All human societies are profoundly concerned with their cultures and civilizations. No culture and civilization can be preserved and transmitted to new generations without the active role of teachers. Teachers play essential roles in developing human nature and determining the quality of life in their societies. Right from the dawn of civilization, teachers have been accorded respectable and honourable place by virtue of their contribution to the preservation and advancement of cultural values. Teachers bear the weight of responsibilities of teaching generations after generations. The profession of the teacher is noble one. It should not be reduced to a trade; it should be confined to keep burning the lamp of the civilization. The teachers have to play a very vital role in the overall social development as well as wholesome individual uplift through the process of schooling that aims at all round growth.

**PROFESSION:** -- Larson (1977) mentions two principal dimensions of profession, namely, cognitive dimension and normative dimension. The cognitive dimension is centered on the body of knowledge and techniques which professionals have to apply to their work and on the training necessary to master such knowledge and skills. The normative dimension covers the service orientation of professionals and the distinctive principles of ethics which justify the privilege of self regulation granted to them by the society.

Wang & Armstrong (2004) say that a profession is generally defined as, “An occupation requiring advanced education and special training.” To become a true professional, people must invest a lot of time and energy into learning and practicing their professional knowledge and skills.

Jyue (1984) opines that an occupation can be classified as a profession when it meets the following criteria:-

(a) Dedication (b) Extended knowledge (c) Exclusivity through restricted entry (d) Acceptance of particular code of ethics and practices. (e) Autonomy of the occupation (f) Esoteric Knowledge.
TEACHING AS A PROFESSION

In ancient India, teaching was integrated with religion. At that time, the teacher not only gave the academic instructions but also provided religious instructions. In the course of time, these two functions were separated. In recent times, teaching has become the largest profession of the world. Teachers work as the largest professional group who are engaged in activities of human development. It is the teaching profession among all the other professions which help an individual for his growth in body, mind and heart. Every professional feels obliged to his profession and also has opportunities to enjoy certain privileges. Teachers should excel as professionals considering teaching as a noble profession having its own ethics and respect. Teachers need to recognize critically that teaching profession in general: ----

1. Is based on code of ethics.
2. Provides autonomous status.
3. Sets up its own organization
4. Requires continuous professional growth.
5. Is based on systematic body of knowledge.
6. Involves intellectual activities.
7. Ensures permanent membership and life-career.
8. Demands a life commitment to the profession.
9. Necessitates the Cultivation of high social motive.
10. Demands rigorous academic and practical training.

PROFESSIONAL ETHICS:- Professional ethics denotes a set of principles which are applicable to a profession. It refers to the principles of ethics, directly or indirectly applicable to the work and conduct of individuals’ working in a profession. Such individuals are called professionals. Every profession has its own professional ethics to regulate its terms, conditions, norms and quality of service rendered. In recent times, codes of conduct have been framed for all major professional areas of life. The members of a profession are governed by the code of conduct framed for their profession.

The word ‘Ethics’ is derived from the Greek term “Ethikes” or “Ethos” which broadly stands for customs. The Oxford advanced Learners’
Dictionary (1974) defines ‘Ethics’ as the science of morals or moral principles. In concrete terms, it may be taken as the do’s and dont’s of behaviour of individuals. Ethics is the science of human character as expressed in right or wrong conduct.

Mackenzie (1929) defines ‘Ethics’ as, “The study of what is right or good in human conduct” or the “Science of the ideal involved in human life.”

According to Lillie (1955), “Ethics is a normative science of conduct of human beings living in society so far it can be judged as good or bad, right or wrong in some similar way.” He defined it as the science of the highest good, the supreme ideal of human life. Ethics is a branch of philosophy that is concerned with what is morally good and bad, right and wrong. So, ethics thus has come to be defined as the systematic study of human actions from the point of view of their righteousness or wrongness as means for the achievement of ultimate happiness.

