune with Higher Education policy the mission of our institute contributes to national development through dissemination of specialized knowledge and skills. We believe that if a student is cognitively sound in a particular subject then he can face and solve every aspect of his life which includes the issues of humanity also.
- Considering the socio-economic status of the locality, we have to compromise with quality to ensure the spread of education among all students irrespective of caste, creed and sex.

2. The Framework of the Handbook of Human Values and Professional Ethics

The Code sets out the key principles of good conduct, human values and practice of professional ethics for teachers, non-teaching staffs and students in Krishna Chandra College, Hetampur. It is intended to guide teachers' practice judgements and decisions and inform parents, and the community of these standards. It also informs members of the community of the standards expected of teachers. It is not, however, a definitive or exhaustive guide. Neither should it be read as a blueprint to be followed unreflectively by teachers. As professionals, teachers are to constantly engage with the principles outlined in a critical manner, taking into account the educational value of the particular relationships with persons within particular teaching and learning situations and processes. The Code is intended to encourage teachers to adopt an informed approach to their teaching and its contexts and to reflect on the good and correct practices as professional teachers. A teacher shall endeavour to be a role model and shall act within the community in a manner which enhances the prestige of the profession.

Key Principle One:

Maintain trust in the profession

- Members of the Teaching Profession shall:
 - Base their relationship with students on mutual trust and respect;
 - Have regard to the safety and wellbeing of students under their responsibility;
 - Respect the uniqueness and diversity of the learning community they are part of;
 - Work in a collaborative manner with colleagues and other professionals;
 - Develop and maintain good relationships with parents, guardians and carers;
 - Act with honesty, integrity and fairness;
 - Be sensitive to the need for confidentiality where appropriate;
 - Take responsibility for maintaining the quality of their professional practice;

- Uphold public trust and confidence in the teaching profession; and Create learning experiences which engage, motivate and challenge students in an inclusive setting with a lifelong learning perspective.

Key Principle Two:

Maintain Professional Relationships with Students

- Maintain professional boundaries whilst in school and out of school, avoid improper physical contact, avoid inappropriate communication via any form of media and avoid inappropriate relationships with students.
- The members of the teaching profession are duty bound and are ultimately responsible to maintain a professional distance;
- Refrain from taking advantage of professional relationships with students for their own personal benefit, including by giving private lessons to students from the classes they teach or who are under their administrative responsibility, against payment, whether monetary or in kind;
- Conduct pastoral interventions with students professionally, and behave in keeping with their unique position of trust and status as role models;
- Follow behaviour management and safe schools policies and guidelines as directed by the relevant school, college and education authorities;
- Act appropriately towards students exercising care in their language, gestures and attitudes, ensuring that they do not act in such a manner that is embarrassing or disparaging and ensuring that they do not use abusive language or offensive names or make inappropriate remarks; and
- Act with a professional attitude and behaviour at all times.

Key Principle Three

Respect the Uniqueness and Diversity of Students

Members of the Teaching Profession shall:

- Demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, religion, sexual orientation, appearance, age, language or different needs or abilities;
- Maintain an up to date knowledge and understanding of, implement and comply with, current child protection procedures;
- Maintain an up to date knowledge of guidelines issued nationally, by the Council for the Teaching Profession, their school or college, education authorities and the Office of the Commissioner for Children insofar as these concern their personal and professional conduct;
- Contribute to the creation of a fair and inclusive school environment by addressing discrimination, stereotyping and bullying; and Identify and refer

to the competent authorities any issues that might impact on students' welfare at the earliest possible stage.

Key Principle four

Work in a Collaborative Manner with Colleagues, Parents, Guardians

Members of the Teaching Profession shall:

- Work in a collegiate and cooperative manner with colleagues and other professionals who work in multidisciplinary teams officially recognised by the education authorities;
- Respect, support and collaborate with colleagues both in matters concerning the education of students as well as in maintaining relations with colleagues in the highest standards of professional courtesy;
- Be prepared to help junior colleagues and those in training and induction in all possible ways;
- Respect the authority of senior professional colleagues while retaining the right to express professional opinion and dissent;
- Not reprimand, censure, rebuke or criticise any colleague, or any other member of the teaching profession, in the presence of students or in public;
- Refrain from making public statements which bring the profession into disrepute;
- Develop and maintain good relationships between home and school, respecting the role that parents, guardians have in students' education;
- Engage and work positively with parents, as far as possible, in an open and respectful way;
- Ensure that their communications with parents, students and colleagues comply with those policies and procedures issued at school or college level, as well as those educational policies and procedures issued at national level;
- Demonstrate respect for diversity when dealing with colleagues, parents, guardians in their capacity as partners in the educative process;
- Make every effort to encourage parents, guardians to interest themselves actively in the education and welfare of children in their care.

Key Principle Five

Act with Honesty and Integrity

- Members of the Teaching Profession shall: Comply with policies and procedures issued at school, college or national education level, regarding to the use of property, facilities, finances and ICT in their educational setting;
- Conduct assessment- and examination-related tasks with integrity and in compliance with official regulations and procedures;

- Represent themselves, their experience, professional position and qualifications honestly;
- Only disclose confidential information within the parameters allowed by legislation;
- Be mindful of their position as a role model to students; and Both in their personal and professional life, be mindful of their behaviour and attitude, being that these may have an impact on the profession they represent.

Key Principle Six

Keep their Professional Knowledge and Practice Up To Date

Members of the Teaching Profession shall:

- Maintain high standards of practice in relation to teaching and learning, classroom management, planning, monitoring, assessment and reporting;
- Keep their professional knowledge and skills updated throughout their teaching career;
- Keep updated their knowledge of relevant guidelines and educational developments in their teaching post and role and in relation to teaching in general;
- Reflect upon and evaluate their practice as part of their continuing professional development;
- Be open and respond positively to constructive feedback regarding their teaching practices; and
- Seek support, advice and guidance where necessary.