IJRAR

International Journal of Research and Analytical Reviews

International Journal of Research and Analytical Reviews

Two Days International Seminar

on

Relationship and Motivational Factor in Teacher Education

Organized by
The Institute for Academic Excellence
Narayangarh, Paschim Medinipur.

In collaboration with
Bhagabati Devi Primary Teachers' Training Institute
Khakurda, Paschim Medinipur.

Cosmos Impact Factor 4.236

Impact Factor 5.75

Special Issue

International Journal of Research and Analytical Reviews

UGC Approved Research Journal

Periodicity - Quarterly

Atman Publishing Academy

International Journal of Research and Analytical Reviews
ijrar.com

Rs. 1000

Subscription	1 year	2 years	5 years
Individual	3,000	6,000	15,000
Institutional	4,000	8,000	40,000
Advertisement	1000/Black	3000/colour	Per Page

Send your Paper(s)/Article(s) and Contact us on any one of following

E mail: (1) editorsijrar@gmail.com (2) ijrar1@gmail.com (3) drrbjoshi@ijrar.com

Contect No.: +91 9427903033

1. Thoughts, language vision and example in published research paper are entirely of author of research paper. It is not necessary that both editor and editorial board are satisfied by the research paper. The responsibility of the matter of research paper/article is entirely of author.
2. Editing of the IJRAR is processed without any remittance. The selection and publication is done after recommendations of at least two subject expert referees.
3. In any condition if any National/International University denies accepting the research paper/article published in IJRAR, than it is not the responsibility of Editor, Publisher and Management.
4. Only the first author is entitle to receive the copies of all co-author.
5. Before re-use of published research paper in any manner, it is compulsory to take written permission from the Editor – IJRAR, unless it will be assumed as disobedience of copyright rules.
6. All the legal undertakings related to IJRAR is subject to Bhavnagar Jurisdiction.

International Journal of Research and Analytical Reviews

Review Committee

International Journal of Research and Analytical Reviews

Contents

International Journal of Research and Analytical Reviews

International Seminar on -

RELATIONSHIP AND MOTIVATIONAL FACTOR IN TEACHER EDUCATION

12-13TH JANUARY 2018

at

The Institute for Academic Excellence

Paschim Medinipur, West Bengal

Organised by -

The Institute for Academic Excellence
(B.Ed. & D.El.Ed.)

At.- Imampatna, P.O.- Lohabaranchak, P.S.- Naraynagarh
Dist.- Paschim Medinipur, Pin- 721437, West Bengal, India

E S T D - 2 0 1 0

In Collboration with -

Bhagabati Devi
Primary Teachers' Training Institute
(D.El.Ed. & B.Ed.)

Estd.- 2003

At.- Baramohanpur, P.O.- Khakurda, P.S.- Belda
Dist.- Paschim Medinipur, Pin- 721445, West Bengal, India

From the Editor's Desk

About the Seminar

The seminar has been organized to assemble with the participation of exhibition from different corner of education on one platform to witness the widest range of educational resources and solution for the institute. Each can be provided with great opportunity to widen network amidst master minds and upgrade activities associated with the institute. It includes motivational factors towards successful learning, residential and non-residential teacher training programme, institutional environment & Teacher Education and value education.

About The Institute for Academic Excellence

Covering a sprawling area overlooking the luscious greenery The Institute for Academic Excellence proves itself one of the ideal institutes in its class for its administration, management, student friendly environment, discipline etc. that such an institute requires. It conducted by "Sairindhree" made its debut in 2012 as a B.Ed. College (Co-educational) recognized by NCTE (ERC) and affiliated to V.U. & WBUTTEPA casting a great spell in the field of education. In 2017 we have availed D.El.Ed. section affiliated to WBBPE. During the period of our journey, infrastructural & instructional improvement etc. took us to a height, yet we are striving for more perfection. We are proceeding to reach our goal in collaboration with Bhagabati Devi PTTI. This International Seminar has also been arranged with our joint endeavour.

About Bhagabati Devi P. T. T. I.

Bhagabati Devi Primary Teachers' Training Institute adjacent to the native village of fire-brand freedom fighter immortal Hemchandra Kanungo started its journey with former PTT course from 2003 to 2006 and from 2009 it is running equipped with present D.El.Ed course under the recommendation of NCTE spreading its fame as student-friendly Institution in home district and other ones of which we can boast. Yet we do not let grass grow under our feet. From academic session 2017, an addl. intake course of D.El.Ed and B.Ed. course have been recommended. During the period of our journey, The Institute for Academic Excellence, Narayangarh has extended helping hands in infrastructural and instructional improvement. This International Seminar is also our joint venture.

Objectives of the Seminar

i. To build up relation and motivation in between Learner & Teacher, Learner-Teacher-Administration, Society & Institution which is an emergent issue in India. It has important impacts for the effectiveness of learning / teaching.

ii. To build up healthy relation in between teacher & beneficiaries.

iii. To empower innovation skills.

iv. To provide training in management of innovation projects with field of education.

v. To support the improvement of the teacher education and development of relationship in institutional and educational administration in educational institution.