In the light of ideals of human conduct laid down in the subject of ethics, codes of conduct for various professionals are formulated. Ideals of ethics which have a bearing on professional conduct, whatever be the area of profession, are given the name of professional ethics. The principles of professional ethics are formulated in the light of nature of the conditions of work, duties and responsibilities peculiar to the area of profession.

**IMPORTANCE OF CODES OF CONDUCT:** English Dictionary for Advanced Learners (2003) defines code of conduct for a group or organization as an agreement on rules of behaviour for the members of that group or organization. Codes of conduct are principles, values, standards or rules of behaviour that guide the decisions, procedures and systems of an organization in an effective way.

Codes of conduct are a set of conventional principles and expectations that are considered binding on any person who is a member of a particular group. They may be implied or written. Organizations may impose penalties for breaking their codes of conduct. The principles of professional ethics enable professionals to get the desired results through integrated human efforts.
These principles can serve as guidelines for different professions. The principles of professional ethics apply to all professional areas including Medical profession.

**MEDICAL PROFESSION**

The principal objective of medical profession is to render services to the humanity with full respect for the dignity of the profession. From the dawn of the civilization, every system of medicine has brought a set of regulations to maintain the professional conduct and etiquette among its members. For this purpose, Medical Council of India (2002) prepared a draft named as ‘Code of Medical Ethics’ as code of ethics for the physicians. It involves as: ----

- Duties of Physicians in general
- Duties of Physicians to the Sick
- Duties of Physicians to each other

Principles of professional ethics are equally relevant to what goes on in Legal profession.

**LEGAL PROFESSION:**

Legal profession is also guided by Ethics framed as part of the rules of the Bar Council of India. Professional ethics of lawyers is that code of conduct which lawyers have to observe primarily with themselves, with public at large, with their clients and courts during the period of their profession. The observance of a code of ethics for legal profession is necessary for stable growth of a clean and efficient Bar in the country.

- Duty to the client
- Duty to the court

**IMPORTANCE OF PROFESSIONAL ETHICS IN THE FIELD OF EDUCATION**

By following principles of professional ethics sincerely and seriously, teachers can do all justice to their growth as professionals. Impelled by the principles of
professional ethics, they remain in touch with their subjects of teaching and learning and go on grasping and imbibing the new developments with regard to the subject they have to teach. Again, impelled by the ideals of professional ethics, they go on polishing their styles of teaching and improve their techniques of instructions. For this purpose, they would maintain their good relationships with students, teachers as well as community.

Professional Ethics is directly or indirectly concerned with the bearings of ethics upon what goes on in educational institutions in the form of teacher-pupil relations, in the form of teacher-teacher relations and in the form of what takes place outside their boundaries in the form of teacher-community relations.

CONCERN OF EDUCATIONAL PHILOSOPHERS FOR PROFESSIONAL ETHICS:- No philosopher can acquire the status of educational philosopher by remaining silent on the problem of relationship between teacher and the taught, between teacher and teacher and teacher and the community. These relations have to be placed on normative parameters. This task can be accomplished only in the light of the basic notions of right and wrong in human societies as formulated by the educational thinkers and described in their words in the field of the subject of ethics. The relationships between the teacher and the taught, between teachers and teacher and the community entail the performance of many kinds of duties and responsibilities. Such duties and responsibilities for their righteous performance have to be woven around basic principles of the subject of ethics. Hence, professional ethics becomes one of the major concerns of educational philosophers. Consequently, we find them speaking about the relationship between the teacher and pupil, teacher and teacher and community in the light of the principles of professional ethics or in other words, in the light of professional ethics as they choose to propound.

Turning to the history of educational thoughts from the Greek times to the present times, one finds that all the educational thinkers have expressed their ideas about the great role that teachers play in nurturing and developing human societies. There is no system of education in the world that can be run without
Teachers. Indeed, Teachers are the heart and soul of systems of education in all societies.

