INTRODUCTION

1.1 TEACHERS AS INDISPENSABLES
Every society needs teachers for the education of its members, children, adolescents and adults for the dissemination of knowledge to them, for enabling them to develop their innate assets into capabilities, abilities, skills, attitudes, beliefs and orientations for the ends of meaningful and vibrant human living. Teachers play divergent roles in the over-all work of transmission of cultural and civilizational values. It is primarily through education imparted by teachers that transmission of cultural and civilizational values to new generations materialises and opportunities are thrown open for the advancement of humanity as a whole. The role of teachers is straightway indispensable in every societal living.

All human societies are profoundly concerned with their cultures and civilizations. No culture and civilization can be truly 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.

Teachers are the true builders of human destiny. Their influences are ever lasting. They influence eternity. Their contributions are not confined to any particular community or to any particular nation. Their doings transcend all manmade boundaries. Only enlightened and emancipated teachers lead communities and nations in their march towards higher qualitative levels of living. As torch bearers in creating social cohesion, national integration and a learning society, teachers are capable of generating and imparting knowledge as per commands and demands of the society.

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.

According to Dewey (1910), “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.”

Russell (1926) states, “Knowledge wielded by love is what the educator needs and his pupils should acquire. In earlier years, love towards pupils is the most important kind; in later years, love of knowledge imparted becomes increasingly important.”

Tagore (1922) says, “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.”

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.”

In the words of Radhakrishnan (1963), “Teacher’s place in the society is of vital importance. Throughout the history of civilization, it is the teacher who transmits the intellectual traditions and technical skills from generation to another and to keep the lamp of civilization burning.”

Krishnamurti (1983) says, “The teacher is the most important person in the school for on her or him depends the future welfare of mankind. This is not mere verbal statement. This is an absolute and irrevocable fact. Only when the educator himself feels the dignity and the respect implicit in his work, if he be aware that teaching is the highest calling, greater than the princes of the world.”
Thus, quality of education largely depends on the quality of teachers. In ancient period, teaching was considered to be a holy duty and teachers were expected to devote their lives to the cause of teaching in the missionary spirit of self-sacrifice. In due course of time, educational systems of different countries started facing various problems regarding aims of education, curriculum, methods of teaching, text-books, discipline and examination systems. In the present scenario, the whole world is wedded with ever-changing technology and its usage in the field of education.

The rapid development in science & technology and the challenges of globalization are posing additional challenges to the education system almost in every country. Prema & Subbiah (2009) remark, “globalization has caused a paradigm shift in very concept of education. Education which was considered a service has now become business. The universally accepted values of truth, non-violence and righteousness have been relegated to the background and the market driven society is perceptibly becoming more and more aggressive giving an explanation that the so called values are relative, contextual and constantly emerging.”

Top priority given to value education by the National Policy of Education (NPE, 1986) is a logical conclusion of the diminishing values in our society. The NPE has clearly stated, “The growing concern over the erosion of ethical values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people.” Modern education system should endeavour to inculcate those basic human morals in our students, without which a nation cannot hope for an honourable survival. Teachers are active role players in such situations to build up a strong character in their students right from the beginning.

Aggarwal (2006) describes, “In the modern scenario, the roles of teachers have become more seriously challenging because a higher level of conduct is expected from them in educational institutions and society in general.
Development and institutionalization of a set of ethical code of conduct works as a boon for the human society. A teacher has not only to instruct but also to inspire the students to influence the life and character of students and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens”. Good teachers should encompass themselves to create a new world of knowledge and experience for learners by imbibing in them ethical values, virtues and skills which will enable them to succeed in their lives and their chosen vocation.