RELATIONSHIP AND MOTIVATIONAL FACTOR IN TEACHER EDUCATION
12-13TH JANUARY 2018
Organizing Committee

Chief Patron :
Kartick Chandra Acharya
Chairman, The Institute for Academic Excellence

Chairman :
Dr. Chaitanya Sahoo
Principal, The Institute for Academic Excellence

Vice Chairman:
Dr. Siddhartha Sankar Mishra
Principal, Bhagabati Devi Primary Teachers' Training Institute

Secretary :
Prof. Abdul Hai
Asst. Prof. & Administrative Officer, The Institute for Academic Excellence

Joint Secretary :
Dr. Surendranath Mahapatra
H.O.D. (B.Ed.), Bhagabati Devi Primary Teachers' Training Institute
Prof. Sushanta Sahoo
H.O.D. (D.El.Ed.), The Institute for Academic Excellence

Treasurer :
Sri Sudip Roy
Finance Officer, The Institute for Academic Excellence

International Seminar on Relationship and Motivational Factor in Teacher Education

12 - 13 Jan. 2018

Editorial Board

On teacher wellbeing as opposed to burnout

Shuchita Sharmin
Professor,
Department of Development Studies, University of Dhaka Bangladesh.

ABSTRACT   *Education is one of the essential human rights recognised in all relevant international agenda and national policies of all the countries. In the formal setting of schools, teachers are employed in a professional capacity to guide and direct the learning experiences of students. Duties of a teacher involves not only planning, organizing and conducting classes with students as a whole in a classroom, in groups in a resource room, etc. but also handling students, parents, administration and coworkers along with own personal life and family. All these duties pose huge challenge and result in burnout for many. Teacher burnout had been identified in several studies to have deleterious effect on the teacher, students, and the institution. Burnout among teachers also threatens the purpose of education to be achieved. Both mental and physical health get severely affected by burnout. In different studies, teacher burnout and wellbeing are found to be separately addressed. While the concern for health and wellbeing is not new in international development, i.e. Human Development Index (HDI), Sustainable Development Goals (SDGs), etc. the concept of wellbeing had always been ambiguous and not sufficiently addressed. In such a reality, the present paper is an attempt to identify the concerns relevant to teacher burnout and wellbeing; and to analyse the secondary literature on realities of teachers in selected South Asian countries in terms of burnout and wellbeing.*

Keywords: Wellbeing, Burnout, Development Index, Sustainable Development

1. Introduction

The significance of Education both from economic and social perspectives has confirmed its apportionment in most of the development discussions. It has always been one of the major development goals and human rights. UNESCO (2010) estimated to reduce poverty by 12% making all the children able to read, relying on the power of Education to elevate economic growth. Following Universal Declaration of Human Rights, the other conventions, either National or International, could hardly deny focusing on Education. The concern regarding Education is becoming more advanced day by day as it is consistently improving peoples' lives ranging from individual level to societal level incorporating concerns for inequalities, discrimination, opportunity, vulnerability, disaster, conflict, peace (Sharmin, 2017). Such a broader sketch of education surely necessitates the flawless role of the relevant personnel-the policy makers, academicians, and most importantly the teachers who are directly connected to the beneficiaries, the children. Hence, to improve and maintain quality education, it is also crucial to take the teacher's concerns into account.

The value of teachers has been no less than that of Education. In similar way, for the teachers teaching is not a mere profession, but a vocation. The scope of working with children, making them educated and thus contributing to the broader society inspired the teachers to involve in such a noble job. Being altruistic is considered to be part of this job and teachers are praised for being that over time. (Brookhart & Freeman, 1992; OECD, 2005; Struyven, Jacobs, &Dochy, 2012 in Droogenbroeck, Spruyt&Vanroelen, 2014). But the scenario is not of single dimension. Like many other professionals, teachers from different countries also reported to experience burnout. Most people who are involved in caregiving services like educational care, welfare care, legal care report to suffer from anger, embarrassment, fear or despair. Such stress basically comes while interacting with clients, here for teachers, the students (Sharmin, 2017). As just stated, such burnout and related stresses are not only affecting the teachers as individuals, it has impacts on children, their education, respective education and the community to certain extents. Researches, however, devoted their works to identify the crucial factors behind teachers' burnout and suggested ways to mitigate that. This paper is going to be an attempt to review the works of different researchers to highlight the issues related to teachers' burnout and their well being on the other hand.

2. Methodology

In particular this study would analyze secondary data through reviewing available literatures in the relevant field. The focus would be mostly on the teachers' burnout and well being issues. Attempt would be taken to identify the lying factors, contextual dimensions and way forwards in different national settings.

3 Findings

3.1 Pattern of Education: Emerging from Economic development or Drowning into it

Like any other means of civilization, Education has been evolving through contextual changes. The patterns of education are often affected by the broader social phenomenon and economic perspectives. Literature could find out that modern education was somehow formed by the interest of Capitalism. When education is seen to be altruistic all the way, the connection with capitalism or economic interest may seem surprising. But critical analysis stated that in the era of a competitive economy when all the countries were striving to foster economic growth, the newly formed bourgeoisie started to expand capitalism through colonialism and hence they required formal structures for sharing technical instructions, ideas and learning. They then started establishing schools and colleges (Sharmin, 2017). Later, onwards 1945, the newly formed governments felt to consider education as the gate to development. Education became the part of nationalism that the newly independent countries focused to raise educated "modern man" along with economic growth (ibid). The connection between education and economic development cannot be denied; again it cannot be sketched in a linear way. Education pattern emerged for the sake of capitalism, gradually it obtained a higher rank than the economic development, and the recent studies found something different.