**IMPORTNACE OF THE STUDY:** Professional ethics is a pre-requisite in the teaching profession and is of paramount concern to teachers, students and community at large. Bearings on professional ethics for a teacher are of paramount importance for good education in relation to his students, colleagues as well as community. A teacher has a direct relation with his students. For this purpose, he has to keep in mind the ethical principles to strengthen this bond and by virtue of which the said principles can be brought into practice in educational institutions. The pattern of these principles is also essentially connected with his colleagues to discharge various responsibilities. The dealings of a teacher towards his colleagues, higher authorities as well as management should be of such a nature that may be favourable for the dignity and integrity of the teaching profession.

Apart from the said relations highlighted in the earlier paragraph, the relation of a teacher with his community cannot be overlooked. Teacher being the part of community is accustomed to be aware of the needs and demands of the community. Good rapport with society, participation in community affairs and courtesy to the members of the community etc. demand attention for teachers. In this sense, the community expects a lot from the teachers and all this could be guided by the principles of professional ethics for teachers. The present research work is an endeavour to study the principles of professional ethics for teachers as propounded by some educational thinkers.

The problem of the present study as stated below came to be conceived in the light of realization of the great importance of professional ethics in the field of education and on the basis of curiosity to explore but educational philosophers in their best have propounded in the shape of professional ethics in their educational doctrines.

**STATEMENT OF THE PROBLEM**

"PROFESSIONAL ETHICS FOR TEACHERS AS PROPOUNDED BY SOME INDIAN EDUCATIONAL THINKERS"
DELIMITATIONS OF THE STUDY

The present study is delimited to the following Indian educational philosophers. These are:

1. Rabindranath Tagore (1861-1941)
2. Mahatma Gandhi (1869-1948)
4. J. Krishnamurti (1875-1986)

The present study is confined to only four educational thinkers because any further addition to the number of thinkers will move towards making the undertaking too heavy for researcher. It is kept confined to Indian educational philosophers because their thoughts in their general philosophy and educational philosophy are understandably deemed more befitting from the standpoint of working of canons of professional ethics in Indian educational institutions.

OBJECTIVES

Followings are the objectives of the study: ------

1. To delineate critically the principles of Professional Ethics found in the educational thought of selected Indian thinkers.

2. To compare the ideas of educational thinkers having bearing on the following:-
   • Teacher-pupil relationship
   • Teacher-Teacher relationship
   • Teacher-community relationship

3. To work out consolidated picture of their thoughts pertaining to --
   • Teacher-pupil relationship
   • Teacher-Teacher relationship
   • Teacher-community relationship

4. To work out a functional plan for fostering professional sensitivity in teachers in the light of the findings pertaining to the preceding objectives of the study.
METHODOLOGY

Research design
The present study is philosophical in nature and Historical Method of research is followed. It requires to go through primary and secondary sources objectively. The primary sources include original works of educational thinkers under study. The original works are critically and objectively studied to glean out the ingredients of professional ethics as applicable to different dimensions of the role of teacher and along with it, other authoritative works on educational thinkers are studied which come under the category of secondary sources. The facts are collected and arranged rationally in proper sequence. Such perusal enables the investigator to delineate the concept of professional ethics as propounded by said educational thinkers.

Procedure
The present research is philosophical in nature. So, the works of various educational thinkers have been critically and objectively studied to describe the principles of professional ethics being propounded by them. The original works of the said thinkers have been studied. The works of various authors and critics have also been explored. The investigator used primary and secondary sources for thorough study. Investigator endeavoured to explore the similarities and differences in the conceptions of principles of professional ethics propounded by Indian educational philosophers. A sincere effort has been made to present an impartial and unbiased account of the concept of principles of professional ethics propounded by educational philosophers.

THE RELATED STUDIES
Sharma (1968) sought to investigate the staff relationships in the multipurpose higher secondary schools of Rajasthan. The study found that the roles played by the headmasters i.e. perceived role and the actual role were not in harmony, they gave rise to misunderstanding and conflicts between the headmasters and the members of the staff as well as a danger of disruption in the team work. The differences in the teachers and headmasters affected the harmony of the members of the staff and the
staff relationship. The headmaster and teachers should be able to maintain high norms of conduct and healthy staff relationships.