Indian and Western educational thinkers have been constantly laying stress on ethical values that teachers must inculcate in their pupils. The concept of ethics for teaching community has been influential right from the Greek times. In our country, right from Raja Ram Mohan Roy, Swami Dayananda, Dr. Annie Beasant, Swami Vivekananda, Rabindra Nath Tagore and Mahatma Gandhi have profoundly reflected upon the relevance of ethics for teachers. They have emphasized the virtues and moral values which teachers should develop in their pupils and for this end they should be role models for their pupils. Western educational thinkers have also given equal importance to moral development as the aim of education. Rousseau, Kant, Froebel and John Dewey emphasize the responsibilities of teachers to develop ethical values in students through affection, co-operation, sympathy and proper guidance. The educational thoughts as given by Indian and Western educational thinkers are still accepted as right guidelines for the inculcation of moral and ethical orientations in students.

In an educational set up, it is the personality of the teacher that counts most in every aspect of development of pupils. A corrupt and incompetent teacher may prove to be fatal for the development of future generations. The importance of teachers as architects of future generations demands that only the competent members of our intelligentsia be allowed to enter the noble profession. In modern societies, human values truly begin and continue with teachers. Teachers should be missionaries, mentors, reformers, guide for training students in virtues and graces of human living. A teacher who lacks energy, enthusiasm and character is a disgrace to his/her profession.
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.

In every educational system, the role of teacher is straightway crucial. Every society demands from teachers that they should so perform their duties as to make their students disciplined, lovers of knowledge and to develop dynamic personalities with the wholesome out-look on life. To perform this task effectively, high degree of professional commitment is required on the part of teachers for playing the role in a world of ever-changing values and in the ever-changing conditions in different areas of work, professional or non-professional. Professional commitment is not merely a philosophic obligation, but also an indispensable need and demand of modern society.

1.2 COMMITMENT

Commitment refers to a feeling of an obligation in which a person follows a particular course of action to achieve a particular goal. It implies a promise and binding of oneself in a course of action. Thus commitment means the firm and not changing attitude of an individual to do an action. In terms of literally conception of the term ‘Commitment’ Dictionary of Sociology (1970) defines, “Commitment refers to a feeling of obligation to follow a particular course of action or to seek a particular goal.”

Webster Collegiate Dictionary (1979) states, “Commitment is referred to as pledging or binding of oneself, in continuing a course of action.”

Cambridge International Dictionary (1982) says, “Commitment means to promise or give your loyalty to a particular principle, person or plan of action. Thus commitment depicts the firm and not changing orientation in support of one’s belief in his principles or action.”
The term ‘Commitment’ is used to distinguish those who are caring, dedicated and those who ‘take the job seriously’ from those who ‘put their personal interest first’. Teachers assume their commitment as a part of their professional identity. Being committed, they get a lot of pleasure and enjoyment from their work. Elliot & Croswell (2001) describe that commitment is a high level of attachment of someone to do a job. It is simultaneously psychological implying an intrinsic attachment to that endeavour. It is strength of one’s moral character to invest maximum time and energy to a particular course. Commitment can manifest itself in extra investment of personal resources such as time, money and efforts.

The term commitment is frequently used in connection with profession i.e. professional commitment. Commitment of teachers has also been perceived as a multi-dimensional phenomenon. Teachers serve more than one constituency, therefore, their loyalty to serve runs in multi directions. Dave (1998) has elaborated five commitment areas as follows:

Commitment to learner: ---- It includes love for learner, readiness to help learners, concern for their all round development etc.

Commitment to the society: ----- Such as awareness and concern about impact of teacher’s work on the degree of advancement of families, communities and nations.

Commitment to the profession: ---- It includes the internal acceptance of the role and responsibility of the teaching profession.

Commitment to achieve excellence: --- It follows care and concern for doing everything in the class-room, in the school and community in the best possible manner and in the good spirit of doing well.

Commitment to basic human values: ----- It includes the role aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. with consistency.

A teacher, being a professional is committed to be publicly accountable for his work. The profession of teaching is unique in a number of ways.
Its very nature involves a complex and rich combination of working relationships not only with the organization i.e. school and education system but with a number of other stakeholders, including the parents, students and colleagues. Thus, an extended view of teachers’ professional commitment is necessary.

Aranya & Ferris (1984) defined professional commitment as “the relative strength of (an individual’s) identification with and involvement in one’s profession; acceptance of its goals and willingness to exert effort on behalf of that profession.”