Education of the 1980s was found to adopt more economic and management oriented perspective than any other time (Apple in Droogenbroeck et al, 2014) .Following market logic the policies considered education as a product produced by the educational institutions. Those institutions set themselves in a competition where the parents and pupils had the maximal freedom of choice being the "consumer". To evaluate the quality of education, there only remained efficiency and effectiveness that were indeed objectively measurable. To score higher in the scale of standard the roles and responsibilities of the teachers were reshaped. Their sphere of pre-specified competencies narrowed and high-level tasks were more observed, and hence routinized. Teachers had to be more concerned about their accountability and such imposed demands surely reduced the autonomy and creativity in the classroom which was identified to lead towards "deskilling" and "deprofessionalization" (Buese and Woods in Droogenbroeck et al, 2014).

Being in the competition, setting objective indicators and reorganizing the roles of the educational institutions can be seen as the pull factors, as there are push factors too. Today's teachers spend more time with the children than the parents. The scenario is prevalent all over the world including the developing countries as both the fathers and mothers are entering the job market. Hence, now the teachers are supposed to do the tasks which were previously carried out by the parents (Smeyers and Depaepe in Droogenbroeck et al, 2014). Social problems like drug education, health and hygiene are also expected to be solved by education. Thus the job description of a teacher is becoming enormous; some even found that to be improper (Kelchtermans in Droogenbroeck et al, 2014). Such expansion of work also leads to expansion of stress, when burnout may be the ultimate consequence.

3.2 Integration among Policymakers, parents experts and teachers: fueling the Burnout?

Due to the reformulated pattern of education, in order to meet the revised standards, teachers are now more integrated with policymakers, supervisors, parents and, experts. Teachers have to follow their suggestions, to meet their requirements and accountability demands which subject them to external pressure. This intensification expands the typical role of a teacher, increasing the non-teaching relate workload, mostly administrative (Droogenbroeck et al., 2014).

The prime motivation for the teachers is the scope of teaching the children. Various administrative tasks like summative assessments, record keeping scratch on that motivation and feel like burdens. The teachers lose to connect such work with the desired job of teaching students and regret for such time investment which seems to be disproportionate to the benefits of students (Ballet et al. in Droogenbroeck et al., 2014). These administrative burdens have been identified by many as huge stress and one of the main causes of job dissatisfaction among teachers (Droogenbroeck et al., 2014). Excessive workload and perceived burdens seem to fuel the burnout in several ways. It is directly increasing the pressure of workload, and time spent here is actually cut from that of private life, social contacts(Apple et al in Droogenbroeck et al, 2014) reducing the scope of refreshment, revival.

However, studies revealed that currently, teachers are more involved in decision-making which seems to add positive value as it may help the teachers extinguish the impact of extended workload paving the scope to speak out their problems and to raise a collective voice. But the extra time involved in it may play a crucial role to increase the burden as there remains no motive of benefiting the students (Droogenbroeck et al, 2014).

Some studies, on the other hand, found different positive dimensions within the relationship among colleagues focusing on the collectivity. Undoubtedly relationship among colleagues opens space for sharing values and norms and collective goal orientation. Hargreaves (1994) argued that in teacher culture there must be a shift from individualism to collaboration, from hierarchies to teams, from supervision to mentoring, from in-service training to professional development and from authority towards parents to a contract with parents(ibid).

3.3 Aggression and Burnout

Though education is often measured through objective variables like efficiency which mostly focuses on academic results, qualitative measures like students' behavior may go unconsidered. But it is proved through different studies to ensure that students behave responsibly in the classroom as it relates to the fact that they would become a responsible citizen in future (Rothstein in Lewis, Romi, Qui and Katz, 2005). Academic results may also relate to students behavior because if the students do not behave responsibly, they would fail to have the best impact on planned lessons. The issue is not a concern of academic results or being a responsible citizen, it is also a concern for the teachers as the main motivation for them is to teach the students properly and to promote effective learning; whenever they get distracted from this, they would fall in frustration. Only a few students may behave irresponsibly, but it may have an impact on the other students and teachers as well distracting them from their respective roles (Barton, Coley, &Wenglinsky in Lewis et al.2005).

Now the question is what makes the students behave irresponsibly. Studies support that unnecessarily harsh and punitive disciplinary practices against students create an atmosphere which stimulates the students to commit aggressive behavior, which may lead to violence too. Again, the more "provocative students" seem to excite more anger in teachers. Glasser (1997)'s argument stated that teachers found it irrational to work harder for those students, they found it unpalatable, and at the same time unproductive to be patients towards them to correct them and thus they fall into a "Vicious Cycle of reciprocal Causation" leading to burnout (Lewis et al, 2005).