Paul (1999) elicited about the criteria of the best professional in the field of teaching. Teachers should observe and identify the needs of students and should feel compassion on students and respond to their needs with their teaching that is the way of best teacher. Teachers should consider teaching as a noble profession. Unfortunately in the present day society; people consider teaching job as a profession for their livelihood. They should honour their profession and care for all development of the students.

Julie (2005) studied the development of new knowledge about the importance of ethical principles for educational leadership. Ethics has been a topic of concern throughout history and indicated a strong relationship between successful leadership and ethical behaviour. Educational organizations have a special obligation to model ethics for the benefit of instructing the youth. Society cannot hope to become more ethical if school leaders behave unethically. Research confirmed a serious lack of professional training for educational leaders in the moral and ethical dimensions of administration.

Terrazas (2005) recommended that elementary school principals who use an ethical reasoning framework include the ethics of justice, care, critic and professional decisions that are fair and right for all involved. They rely on a variety of other resources as well for guidance and advice including principal, colleagues, district office administrators, their superintendents, laws and policies to help them to formulate ethical decisions.

Price (2008) reported that improvement in student achievement is the object of increased accountability measures in public education. This study investigated the role of professional development activities that focused on teacher-student relationship and improved school climate as a resource to further empower teachers to move students towards optimal student achievement. Data revealed that effective professional development practices should maintain good teacher-student relationships that would lead to improved school climate.
Sumangala, Ushadevi (2008) conducted a study to investigate women teachers’ attitude towards teaching profession and success in teaching. The study found that attitude towards teaching profession is a variable that affects success in teaching and favourable attitude towards teaching profession significantly contributes to success in teaching. Teachers with high attitude towards teaching profession may contribute much to the profession and seek pleasure in continuing in the profession and remain dedicated to their profession.

**EMERGENCE OF THE PROBLEM**

Education as a normative discipline is concerned with the enunciations and promotion of essential principles of professional ethics for all professional and vocational areas of life. There is hardly any area of professional goings in civilized societies to which principles of ethics are not directly applicable. These principles are formulated in definite form in every realm of professional work. Educational thinkers while propounding their educational philosophy pay concerted attention to work out relevant principles of ethics applicable to the professional responsibilities and duties of teachers. Every educational thinker, however, does it in his own way, keeping in mind his conception of the fundamental goals of education and his thoughts concerning to the relationship between teacher and pupils, teacher and teacher & teacher and community. This conception tends to be similar and dissimilar in terms of its contents. Every thinker has his own philosophy of human development and the ideals of human existence on earth.

The proposed research study was carried out to delineate the ideas of educational thinkers upon the relationship between teacher and pupils, teacher and teacher & teacher and community and to find out their similarities and differences with regard to the said relationships.

The principles of ethics are of paramount importance for all professionals. The specific reasons for undertaking the present study was to be found in the fact that no earlier investigator had undertaken research work as intended and carried out by the present investigator. Before deciding upon the proposed research, the investigator minutely went through all the research works as edited by M.B.Buch. Likewise, she went through various Dissertation Abstracts International
(The Humanities and Social Sciences). Nowhere she came across any piece of philosophical study already accomplished with regard to their ethical ideas propounded by educational thinkers pertaining to relationship between teacher and pupils, teacher and teacher & teacher and community.

**PROFESSIONAL ETHICS FOR TEACHERS AS PROPOUNDED BY INDIAN EDUCATIONAL THINKERS**

The concept of professional ethics as propounded by Indian educational thinkers undertaken in the study was found to bear the following characteristic features: ----

**PRINCIPLES OF PROFESSIONAL ETHICS AS PROPOUNDED BY RABINDRANATH TAGORE**

Following principles of professional ethics emerged from Tagore’s educational philosophy regarding teacher-taught relationship: --

1. Teachers should be dedicated to their profession.
2. Teachers should be embodiment of moral, mental and spiritual values.
3. Teachers should always remain learners.
4. Teachers should have feeling of brotherhood and fatherhood.
5. Teachers should make all possible efforts for the creation of an environment in which their pupils have no difficulty in serving education.
6. Teachers should make special efforts to make students creative learners.
7. Teachers should make efforts to inculcate a scientific temper in students.

