The second objective of the research work was to compare the ideas of educational thinkers having bearing on teacher-pupil relationship, teacher-teacher relationship and teacher-community relationship. After delineating their conceptions of professional ethics for teachers, the investigator proceeded to compare the thinkers with each other with respect to teacher-pupil, teacher-teacher and teacher-community relationships.

4.1 PROFESSIONAL ETHICS FOR TEACHERS IN RELATION TO TEACHER-PUPIL RELATIONSHIP

Tagore and Gandhi

Both Tagore and Gandhi, being Indian educational thinkers give utmost importance to the teacher’s role in the development of child. Tagore believes that only man can teach another man. From this angle of thinking, teacher-pupil relationship is the most important medium for human development. Tagore feels strongly that there would be no gap between the teacher and taught if the former has the feelings of brotherhood and fatherhood for his or her pupils. Gandhi feels strongly that the teacher acts as a model for students and they may be inspired by his words and conduct. Both Gandhi and Tagore share the view that teachers should have true love and affection for their pupils. They think that this can lead to the development of affectionate relationship among pupils and teachers. This relationship of love leads to the better development of human personalities.

Both educational thinkers view that teachers should cultivate creativity in students. They are one in holding the view that teachers should have thirst for knowledge for creating similar passion for knowledge in their pupils. Tagore opines that every teacher should be a burning lamp. Only a burning lamp, he holds can burn another lamp. Teachers, according to Tagore, should make all possible efforts for the creation of an environment in which their pupils have no difficulty in receiving education. However, Gandhi advocates that teachers should
have primarily the totality of examples to discharge their duties. Teaching profession according to Tagore and Gandhi demand dedication and commitment. This profession should never be taken as a business. Gandhi stands for the adoption of democratic base for disciplining the students. Tagore’s viewpoint on discipline is virtually the same. Teacher, according to Tagore and Gandhi should be an embodiment of moral, mental and spiritual values and should actually go by these values in dealing with their pupils.

Tagore and Radhakrishnan

Both Tagore and Radhakrishnan attach great importance to relationship between teachers and pupils and proceed to advance the view that the role of teachers in building and strengthening importance of this relationship is of crucial importance. Radhakrishnan appeals that teachers should deal with students as friends and as their family members. Holding the viewpoint, Tagore lays emphasis viewing that teacher-pupil relationship is the medium for human development in which teachers act as friends for pupils. Both Tagore and Radhakrishnan share the view that love and affection as well as sympathy on the part of teachers can go a long way in developing the personality of pupils. Tagore believes that teachers should make all efforts for the creation of an environment in which pupils can move smoothly in learning what they are expected to learn. This kind of situation can help pupils in becoming creative learners. In the thinking of Radhakrishnan, teachers should be concerned with emotional development as well as cognitive development of students. Teachers should act as an example of sadachar for pupils. Both thinkers are one in holding that teachers should be committed to their profession and should never take it as a business. Tagore wants teachers to be visible embodiments of mental, moral and spiritual values so that the pupils can proceed to develop themselves on the same lines. However, Radhakrishnan stresses to uplift moral and ethical behaviour of pupils by ethics and meditation. Teachers should remain learners for continuously upgrading their cognitive assets is advocated by both thinkers. Radhakrishnan is particular in holding that teachers should perform their duties that their pupils may become research minded. Tagore favours that teachers
should make such efforts which can contribute to the development of scientific spirit in pupils.

**Tagore and J.Krishnamurti**

J.Krishnamurti favours teacher’s loving, affectionate and friendly behaviour for pupils. Tagore holds teacher-taught relationship as the most important medium for human development. Their relationship should be friendly as well sympathetic in nature. Both thinkers advocate natural freedom for the development of pupils in all spheres of life. Tagore is of the view that teachers should make all possible efforts for the creation of an environment in which their pupils have no difficulty in receiving education. Holding the similar viewpoint, Krishnamurti advocates that the environment should be so charged with freedom that it blooms in love and goodness. Both Tagore and Krishnamurti are one in holding the viewpoint that teachers should never think that teaching profession is a business. Rather they should take it as a dedicated and committed positive venture towards their students. Teachers should rise above the financial considerations. Both the thinkers also hold the view that teachers should be students of their students. They should inculcate creativity as well as reasoning abilities in students. Tagore favours teachers to inculcate scientific temper in pupils and Krishnamurti lays stress for the removal of conflicts and confusions in the minds of pupils.