In this regard, a comparative study conducted in Australia, Israel, and China can be discussed which revealed that cultural factors are crucial to determine teachers disciplinary behavior. Teachers sampled from China were reported to be more supportive to the students and they tend to maintain classroom discipline in a less aggressive way (ibid). The study by Li, Xie, & Wang (1998) shows the reason that in China teachers are highly valued, they are held in very high esteem. So, both way, teachers are conscious of their professional efficacy, and similarly, the students hardly dare to disrespect on them. On the other hand, the Australian classrooms were reported to have the minimum discussion among teachers and students and the rate of punishment was the highest. Israeli teachers were in the middle position. Following the Chinese study, this broader study also revealed the functional factor behind such scenario that the teachers from Australia and Israel are supposed to receive a lower level of unconditional respect from the students that they are less interested in empowering the students involving the students in discussions.

3.4 Burnout dimensions

The impact of different factors like age and gender on burnout is also examined. According to studies, younger teachers tend to report significantly higher emotional exhaustion than older teachers (Anderson, Byrne & Russell in Droogenbroeck et al, 2014). Some studies also support higher depersonalization scores for younger teachers (Lau, Pierce & Van in Droogenbroeck et al.2014). Also remains other studies which reported reverse or non-significant age differences for cynical depersonalization (Anderson &Iwanicki, Byrne, Leithwood, Menzies, Jantzi, &Leithwood in Droogenbroeck et al, 2014).

In terms of personal accomplishment, according to some studies (Byrne & Lau, in Droogenbroeck et al. 2014) younger teachers experience lower personal accomplishment than older teachers. Schaufeli &Enzmann, (1998) discovered "The healthy worker effect" which refers to a selection effect in which those teachers who burnout early in their careers is likely to quit their jobs, leaving behind those who exhibit low levels of burnout.

Gender differences have been prevalent in all burnout dimensions studied so far. While studying the impact of gender, Noor and Zainuddin (2011) found that older female teachers experienced more emotional exhaustion than younger teachers did (Droogenbroeck et al.2014). In many other studies, women reported higher emotional exhaustion than men. Byrne (1991) and Lau et al. (2005) reported significantly lower perceptions of personal accomplishment among female teachers compared with male teachers (ibid).

3.5 Impact of Burnout in the job market

It is quite obvious to predict that burnout tendency among teachers is going to reduce the number of teachers in the job market. There are already supportive studies that according to the OECD (2012) this tendency would put increasing pressure on the teacher labor market and may lead to significant teacher shortages (Droogenbroeck et al. 2014).

Moreover, when it is highly argued that recent socio-economic dimensions are fostering teachers' burnout increasing their workload in both academic and non-academic sectors, some studies revealed the other scenario. Indeed, the broadening of education's scope increased the number of other professionals (e.g., equal opportunities teachers, student counselors, special needs teachers, education inspectors)(ibid) Thus the job market is being reshuffled.

3.6 Way Out

When there remain so many challenges in the teaching profession, it can be hypothesized that some kind of preparation may help mitigate the stress level. Different studies directly found such a hypothesis to be true; many have confirmed the importance of prior training, particularly in the case of classroom management. To define particular topics for effective training are still be done, studies hardly clarify how the training are going to bring change. However, there are reports of enormous trainings which helped the teachers cope with their stress.

The training which builds the capacity of the teachers to meet both academic and non-academic needs ultimately lead to a successful classroom environment for all students (Allen &Blackston, Sawka, McCurdy, &Mannella; Swinson& Cording in Alvarez, 2007). Different researches also support that training are helpful to fight emotional and behavioral disorders reducing stress among teachers and behavior problems among students which is the key to classroom management (Alvarez, 2007).

A specified study conducted in South Virginia USA came with the result that teachers who get some kind of prior training seem to reflect less anger, stress, helplessness, irritation (ibid). The trained teachers were supposed to use supportive behavior towards the children. Teacher training were proved to moderate the relation between teacher's thoughts about student aggressive behavior and their effective reaction to that behavior. Those teachers tend to propose positive, less punitive interventions in response to aggression. Along with improving classroom management condition, teachers also felt self-evaluation of competence and personal accomplishment (ibid).

A Study in Ireland conducted by Foley and Murphy (2015) also found that "classroom-level variables" are important predictors of personal accomplishment, and teachers with a positive view of the order and relationships within their classrooms are more likely to report high levels of personal accomplishment.

A Chinese study conducted by Ju, Lan, Li, Feng and You (2015) insisted on workplace social support that could prevent teachers' burnout.

Chao, Chow, Forlin and Ho (2017) conducted a specialized study in Hong Kong, with Special Educational Need (SEN) children where they found insightful training to be the most effecting way of providing substantial knowledge on teaching methods for SEN students. Teachers developed self-efficacy for inclusive education, classroom management which helped them reduce stress level and motivated them to teach special needs children.