Following ideals emerged from Tagore’s educational thoughts regarding teacher-teacher relationship:

1. Teachers should have cordial relationship with each other.
2. Teachers should work with mutual respect.
3. Teachers should go by love and affection in establishing human relationships.
4. Teachers should work with proper team spirit.
5. Teachers should set example in work each other.
Teacher-community relationship should be characterized by the following ideals:

1. Teachers should create good human relationships in society.
2. Teachers should have knowledge of economic and social problems of society.
3. Teachers should co-operate community to solve various problems.
4. Teachers should be dedicated to the welfare of society.
5. Teachers should work for community sanitation.
6. Teachers should respect ancient Indian culture.
7. Teachers should provide adult education to society.

PRINCIPLES OF PROFESSIONAL ETHICS AS PROPOUNDED BY MAHATMA GANDHI

Following principles of professional ethics have emerged from what has been stated in the previous pages relating to the teacher-taught relationship:

1. A teacher should be a knowledge giver.
2. A teacher should be a character builder of students.
3. A teacher should be builder of capabilities and skills required by children in dealing with problems of life.
4. A teacher should not be confined to a singular aspect of personality, but with the total development of personality.
5. A teacher should have all those virtues which he wants to cultivate in their students.
6. A teacher should have totality of experiences to discharge his duties towards students.
7. A teacher should not assume that teaching is a business.
8. A teacher should work as an ideal human being and render every type of help to solve the problems of pupils.
Following ideals emerged from Mahatma Gandhi’s educational thoughts regarding teacher-teacher relationship: ---

1. Teachers need to have cordial relations with each other.
2. Teachers should shun every kind of politics in their relations with each other.
3. Teachers should share their innovative ideas with each other.
4. Teachers should establish proper co-ordination among themselves with respect to school activities.
5. Teachers should so behave with each other that their behaviour is an example for children.

Ideas of Gandhi regarding the relationship between teacher and community are summed up as under: -----

1. Teachers should remain in close touch with parents of students for a better understanding of pupils and the families from which they come.
2. Teachers should know community welfare schemes and should sincerely participate in the activities needed for their implementation.
3. Teachers should try to understand the social evils prevalent in the society and play their part in their eradication.
4. Teachers should remain in touch with political and economic problems of society so that they can play their active roles in their solutions.
5. Adult education programmes should also be conducted in society.
6. Teachers should be familiar with the folklores of the community for better understanding of their community.
7. Teachers should be concerned with environmental cleanliness and take steps for creating better hygienic sensitivities in people.

**PRINCIPLES OF PROFESSIONAL ETHICS AS PROPOUNDED BY DR. RADHAKRISHNAN**

Following principles of professional ethics emerged from Dr. Radhakrishnan’s educational philosophy regarding teacher-taught relationship:
1. Teachers should be concerned with emotional development of pupils along with their cognitive development.

2. Pupils should be so educated that they are spiritually developed.

3. Teachers should not take teaching as a career in the form of a trade but as a profession.

4. Teachers should set examples of sadachar.

5. Relations of teachers with students should be marked by sanctity.

6. Teachers should create love for research and criticism in students.

7. Teachers should deal with students as friends and as family members.

8. Teachers should be in living communication with their students.

Following ideals emerged from Dr. Radhakrishnan’s educational thoughts regarding teacher-teacher relationship:

1. Teachers should have cordial relations with each other.

2. Teachers should not indulge in factionalism.

3. Teachers should co-operate with each other in relation to the activities of the school.

4. Teachers should go with their doings with a high sense of discipline setting examples for students.

Ideas of Dr. Radhakrishnan regarding the relationship between teacher and community are summed up as under: ------

1. Teachers should adopt progressive outlook towards community.

2. Teachers should commit to the welfare of their community by playing the role of its servers.

3. Teachers should have faith in the future of mankind.

4. Teachers should help the community to build social structure on the principles of truth, freedom and equality.

5. Teachers should help the community in developing love for democratic ideals.
6. Teachers should assist the community in imbibing secular outlook.
7. Teacher should help community to develop socialistic convictions in them.