**Gandhi and Radhakrishnan**

Both Gandhi and Radhakrishnan favour that teachers should be dedicated and committed towards teaching profession. Gandhi envisages teacher’s role in relation to his students as an inspiring friend, philosopher and guide to the pupils. Radhakrishnan affirms such relationship should be marked by sanctity. Gandhi says repeatedly that teachers should be character builders of students. Radhakrishnan wants that teachers should work for cognitive and emotional development of pupils. Teachers, according to Gandhi, should have all virtues which they want to cultivate in their students. Radhakrishnan talks in the same vein requiring teachers to set examples of sadhachar. For moral and spiritual development of pupils, Gandhi favours teachers to act as role model for pupils. Such development is also possible by self-realization. Radhakrishnan favours such development by teachers in students
through ethics and meditation. Radhakrishnan lays emphasis on the role of teachers to inculcate love for research and critical thinking in pupils. Gandhi speaks of teacher’s role in stimulating love of adventure and reasoning capacity for the pupils to draw out what is best in pupils. By and large, they both favour the use of democratic styles for disciplining pupils.

**Gandhi and J.Krishnamurti**

Krishnamurti holds the view that teachers should act as motivators for awakening the intelligence of pupils so that they can be free of confusions and conflicts. Gandhi holds the view of inspiring pupils to be capable of utilizing the talent already existing in pupils. For this purpose, the teacher should act as an example, become a model and play the role of philosopher. Both thinkers hold the view that teachers should have love, affection, sympathy and friendly attitude for their pupils. They desire that teachers should be capable of inculcating critical thinking in students. Gandhi favours good rapport between teacher and pupil based on mutual trust and love. Krishnamurti lays stress for psychological adjustment of the child by awakening his sleeping psyche. Here Gandhi is silent. Gandhi is in favour of religious education as well as self-realisation for the purpose of moral and spiritual education. Krishnamurti wants that students and teachers must work together to find the ultimate reality. The teacher has to help the students to be scientific with regard to moral and religious values. Both Gandhi and Krishnamurti want teachers to be dedicated to the cause of education and should be professionally committed.

**Radhakrishnan and J.Krishnamurti**

Radhakrishnan views that teachers should be examples of sadachar for the pupils. The life of teachers has great impact on the life of his students. J.Krishnamurti expects teachers to awaken the intelligence of their pupils through inspiration and motivation. Both Radhakrishnan and Krishnamurti want that teachers should have love, affection and sympathy for the pupils. Radhakrishnan wants teachers to create love for research and critical thinking in pupils. J.Krishnamurti desires teachers to try to clear conflicts and confusions from the minds of students. Teaching profession according to both the thinkers should not be taken as a business. Teachers should be
dedicated and committed to their professional responsibilities. Radhakrishnan favours moral and spiritual upliftment of pupils by teachers with the help of ethics and meditation. Krishnamurti wants that teachers and pupils should work together to find out the ultimate reality. Both stand for adoption of democratic ways to discipline pupils in educational institutions.

4.2 PROFESSIONAL ETHICS FOR TEACHERS IN RELATION TO TEACHER-TEACHER RELATIONSHIP

Tagore and Gandhi

Both Tagore and Gandhi clearly stand for cordial relations between teachers in educational institutions. Teachers should have proper co-ordination in their functioning. They should set examples for students to follow. Gandhi stresses the need for co-operative relations between teachers and these relations should be such from which their pupils can learn. Teachers should not be engaged in any party system in educational institutions. Tagore also holds the similar view and specially stresses on love and affection in developing good human relationships in educational environment. They should work as a team moved by same team spirit of co-operation.

Tagore and Radhakrishnan

Regarding teacher-teacher relationship, Radhakrishnan advocates that teachers should have cordial relations with each other and evince actively co-operative attitude for working together as a team spirit. Teachers should never be engaged in factionalism and should conduct themselves as members of the same family. Tagore is on the same lines with regard to the need for affectionate and cordial relations among teachers to maintain good human relationships.

Tagore and J.Krishnamurti

Tagore and J. Krishnamurti desire that teachers should co-operate with each other in carrying out their educational responsibilities. They also hold the standpoint that teachers should have cordial relations. Krishnamurti says that teachers should be fired with democratic spirit. Tagore, holding the similar view, wants that teachers should maintain co-ordination in their functioning. Both thinkers advocate that
teachers should work with proper understanding and respect. They should work with team spirit and feel that their team is of equals.

**Gandhi and Radhakrishnan**

Gandhi holds spirit of co-operation and cordial relations in teachers. Radhakrishnan holds the viewpoint that teachers should follow co-operation with each other and should have cordial relations. They both hold the opinion that teachers should not be involved in politics and factionalism. They should work in proper co-ordination. Gandhi favours teachers to share their innovative ideas with each other with respect to educational activities. Both expect teachers to set themselves as examples for students in respect to their doings.

**Gandhi and J.Krishnamurti**

According to Gandhi and Krishnamurti, there should be cordial and co-operative relations of teachers in educational institutions. Teachers should maintain co-ordination in their functioning. Both thinkers hold the view that teachers should share their innovative ideas with each other. Gandhi favours that the teachers’ behaviour should be an example for students. Teachers should not be involved in any kind of politics. J.Krishnamurti also desires teachers to have feelings of absolute equality in themselves and should not be involved in factionalism.