4. Discussion and Conclusion

In today's complex socio-economic situation Education has been going through different phases of development. To reach the holistic development goals some spheres of education are taking new forms, sometimes which are resulting in increased workloads for teachers, the instructors of children, the most important person to carry on the objectives of Education. However, new structural changes, excessive workload are often distracting the teachers from their desired goals, and hence instilling frustration among them which may lead to teachers' burnout. Extensive studies also revealed its broader impact, the shortage of teachers in the labor market. Surprisingly, different scenario came to be true that such socio-economic system is also opening scopes for different advanced professions. On the other, some studies have also seen teacher's extensive workload in a positive way that teachers are now involved in an administrative job which creates scope for decision making as well as self-efficacy and empowerment and working in team with colleagues also grows the sense of collectivity which is also empowering for the teachers. So studying teacher's burnout opens different doors to think, there is no scope for a single conclusion.

However, teachers' burnout is experienced differently by different categories of people. People of different ages and gender have their own personal settings which are exposed to burnout syndrome differently. So the categories, the contextual background should be taken into consideration while studying burnout.

Class management issues can also be related to teachers' burnout. The argument from the studies that have been proved to be the strongest is that teachers actually remain in a vicious cycle; teachers report of students' aggression while the students blame teachers' anger and unnecessary coercive behavior for such behavior. Some studies also found cultural factors behind such behavior. Thus, several factors could be in force to inspire or despair the teachers. Different coping strategies were developed in different national settings, mostly those recommended for prior training for the teachers to mitigate their stress level. Some studies also focused on workplace social support to make the teachers feel comfortable and enjoy their well being.

References:
1. Alvarez, H. K. (2007). The impact of teacher preparation on responses to student aggression in the classroom. Teaching and Teacher Education 23 (1113–1126). http:// www.science.com
2. Chao, C., N., G., Chow, W., S., E., Forlin, C. & Ho, F., C.(2017). Improving teachers' self-efficacy in applying teaching and learning strategies and classroom management to students with special education needs in Hong Kong. Teaching and Teacher Education 66 (360-369). http:// www.elsevier.com/locate/tate
3. Droogenbroeck, F. V., Spruyt, B., Vanroelen, C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. Teaching and Teacher Education 43 (99-109). http:// www.elsevier.com/locate/tate
4. Foley, C. & Murphy, M. (2015). Burnout in Irish teachers: Investigating the role of individual differences, work environment and coping factors. Teaching and Teacher Education 50 (46-55). http:// www.elsevier.com/locate/tate
5. Ju, C., Lan, J., Li, Y., Feng, W. & You, X. (2015). The mediating role of workplace social support on the relationship between trait emotional intelligence and teacher burnout. Teaching and Teacher Education 51 (58-67). http:// www.elsevier.com/locate/tate
6. Kyriakides, L., Creemers, B.P.M. & Antoniou, P. (2009). Teacher behaviour and student outcomes: Suggestions for research on teacher training and professional development. Teaching and Teacher Education 25 (12–23). http:// www.elsevier.com/locate/tate
7. Lewis, R., Romi, S., Qui, X. & Katz, Y. J. (2005). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. Teaching and Teacher Education 21 (729–741). http:// www.elsevier.com/locate/tate
8. Sharmin, S. (2017). Education in Development.

Relationship and Motivational factors in Teacher Education Professional Ethics and Teacher Education

Prof. Madhumala Sengupta

(Retired Professor), Department of Education, Calcutta University.

ABSTRACT   *The positive relationship and enhancing motivation for learning are two important aspects of teaching learning process apart from subject knowledge expertise and pedagogy of teaching. The teaching profession is considered to be such that teachers are required to meet challenges which are becoming more and more global in nature. To deal with various related issues the teachers need to know about ethics implying moral behavior especially in educational institutions. The paper discusses the nature of professional ethics of teachers and how the present teacher education curriculum can cope with these ethical issues.*

Keywords: Ethics, professional ethics, relationship and motivational factors, codes of professional ethics

Introduction

The teaching learning process is involved with a number of factors where academic expertise, knowledge of pedagogy is important prerequisites. But what is often missed that relationship and motivational factors are equally determining aspects of teaching learning process. Quite a large number of research works have been done on teacher pupil relationship vis-a vis teaching learning process. *Pianta* (2004) considered this relationship as open communication, emotional and academic support and empirically showed their importance. Leitão & Waugh, 2007) characterized this relationship as mutual acceptance, warmth, closeness, trust, respect and cooperation. The positive relationship which these researchers have studied so much is found to be unfortunately lacking in educational institutions. It has resulted in child abuse and bullying by the teachers.

The positive relationship also leads to increase in motivation as it creates a positive class room climate. The students are motivated to learn as they feel supported (Hughes et. al, 2007). They evaluate themselves positively when they enjoy sensitive, responsive and positive interaction with their teachers. Thus relationship has had effected teaching learning process and significant academic achievement.

One of the basic ingredients of relationship building is ethics and professional ethics in work place. Ethics is a branch of moral philosophy. This branch of philosophy deals with systematization, defense and recommendations of the concept of right and wrong. Thus it deals with the moral principles rules and standard of behavior of human beings. Ethics are also concerned with integrity and values determining the ideal ways of being. Among the various sub branches of ethics one is applied ethics which seeks to achieve moral outcome in specific situations. It signifies philosophical examination of particular and complex issues involving moral judgment. Thus applied ethics are directly related to professional codes of conduct in the context of particular profession.