Blau (1985) demonstrated that professional commitment is one’s attitude towards one’s vocation, including a profession.

Deering & Jones (2000) conceived that teacher’s professional commitment has a wide range of subjective beliefs regarding his role, proper functioning and obligations and about norms of conduct.

For professionally committed teachers, teaching is a mission and they are whole heartedly dedicated to their profession. Such teachers dedicate their lives to the academic success of their students; promote students’ achievements by intentionally committing themselves to their continuous professional growth through active learning and advancement of their practices. Mehrotra (2003) identified committed teacher is one who when employed as a teacher commits or binds himself to ‘teaching’ and is bound to a certain behaviour not as if in a prison, undertakes that he/she will definitely act or behave in a particular manner; will put in hard work and loyalty; will perform all the duties as previously arranged at a certain time e.g. according to the time-table. The commitment will prevent him/her from doing anything else at that time and he or she will willingly work hard to fulfill all responsibilities.

The commitments which teachers should comply with in general are:-

1. Use diversity as a source of strength and development.

2. Nurture liberalism, secularism and tolerance.

3. Work for the removal of poverty and various other deprivations.
4. Not to remain passive and silent in times of crises and injustice.

5. Work for the removal of various social ills and develop positive attitude in pupils.

6. Actively work for harmony when required in society.

7. Work earnestly for the removal of differences of class, caste and gender inequality.

8. Extend services for those children who are not able to attend the school system.

Teachers being an integral part of society have diverse commitments accordingly. For this purpose, a teacher must be committed to secure all its citizens social, economic and political justice, liberty of thought, belief, expression, faith to avail opportunity to promote fraternity, assuring the dignity of individual as well as unity and integrity of nation. A truly committed teacher devotes his all conduct and activities to his profession.

1.3 PROFESSION

Saunders (1928) opines, “A profession is a specialized occupation that involves specific orientation and training. It is defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service and to advise others for a definite fee or salary”. 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.

Every profession implies certain specific features. Salient features mentioned by National Educational Association, Division of Field Services, Washington (1966) are as under:-

- A profession commands a body of specialized knowledge.
- A profession involves activities essentially intellectual.
- A profession requires extended professional preparation.
- A profession demands continuous in-service growth.
- A profession affords a life –career and permanent membership.
- A profession sets up its own standards.
- A profession exalts service above personal gains.
- A profession has a strong, closely knit, professional organization which guarantees professional conduct of its members and works to raise the status of the profession.

Each profession has to evolve its own code of conduct for persons engaged in its work. The code of conduct is woven around ethical principles. These ethical principles guide the behaviour of professionals and provide criteria to differentiate between desirable and undesirable conduct.

1.4 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.

Chauhan (2008) states that teaching as a profession fulfills the needs of special training intended to build up knowledge competencies, develop skills and favourable attitude towards learning. Like all other professions, teaching also demands specialized knowledge and professes to serve the society with a conscious understanding of efficiency, sound knowledge and expertise which are required for assuring highest quality service.

Gafoor (2000) remarks, “teachers being professionals are committed to be publically accountable for their work. Ancient society emphasized teachers’ moral character and conduct, while present times lay stress on teachers’ accountability and use of appropriate pedagogical techniques. Twenty first century demands quality education and more accountability from teachers. A good teacher looks at teaching not only as a vocation but as a mission. Teachers have responsibility beyond their subject specialization. They are involved in cross-curricular issues as school development, carrier advice, social events, curricular planning and co-curricular activities”. Teachers’ accountability involves moral accountability and professional accountability as well. Moral accountability is related to our conscience about how to carry out our work. Teachers are morally accountable to students, parents and society.

Teachers, inspired by creative idealism, play pivotal roles in their profession for reforming education at all levels. The teaching community in our country is anxiously expected to become increasingly aware of crucial importance of their role in moulding the lives and character of future citizens of our country by committing to the task of national and social reconstruction. They urgently need to contribute to the enhancement and improvement of schools through consistent participation in activities such as sharing in the overall development of programs and policies. They 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.