**Radhakrishnan and J.Krishnamurti**

Both Radhakrishnan and J.Krishnamurti appeal to create cordial and co-operative relations in teachers. They are of the view that they should follow co-ordination in their dealing and functioning. Both thinkers hold the viewpoint that teachers according to Radhakrishnan should not be interested in power and position in their relations. They should be engaged in increasing their frontiers of knowledge. Teachers should follow democratic outlook in their relations.
4.3 PROFESSIONAL ETHICS FOR TEACHERS IN RELATION TO TEACHER-COMMUNITY RELATIONSHIP

Tagore and Gandhi

Tagore says that natural bond of teachers with community is immensely necessary. Teachers should endeavour to create good human relationships in society. They should participate in various welfare schemes in community. Gandhi also appeals teachers to set themselves as ideals for social service in the community. They should sincerely participate in common welfare schemes of community. They should remain in touch with the parents of students for acquiring a better understanding of pupils. Both thinkers hold the view that teachers should have knowledge of social, political and economic problems of society. They should try to find solutions of such problems with the active help and participation of community. Teachers should also conduct adult education programs to literate society. Teachers, according to Tagore, should respect ancient Indian culture. Gandhi advocates that teachers should be familiar with the folk lores of community for better understanding of their community.

Tagore and Radhakrishnan

Both the educational thinkers, Tagore and Radhakrishnan are deeply concerned about the political, social and economic problems of society. Radhakrishnan favours teachers to have faith in the future of mankind. Tagore appeals teachers for establishing good human relationships in society. Radhakrishnan favours teachers to play the role as servers of society. Tagore, viewing on the same lines, advocates teachers to participate in various welfare schemes. He desires community sanitation and adult education programs to be initiated by teachers in society. Radhakrishnan favours teachers to develop social structure of community based on the principles of truth, freedom and equality. Teachers, according to Tagore, should respect ancient Indian culture, while Radhakrishnan appeals teachers to assist the community in imbibing secular outlook.
Tagore and J.Krishnamurti

Both the educational thinkers, Tagore and J.Krishnamurti hold the same stand that teachers should undertake efforts to create good human relationships in community. Both say that teachers should work for social reforms and inspire the community members who are engaged in such jobs to solve their problems. Krishnamurti favours teachers to make efforts to build peaceful as well as good society which is free of wars, conflicts, contradictions and frustrations. Whereas Tagore appeals teachers to have knowledge of economic and social problems of society. Both talk in the same vein that teachers should build active relations with parents of students. Tagore endeavours to focus teachers to launch adult education programs in community and respect ancient Indian culture. However, Krishnamurti favours that teachers should not be concerned with any particular culture. They should follow ideals of every culture.

Gandhi and Radhakrishnan

Gandhi and Radhakrishnan are deeply concerned with the welfare of community. According to them, teachers should commit themselves to welfare schemes by serving as true servers of society. Both thinkers are one in holding that teachers should be in touch with political, social and economic problems of society. Gandhi appeals to teachers to remain in close touch with parents of pupils for better understanding and try to make efforts for the removal of social evils prevalent in society. Radhakrishnan appeals to teachers that they should adopt progressive outlook towards community problems. He believes in the future of mankind. Gandhi favours teachers to be familiar with folk lores of community for its better understanding. Radhakrishnan, on the other hand wants teachers to develop democratic, secular and socialistic interests of community.

Gandhi and J.Krishnamurti

Gandhi and Krishnamurti want teachers to create peaceful society without violence and wars. Both hold the viewpoint that teachers should remain in touch with the parents of students for their better understanding and assist community for removal of social evils prevalent in society. Both thinkers desire welfare schemes to be
initiated by teachers in community. Gandhi advocates adult education programs to be conducted by teachers. Teachers should make efforts to solve various economic, social and political problems of society. Krishnamurti favours teachers to create a good society without violence, contradictions and frustrations.

**Radhakrishnan and J.Krishnamurti**

Radhakrishnan advocates that teachers should have spirit of social service for the proper development of community and work as its servers. Krishnamurti holds the same viewpoint that teachers should work for social reforms and inspire community members who are engaged in such jobs. Both the thinkers put forward the idea that teachers should make efforts to maintain good human relationships in society. Radhakrishnan admires teachers to adopt progressive outlook towards community and exhorts them to go by with democratic ideals and secular outlook. He remarks to build the social structure based on truth, freedom, and equality. Krishnamurti lays stress on establishing a good society without violence, contradictions of various beliefs and rituals. Krishnamurti desires that teachers should win the confidence of parents by maintaining active relations with them.