Concept of Profession

The dictionary definition of a profession is that it is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain (Wikepeadia). The followings are the characteristics of a profession-

- The members of the profession are highly skilled and knowledgeable, they are required to qualify themselves through requisite types of education and apprenticeship training and required to continue to upgrade their knowledge. Their knowledge is often referred as professional expertise.
- Professionals enjoy status and prestige and expected to be selfless and responsible members.
- The professional body defends, promote, oversee, support and regulate the affairs of the members. In some cases it issues licenses for the members and enforces the adherence to ethical standard or codes of conduct on its members and examines the competence of the members.

Teaching as a profession

Teaching is profession and it is always considered as a noble profession. Teaching profession is characterized by extended period of education, various types of competencies, institutional training, teaching skill based on theoretical and practical knowledge . The members of the profession enjoy work autonomy to some extent, and remain engaged in public service which is self regulating and altruistic in nature. In the 21st century the teaching profession has become more complex and challenging as it now requires high standard of professional competencies and commitment. This profession now needs knowledge skills values and right dispositions. European Principles for Teacher Competencies (2004) mentioned that the teachers to act as professional must have-

- Extensive subject knowledge
- Knowledge of pedagogy
- Skill and competencies to guide and support learners
- An understanding of social cultural dimensions of education.

The professional competencies of the teachers were discussed in detail in the book Teaching profession for the 21st century (2013) Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE edited by Vlasta Vizek Vidović, Zoran Velkovski. These are shown in the following table.

Professional knowledge A teacher should have knowledge and understanding of	Professional skills A teacher should be able to	Professional Values A teacher should
Learner and Learning 1. Relevant theories of learning, developmental theories and current scientific research. 2. Individual differences among students in their learning abilities, interests, styles and previous learning experience. 3. The basis and principles of interculturality in education, including mechanisms of developing stereotypes, prejudices and discrimination. 4. The learning needs of gifted and talented students, disadvantaged students and those with disabilities	**Learner and Learning** 5. Apply knowledge on human development and socio-cultural diversity and individual differences to maximise learning outcomes. 6. Support all aspects of a child's personality, her/his self-confidence and self-esteem and the development of life skills and other competences. 7. Use methods for the enhancement of students' cognitive and metacognitive learning skills. 8. Support students in building their individuality and capacities for self regulated learning.	**Learner and Learning** 9. Believe that each and every child can learn and develop 10. Foster a holistic approach. 11. Set an example for students in the belief about the value of learning and need for personal growth. 12. Transfer enthusiasm for learning to students. 13. Value diversity and nurture a spirit of tolerance with students,
Learning Environment 14. Learning opportunities in diverse settings (Classroom, laboratories, community, family, cultural and other institutions). 15. The impact of different learning environments on students of different age, gender, cultural background and educational needs. 16. The possibilities and limitations of various learning resources, including ICT. 17. The factors which contribute to creating a safe and supportive environment for every child. 18. The regulations, laws and conventions concerning the protection of child's rights	**Learning Environment** 19. Create stimulating environments regarding the needs of diverse students. 20. Use behaviour control methods and other methods and techniques that contribute to creating a safe learning environment and support the social and emotional development of every child. 21. Establish an environment in which each student feels safe, competent, accepted and supported. 22. Recognize and adequately react to crisis situations in the best interests of children (Violence, suffering etc.).	**Learning Environment** 23. Treat each child with dignity respect empathy and promote the same values in students. 24. Be open to ideas, changes and innovations contributing to the creation of stimulating learning environments. 25. Promote values regarding personal wellbeing combined with respect for others.

Role of Teacher Education in developing the professional ethics of the teachers

It has been empirically shown that it is not often easy to change the attitude of the teachers by externally imposing rules and regulations. Hattie (2009) conducted a Meta analysis on this issue and found that eighty five percent teachers resist changing their existing practices. They are very much influenced by their past and present experiences which impact on their teaching practices. Hattie also opined that government pressure and other compulsions often fail to make teachers accountable.

The present B.Ed. uniform curriculum includes ingredients for professional development of the teachers.

- Development of curriculum has the positive feature of emphasizing on learning outcome rather than input based
- It seeks to make future teachers aware of the fact that teaching leads to learning.
- It encourages the student teachers to reflect and self evaluate. Thus they identify their strengths and weaknesses of their practices.
- Collaborative nature of teaching learning process is highlighted. The teacher alone does not rule in the class room rather teaching is a team effort where each and every teacher learns from other professionals.

Professional ethics of the teachers

The code of professional ethics in our country was developed by the National Council of Educational Research and Training (NCERT) jointly with All India Primary Teacher's Federation (AIPTF), All India Secondary Teacher's Federation (AISTF), and All India Federation of Educational Associations (AIFEA). The NCTE has accepted and prescribed it for the teachers to be abided by these principles. The document has five parts which are described below.

In its preamble the basic principles in this respect are laid down.