Teachers in all human societies are required to acquire a vast body of knowledge relating to the content and pedagogy of their subjects and ordinarily they require a long time of education followed by professional training and then continually require upgradation and updating of their knowledge and skills throughout their career. Teachers as professionals need to do practice their skills based on complex knowledge within guidelines established by their profession. 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.

1.5 PROFESIONAL 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 as professionals. Every profession has its own professional ethics to regulate its terms, conditions, norms and quality of service to be rendered. Professional ethics in the field of education refers to those ethical principles which are enshrined in the thought of educational thinkers and which have direct or indirect bearings on different aspects of teaching profession. In recent
times, codes of conduct have been framed for all major professional areas of life. The members of every profession are governed by the code of conduct framed for their profession.

Arora (2004) stresses that every profession is expected to evolve a dynamic set of ethical principles to guide the conduct and behaviour of its members. The ethical principles provide the basis to differentiate between desirable and undesirable professional conduct and behaviour.

The word ‘Ethics’ is derived from the Greek term “Ethikes” or “Ethos” which broadly stands for customs. The Oxford Advanced Learner’s English 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 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.
1.6 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. Organisations may impose penalties for breaking their codes of conduct. Prasad (2005) describes that these are decided by the society and are contributed by great exponents of the same profession. The code of professional ethics may be defined as a set of self-imposed professional ideals and principles necessary for the attainment of professional excellence and self satisfaction. A code of professional ethics is generally based on two principles—Professional integrity and ideals of service to the community. Code of conduct for any particular realm aims at the following: -------

- For self-correction of professionals.
- For self-satisfaction of all the professionals concerned.
- To guide conduct and behaviour of professionals.
- To set up ideals for students.
- To shape the personality of students.
- Improvement of human relations.
- For development of society.
- For professional excellence.
- To improve professional environment.
- To follow norms and principles of profession.

Codes of conduct framed up in the light of relevant ethical principles are thus deemed as highly useful instruments by all sectors of professional domains. *International Institute for Educational Planning (IIEP) (2004)*
states that the main objectives of preparing the code of conduct are to enhance commitment, dedication and efficiency of service among members of the profession by formulating a set of recognized ethical standards to which all members of the profession must adhere to; to provide self-disciplinary guidelines for members of the profession by creating norms of professional conduct and to obtain the community’s confidence in and support for the profession by emphasizing the social responsibilities of the profession towards the community. This report states that codes of conduct are framed so that professionals may do their jobs in the professional spirit.

Padhan (2009) remarks, “principles of professional conduct reflect the expectations of professionals. For describing ethical and professional responsibilities, guiding principles are framed. These provide guidance and offer justification for professional conduct. Professional associations framed such codes of ethics that provide for behaviour within the contexts of professional practices such as medicine, law and teaching. The written codes provide rules of conduct and standards of behaviour based on the principles of professional ethics”. The principles work as milestones for professional conduct. General principles for professionals are recognized as under: ---

1. A professional should have concern for the well being of others.
2. A professional should have respect for the autonomy of others.
3. A professional should have trust worthiness and honesty towards profession.
4. A professional should be willing to compliance with law.
5. A professional should be fair in his dealing.
6. A professional should refuse to take unfair advantage.
7. A professional should prevent harm to anyone.
8. A professional should avoid conflicts of interest.
9. A professional should adopt impartiality and objectivity.
10. A professional should keep social responsibility sincerely.

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.

1.7 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. Although, the code of medical ethics is for an internal self-regulation of the profession, it is an obligation on the part of medical practitioners to fulfill certain rights and expectations of the patients. But there is fast spreading professional misconduct among medical practitioners that the unethical practices have gone to a level where the basic purpose of medical profession i.e. service to the humanity fails. In our country, it is also commonly believed that doctors attend those cases which they cannot handle properly and sometimes, they recommend those medicines, the consequences of which they themselves do not know. For this purpose, Medical Council of India (2002) prepared a draft named as ‘Code of Medical Ethics’ as code of ethics for the physicians. The code refers to the following:--

Duties of Physicians in general:-

- A Physician should always maintain highest standards of professional conduct.
- A physician should not permit motives of profit to influence the free and independent exercise of professional judgement on behalf of patients.
- A physician should in all types of medical practices, be dedicated to provide competent medical service in full technical and moral independence.
- A physician should deal honestly with patients and colleagues.
- A physician should respect the rights of patients and safeguard their confidence.
• A physician should act only in patients’ interest while providing medical care.