**PRINCIPLES OF PROFESSIONAL ETHICS AS PROPOUNDED BY J. KRISHNAMURTI**

Following principles of professional ethics emerged from J. Krishnamurti’s educational philosophy regarding teacher-taught relationship:

1. Teachers should be dedicated to their profession.

2. Teachers should be capable of dealing students with love and patience.

3. Teachers should know how to inculcate critical thinking in students.

4. Teachers should be capable of creating an atmosphere of freedom to flower them greatly in love and goodness.

5. Teachers should be students of their students.

6. Teachers should endeavour to inculcate creative thinking in pupils.

7. Teachers should assume success of students as their own success.

8. Teachers should provide love and affection to pupils.

9. Teachers should try to abolish conflicts and confusions prevalent in the minds of students.

Ideas of J. Krishnamurti regarding the relationship between teacher and teacher are summed up as under: ----- 

1. Teachers should have mutual understanding.

2. Teachers should have feeling of absolute equality among themselves.

3. Teachers should work in co-ordination to share their responsibilities.

4. Teachers should co-operate in their dealings with each other.

5. Teachers should maintain cordial relationship.
Ideas of J. Krishnamurti regarding the relationship between teacher and community are summed up as under:

1. Teachers should make attempts to build peaceful society free of conflicts, confusions and frustrations.
2. Teachers should endeavour to create a good society which is without wars, violence and contradictions.
3. Teachers should have active relations with parents of students.
4. Teachers should maintain good human relationships with members of community.
5. Teachers should work for social reforms and inspire community members who are engaged in such job.

FINDINGS
The investigator worked out similarities and differences regarding the concept of professional ethics propounded by educational thinkers as under :

➢ SIMILARITIES
1. Educational thinkers are one in holding that teachers play a paramount role in motivating pupils.
2. They share the view that teachers should have a friendly and sympathetic attitude towards pupils. Love and affection, right attitude and understanding are of great importance for pupils.
3. They enjoin upon teachers to be dedicated to the cause of education and should remain professionally committed.
4. They firmly take stand that teachers should not take teaching as a business.
5. Teachers should have unquenchable thirst for knowledge and they should enable to create similar passion for knowledge in their pupils also.
6. Teachers should give such subtle touches to the school environment that stimulates them to become creative learners.
7. The nature of rapport between teachers and pupils should be such that it leads to living communication among them.
8. They stand for the use of democratic ways and means for achieving the goals of disciplining among pupils.

9. The nature of programmes of education should be so designed that this can lead to scientific temper and critical thinking in pupils.

10. Teachers should be concerned to the development of total personality of the pupils.

11. Teachers should have cordial relations with each other and should work together evincing team spirit.

12. Factionalism among teachers is a negation of team spirit.

13. They expect teachers to set examples for students in respect of their doings.

14. Teachers should be imbued with the spirit of social service. They should actively participate in community welfare schemes.

15. Teachers should have knowledge of social, political and economic problems of society and try to find solutions of such problems with active help and participation of community.

16. Teachers should respect culture of each community and adopt what is the best in culture of others.

17. Teachers should have active relations with parents of pupils for their proper understanding.

18. Teachers should play their roles in creating hygienic sensitivities in community.

19. Teachers should work for social reforms and inspire community members who are engaged in it.

20. Teachers should promote good human relationships in society.

**DISSIMILARITIES**:- The dissimilarities among the four thinkers in relation to teacher-pupil, teacher-teacher and teacher-community relationship are as follows:

1. (a) Tagore is more consciously concerned than the other three thinkers with the creation of an overall suitable environment for education of pupils.
(b) Gandhi and Radhakrishnan slightly deviate from Tagore by attaching more importance to the setting of appropriate examples on the part of teachers for the direct benefit of learners.