Part I-In this part the nature of teachers' relation to students is the main theme. In this regard the teachers should-

- always be punctual in attending to duties in the school;
- always teach the curriculum after making thorough preparation for the lessons
- to be taught;
- treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth;
- guide the students in their physical, social, intellectual, emotional, moral and spiritual development;
- take notice of the individual needs and differences among students in their socio-cultural background and adapt his/her teaching accordingly;
- refrain from accepting remuneration for coaching or tutoring his/her own students except for remedial teaching under an approved scheme;
- refrain from divulging confidential information about students except to those who are legitimately entitled to it;
- refrain from inciting students against other students, teaches or administration;
- set a standard of dress, speech and behaviour worthy of example to the students; and respect basic human dignity of children while maintain discipline in the school.

PART – II deals with teachers' relation to parents and guardians. In this regard the following directions are given. The teachers should-

- seek to establish cordial relations with parents/ guardians;
- provide information regularly to parents regarding the attainments and shortfalls of the wards; and
- Refrain from doing anything which may undermine student's confidence in their parents or guardians.

Part III is about the teachers' relation to society. The teachers are required to-

- strive to develop the educational institution as a community and human resource development centre providing knowledge and information and developing skills and attitudes needed for such development;
- strive to understand the social problems and take part in such activities as would be conductive to meet the challenges passed by the problems;
- retrain from taking part in activities having potential to spread feeling of hatred or enmity among different communities, religious or linguistic groups;

- work actively to strengthen national integration and spirit to togetherness and oneness;
- respect Indian culture and develop positive attitudes towards it among students; and respect and be loyal to the school, community, state and nation.

PART – IV prescribes the codes of conduct of teachers in relation profession, colleagues and other professional organizations. It has two parts A and B.

A. Teacher in relation to Colleagues and Profession shall

- treat other members of the profession in the same manner as he/ she himself/herself wishes to be treated;
- refrain from lodging unsubstantiated allegations against colleagues or higher authorities;
- participate in programmes of professional growth like in-service education and training, seminars, symposia workshops, conferences, self study etc;
- avoid making derogatory statements about colleagues especially in the presence of pupils, other teachers, official or parents;
- cooperate with the head of the institution and colleagues in and outside the institution in both curricular and co- curricular activities; and accept as a professional the individual responsibility of reporting to the concerned authorities in an appropriate manner all matters that are considered to be prejudicial to the interests of the students and the development of the institution.

B. Teacher in Relation to Professional Organizations.

In this part the teacher is directed to-

- take membership of professional organizations treating it as a professional responsibility;
- participate as a matter of right in the formulation of policies and programmes of professional organizations and contribute to their strength, unity and solidarity; andalways function within the framework of the Constitution of the organization concerned.

The teachers' relation to management and administration is coded in PART – V

The teachers shall,

- recognize the management as the prime source of his sustainable development; and develop mutual respect and trust through his professional activities and outputs.

Conclusion

These professional codes of ethics set out the key principles of good conduct and practices of the teachers. But it should be remembered that they are not definitive or exhaustive guide to teacher behavior. The teachers should not follow them unreflectively rather the y should follow them in a critical manner. The teacher through his behavior must act a role model within the community and uphold the prestige of the profession. The codes are simply an informed approach reflecting the good or correct patterns of behavior of the teachers, helping to develop effective relationship. What is important that the teachers should maintain professional boundaries, avoid inappropriate physical contact, communication and desist from using abusive languages, offensive name calling or inappropriate remarks? Above all he/she should not act in an embarrassing or disparaging manner.

The teachers are to remember that the five principles of public service are service to the public responsiveness to the government and the needs of the public, accountability, fairness and integrity efficiency and effectiveness. Moreover they have to realize that students matter most, commitment to the job is of utmost importance and they must continue to learn while healthy relationship tops the list.

References

1. European Commission (2004). Common European Principles for Teacher Competences and Qualifications. Strasbourg: European Commission. Strasbourg: European Commission
2. Hattie, J. (2009). Visible Learning. London: Routledge
3. Hughes, J. & Kwok, O. (2007). Influence of Student-Teacher and Parent-Teacher Relationships on Lower Achieving Readers' Engagement in the Primary Grades. Journal of Educational Psychology. 99**(1)**: 39-51.
4. Leitão & Waugh, (2007). as cited in Melor MdYunusWan Safuraa WanOsmanNoriah MohdIshak Teacher-student relationship factor affecting motivation and academic achievement in ESL classroomMelor MdYunus (2011) Procedia- Social and Behavioural Science Vol 15 2011 pp2637-2641
5. NCTE Code of professional Ethics for Teachers. https://schooleducation.mizoram.gov.in/uploads/attachments/b800d1de2cb6ee87c08e100993f2d8dd/posts-10-code-of-professional-ethics-for-teachers.pdf

6. Pianta, R. C. (1999). Enhancing relationships between children and teachers. Washington, DC: American Psychological Association

7. Teaching profession for the 21st century (2013) Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE Editors Vlasta Vizek Vidović, Zoran Velkovski. Centre for Educational Policy, Belgrade.

8. Teachers Code of Conduct and Practices (2012). Ministry of Education and Employment. Malta

Value Education in Teacher Education and our Role

Dr. Abhijit Kumar Pal
Prof. and Head, Dept. of Education, West Bengal State University,Barasat, Kolkata-126.