• A physician should certify only that which he has personally verified.

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

1.8 LEGAL PROFESSION

Legal profession is also guided by Ethics framed as part of the rules of the Bar Council of India. Prasad (2001) remarks, “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.

The members of legal profession should observe decency, elegance, dignity and maintain cordial relationship among themselves with a bond of brotherhood and friendliness. The duties and liabilities of lawyers involve a chain of human relationships, which is tested and tried in their daily routine of life. Section 49(1)(c) of the Advocates Act, 1961 has provided powers to the Bar Council of India to make rules prescribing Standards for professional ethics containing canons of conduct and etiquette, which are as follows :-

Duty to the court:-

• An advocate should during the presentation of his case and while otherwise acting before a court, conduct himself with dignity and self-respect.

• An Advocate should maintain towards the courts a respectful, bearing in mind that the dignity of the judicial office is essential for the survival of a free community.

• An advocate should not influence the decision of a court by an illegal or improper means.
• An advocate should use his best efforts to restrain and prevent his client from resorting to sharp or unfair practices.

• An advocate should appear in court at all times only in the prescribed dress and his appearance shall always be presentable.

• An advocate should not wear bands or gown in public places other than in courts expect at such places as the Bar Council of India or the court may prescribe.

• An advocate should not act or plead in any matter in which he is himself pecuniary interested.

• An Advocate should not stand as surety for the client required for the purpose of any legal proceedings.

**Duty to the client:**

• An Advocate should not ordinarily withdraw from engagements once accepted without sufficient cause and unless reasonable and sufficient notice is given to the client.

• It should be duty of an advocate fearlessly to uphold the interests of his client by all fair and honourable means.

• An Advocate should not directly or indirectly commit a breach of the obligations.

• An Advocate should not act on instructions of any person other than his client or his authorized agent.

• An Advocate should not do anything whereby he abuses or takes advantage of the confidence reposed in him by his client.

While nobody can dare to understate the significance of professional ethics for Medical and Legal professions, the significance of professional ethics visibly occupies the foremost place in terms of its needs and
implications. It is an educational institution that human beings first feel the fragrance emanating from the canons of professional ethics.

1.9 IMPORTANCE OF PROFESSIONAL ETHICS IN THE FIELD OF EDUCATION

It can be straightway stated with confidence and veracity that the importance of professional ethics in the field of education cannot be exaggerated or overblown. In modern societies, the relevance of the ingredients of professional ethics, as stated previously too, has led to the formulation of codes of conduct for the professionals of all work areas. Contribution of professional ethics to the field of education is exceptionally important because sentiments developed for the ethical ideals and sensitivities bearing upon the professional responsibilities and duties in educational institutions tend to be transferred to all other realms of life where people are engaged in performing professional duties and responsibilities.

By following principles of professional ethics sincerely and seriously, the teachers can do 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. They maintain righteous relations among themselves and with their students as well as with the community.

Professional Ethics is directly or indirectly concerned with the bearings of ethical principles 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.