(c) Krishnamurti shows uniqueness in his thought from the other three thinkers by stating that teachers should motivate and inspire the pupils to awaken their intelligence so that they may learn critically and objectively.

2. Although the educational thinkers stand for moral and spiritual development of pupils, they state their different views regarding ways and means of such development as under:---

   (a) Tagore considers Nature as a powerful agency for moral and spiritual development of the child.
   (b) Gandhi attaches great importance to character and quality of teachers to inculcate moral and spiritual values in pupils. Teachers should act as role models for pupils.
   (c) Radhakrishnan concentrates more on ethics and meditation to uplift moral behaviour of pupils.
   (d) Krishnamurti goes ahead by holding that teachers and pupils should make efforts to work together to find out the ultimate reality by which he means truth or God.

3. Radhakrishnan and Krishnamurti differ in their thoughts with regard to create scientific and critical thinking in pupils.

   (a) Radhakrishnan favours teachers to create love for research and critical thinking in students through intellectual and technical skills.
   (b) Krishnamurti seeks to awaken the sleeping psyche of pupils by removing conflicts and confusions in the minds of pupils.

4. Krishnamurti deviates from the rest of the selected thinkers with regard to teacher-community relationship. Tagore, Gandhi and Radhakrishnan are concerned with social, political and economic aspects of community but Krishnamurti’s educational philosophy is not influenced by political and economic aspects. He talks freely expressing his reaction to the existing conditions of life, social relations and human behaviour.
5. Radhaksishnan and Krishnamurti show considerable difference in their views regarding social structure of the community as stated under: ------.

(a) Radhaksishnan wants teachers to help the community in building up of the social structure on the principles of truth, freedom and equality.
(b) Krishnamurti concentrates more on the need for good society free from wars, frustration and conflicts.

CONSOLIDATED PICTURE OF PRINCIPLES OF PROFESSIONAL ETHICS

The third objective of the study was to work out consolidated picture of thoughts of educational thinkers pertaining to teacher-pupil, teacher-teacher and teacher-community relationship. Consolidated picture on the basis of similarities comprises the following:

- Teachers should be dedicated and committed to their teaching profession.
- They must not take their profession as a business.
- Teachers should strengthen and nurture the teacher-taught relationship in educational institutions by making relevant efforts to that effect.
- Teachers’ behaviour towards pupils should not be only just friendly and sympathetic but should go beyond it by affection and love.
- The nature of rapport between teachers and pupils should be such that it leads to living communication among them.
- Development of the child in every aspect should be among the essential concerns of teachers.
- Teachers should have unquenchable thirst for knowledge and should inculcate such spirit in pupils also.
- Democratic ways of discipline are the righteous ways of making pupils disciplined minded lovers.
- Development of critical thinking and scientific outlook should be taken as an essential part of the duties and responsibilities of teachers.
- Teachers should have cordial relations with each other and should work together evincing team spirit.
- Teachers should keep themselves away from factionalism and the inclusion of any kind of politics in the realm of their relations.
Teachers should promote good human relations in themselves. They should set themselves as examples for pupils.

Spirit for community service and welfare should have place of honour in the bunch of their guiding principles.

Teachers should have knowledge of social, political and economic problems of society and endeavour to find solutions of such problems with active help and participation of community.

Culture of every community should be accorded respect by the teachers.

Teachers should work for social reforms and take necessary steps for creating hygienic environment in community.

Active relations between teachers and parents are essential for acquiring better understanding of pupils.

Teachers should be optimistic and evince faith in future of humanity.

**CONCLUSIONS**

On the basis of the findings arrived through this research work, it can be concluded that the educational thinkers have largely the same thoughts so far as aims of education are concerned. The same is by and large true with regard to the duties, responsibilities and diverse functions of teachers with respect to educational institutions. Whatever thinkers have suggested pertaining to the diverse functions of teachers stand thoroughly saturated in terms of ethical canons which are the basis of professional ethics relevant to the field of education.