1.10 TEACHER--PUPIL RELATIONSHIP

Teachers who are inspired by ethical ideals maintain sacred relations with the pupils. They see to it that sanctity of their relations with students is never violated. They do their best for the development of every dimension of personality of their pupils.
Cheema (2011) states, “adherence to professional ethics is essential for establishing healthy relationship between teacher and taught. Teachers having true love and affection for students ought to weave such relationship around the knowledge of the principles of professional ethics. A teacher bound by the principles of professional ethics recognizes the social responsibilities placed on him for the advancement of knowledge of his students”. Teacher charged with ethical values acts as a friend, guide and genuine well wisher. An ethically sensitive teacher spares no efforts in educating his students. The said results can be achieved only by teachers who are professionally committed on lines of professional ethics. Teachers truly committed to the principles of professional ethics: 

- Treat all students with love and affection and are just and impartial to all, irrespective of caste, sex, status, religion.
- Help the students in their intellectual, physical, social, emotional development.
- Ensure punctuality among students.
- Set a standard of speech and behaviour worthy of example to students.
- Promote scientific temper and spirit of enquiry, creative self expression and aesthetic sense, leadership qualities and right attitudes.
- Appreciate rich cultural heritage.
- Remain mindful of the individual needs and differences of students.
- Speak and act with student with respect.
- Inculcate a sense of love for the motherland and universal brotherhood among students.

1.11 TEACHER – TEACHER RELATIONSHIP

Teachers truly charged with ideals of professional ethics never think of going irrelevant from the principles of healthy and constructive relations with their colleagues. Rather they sincerely endeavour to take their relations to all possible
heights of co-operation and harmony. Ideal teacher-teacher relationship distinctively improves the educational climate of the institution in which teachers work. Manu (2002) describes, “the professional obligation of teachers is to understand educational policies in true spirit and effectively implement them with team spirit for achieving the desired results. The effective implementation requires closest possible rapport between teachers. The rapport woven around ethical values stands solid in all situations of work involving the joint role of teachers. The democratic way of performing duties is in the line with a true rapport among teachers”. Performance of teachers in such a situation facilitates the process of solving their teaching problems. The desired relationship among teachers is maintained and nurtured professionally if all the activities are directed in the same direction with willing co-operation and co-ordination. In the light of principles of professional ethics, efforts can be made: ----- 

- To promote good relationship with the staff.
- To take initiative for creating good rapport among the staff members.
- To maintain cordial relations in the staff members.
- To maintain effective working relations with other school personnel.
- To establish co-ordination in their functioning with other staff members.
- To assist new entrants of the profession.
- To have positive and supportive attitude towards their colleagues.
- To share innovative ideas with each other.

1.12 TEACHER-COMMUNITY RELATIONSHIP

Teachers, who are impelled by the ideals of professional ethics, feel concerned with the goings in their larger environment outside the school boundaries. They are sensitive to the community problems and remain ready to play their part in their solutions. Professional ethics provide guidance and direction to teachers in this regard. There is two way traffic between teacher and community. The community conveys its problems to teachers for guidance and solution. Teachers come to the help of community in the light of their knowledge pertaining to the issues of community. Teachers become partners with parents of pupils and other members of
the community to streamline the school programs and thereby to promote the school learning. Teachers with professionally grounded ethical sensitivities are expected to do the following:

- Establish cordial and co-operative relations with parents/guardians.
- Maintain good human relationships with members of community.
- Take steps for inculcating sensitivities toward hygienic environment.
- Strengthen national integration and promote ideas of democracy, secularism and socialism in the community.
- Respect Indian culture and develop positive attitude towards other cultures.
- Participate in community affairs.
- Understand social problems and make efforts for social reforms.
- Adopt practical measures for social welfare schemes in the community.

1.13 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 works. 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 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 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.
1.14 IMPORTANCE 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.
1.15 STATEMENT OF THE PROBLEM:-
Keeping in mind what has been stated so far, topic of the present study is framed in words as under:-

“PROFESSIONAL ETHICS FOR TEACHERS AS PROPOUNDED BY SOME INDIAN EDUCATIONAL THINKERS”

1.16 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.

1.17 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:-
   a. Teacher-pupil relationship
   b. Teacher-Teacher relationship
   c. Teacher-community relationship
3. To work out consolidated picture of their thoughts pertaining to --
   a. Teacher-pupil relationship
b. Teacher-Teacher relationship

c. 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.

1.18 METHODOLOGY

1.18.1 Research design:-
The present study is philosophical 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.

1.18.2 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.