**THE FUNCTIONAL PLAN**

The fourth and last objective of this study was to work out a functional plan for fostering professional sensitivity in teachers in the light of the findings relating to the principles of professional ethics propounded by the thinkers included in this study. Main features of the functional plan for implementation of the principles are stated as follows:
• Teachers must be made aware of broad principles of professional ethics for different professions and specific principles directly relevant to teaching profession.

• For achieving the goal of this awareness, relevant literature should be made available to all teachers with the suggestion that this needs to be an essential part of personal library of every teacher. Literature in the form of well written books on professional ethics must also be available in the school library.

• Broad canons of principles of professional ethics must be displayed on the boards of suitable size by the walls of schools. Wording on the boards must be in the bold letters.

• In every morning assembly, there must be some meaningful talk on the need and importance of actually going by principles of professional ethics in teacher and pupil relationship, in teacher and teacher relationship and in teacher and community relationships. The talks must be as clear cut as possible so that no one is left in any doubt about their contents and implications.

• Extension lectures on the principles of professional ethics must be an essential part of school programme. Attendance of such lectures must be compulsory for all teachers. Only those educationists should be invited for extension lecture who are well versed philosophically and psychologically in the fundamentals of professional ethics and have clear reputation as role models.

• For ensuring good teacher-teacher relations, teachers must be left in no doubt with regard to their functions both at the individual and collective level. All teachers must be required to sit together periodically for holding discussions with regard to their duties and responsibilities in the spirit of mutual co-operation, goodwill and harmony. Tutorial meetings of teachers and pupils must be a regular feature of school programme. Such meetings can help teachers to know more closely the problems of students at the personal level and can help better rapport between them for achieving the objectives of their education. The objectives of education are not limited to the
achievement in the subjects of learning but also essentially extend to the need of over-all development of human personality.

Teachers must establish their relations with their societies and establishing of this relationship must be a part of their regular duties. For this purpose, teachers must hold relations with parents of their students and must also remain in regular touch with their societies in order to keep abreast of their problems. In the address of these problems, they must play their role as far as possible. For playing their role more effectively, in the solution of community problems, they should not hesitate to seek the help of NGOs as well as other groups and organizations.

- Study of principles of professional ethics must be a part of the syllabi of all Teacher Training programs at all levels. This study must be accorded equal importance with the learning and teaching of other content subjects.

Functional plan for the implementation of any given school programme may stand conceived in the best possible manner. All the steps of the plan may stand in total pragmatic clarity for those who are expected to go by the steps incorporated. Even then, there may be teachers who go on without caring adequately for the central principles in the light of which the steps of functional plan stand chalked out. Every school must have some authoritative mechanism by which the deviant teachers can be reasonably taken to task and at the same time inspired and motivated to go by their professional duties conceived in the light of principles of professional ethics.

**LIMITATIONS OF THE STUDY**

Each and every research study could face some limitations. The present study aimed at working out consolidated picture of professional ethics for teachers based on the relevant meeting points in the educational thoughts of thinkers included in this study. For this purpose, the investigator compared thoughts of educational thinkers. The investigator did not come across any research study aiming at comparison of educational thinkers with respect to their thoughts pertaining to principles of professional ethics for teachers. This naturally deprived her of the advantages that
researchers generally derive from the perusal of related literature in accomplishing in their works. However, the investigator did get some benefit from empirical studies relating to teacher-taught relation, teacher-teacher relation and teacher community relation. But this was not of substantial consequence. After all limitations, the investigator tried to cope with all limitations so that the research may be meaningful for teachers in educational institutions.

**SUGGESTIONS FOR FURTHER RESEARCH**

The investigator humbly makes suggestions for further research work as under:

- In the present study, the conceptions of professional ethics of only selected Indian educational thinkers were brought out and compared. It is suggested that Western educational thinkers should be similarly studied and compared. This in turn, may lead to the discovery of more comprehensive grounds for building more consolidated pictures of the principles of professional ethics for teachers.

- Research is needed to trace the evolution of the concept of professional ethics right from the Greek period down to the present times. This in turn, will lead to fix conceptions of professional ethics in proper historical perspective.