ABSTRACT *Depletion of values are found in the society, educational institutions, working places etc.Though we are conscious and the sociologists,psychologists,educationists,economists used to give various advices but no positive results are found. It is known to all that value education is necessary for the comprehensive development of the students. Due to lack of proper implementation and inculcation of values as well as value education several problems & unwanted incidents are happening in the educational institutions and in the society. In this perspective, we viz. the parents, teachers, teacher-educators, administrators should take positive role to combat the adverse situations. The parents or guardians must have knowledge on value education. At the same time the teachers and the teacher educators should have clear conception for transmitting value education amongst the students. The administrators will try to prepare such a syllabus or to create such an environment where value education can get importance .If value education is introduced and properly implemented in the elementary level of education, it will enrich the whole education system and will help the overall development of the students.*

Keywords: Depletion, Values, Value Education, Comprehensive development, Implementation, Inculcation,

Introduction: The word 'values' is very common and popular to us.But proper importance and implications of the word is not found in the society,working place and even in the educational institutions, more precisely in teacher training institutions.For the overall development of personality of the students and the would be teachers(students of teacher training institutes), transmission of value education is very much essential.For this purpose teacher training institutes,teacher educators,students,guardians etc. all have to play their role properly. In this article a small effort is taken where objectives of value education,meaning of value education,characteristics of value education,need for value education, and role of various personnel are discussed in a lucid way .

Objectives of value education: According to National Policy on Education(1986),following objectives of value education are found-
1. To develop physical,mental,intellectual and aesthetic aspects of the individual.
2. To develop firm determination for the solution of the problems
3. To inculcate scientific attitude
4. To develop respect for the individual dignity of labour.
5. To remain firm on secularism and social justice
6. To develop international understanding

According to UNESCO ,following objectives of value education are important-
1. To inculcate good manners
2. To inculcate the spirit of patriotism and national integration
3. To develop respect for the dignity of the individual.
4. To develop a democratic way of thinking and living
5. To develop a sense of brotherhood at the social,national and international level.
6. To develop tolerance towards different religious faiths.
7. To enable the children to make decision on the basis of sound moral principles

Meaning of value education: Value Education means learning values for the pleasure of the individual and the welfare of the society.Education helps us develop a sense of discrimination between the good and the evil.This discrimination is generally based on values. The process by which search for what is right and what is wrong is known as value education.

Characteristics of Value Education: There are so many characteristics of value education,of which the main characteristics are given below-
1. Value education is a direct and indirect process of inculcation of proper habits,development of proper attitudes and build up characters of the learners.

2. Value education is a comprehensive process.
3. Value education is related to the good of every learner.
4. Value education acts as a powerful instrument of social and national reconstruction.
5. Value education helps to cover all-round personality development.

Need for Value Education : At present value education is necessary for the following purposes-
1. All-round development of the learner.
2. Moral development of the learner.
3. For the cultural development of the learner.
4. For the social development of the learner.
5. For solving various conflicts
6. For the development of democratic qualities.
7. For the sublimation of instincts.
8. For peaceful co-operative living.
9. For the development of wider ,rational, secular outlook.
10. For the development of humanity.

Role of teacher training institutes in value education: Following measures should be taken by the teacher training institutes for the transmission and development of value education –
1. Value Education should be treated as a compulsory subject in various stages of education.
2. The subjects should be re-designed.
3. Observation of birthdays — The birthdays of Jesus Christ,Lord Buddha,Hajarat Muhammad,Lord Krishna,Guru   Nanak,MahatmaGandhi,R.N.Tagore,Dr.   Sarvepalli   Radhakrishnan,Swami Vivekananda,Iswarchandra Vidyasagar,Pandit Jawaharlal Nehru,Bidhan Chandra Roy etc.
4. Celebration of national and international days—National days like-15th.August(Independence day),26th. January9Republic day),5th.September(Teachers' day), **International day like**-5th. June (World   Environment   day),7th.April(World   health   day),1st.   May(World   Labour   day),21st. February9International mother language day)
5. Arrangement of extension lectures .
6. Proper uses of mass-media
7. Arrangement of camps- NCC,NSS,Nature study camp may be organized.
8. By organizing co-curricular activities properly.

Role of teacher educators in Value Education: Teacher educators should play an important role in value education,like-
1. The teachers must have faith in various basic human values.
2. The teachers should cultivate human values among the students.
3. The teachers should develop a clear vision of his role in value orientation
4. The teachers should try to develop democratic, socialistic and secular values.
5. The teachers should organize value education with the help of various co-curricular activities.
6. The teachers should establish sincere and friendly relationship among the students
7. The teachers should explore strategies of developing higher values.
8. The teachers should assist in fostering and promoting national unity by organizing several programme.

Role of students in Value Education: The students should perform following activities-
1.The students should respect all the teachers in &outside the educational institutes.
2.The students should respect his/her parents and relatives in and outside the home.
3.The students should learn the advantages & disadvantages of value education.

Conclusion :Though it is the age of information and communication technology,Value Education has a special connotation.We should follow value education in every sectors of life.If we can teach Value Education properly,, then there will be no problem. Hope in future ,teacher training institutes will take responsibilities for the transmission of values among the students.

References:
1. Purkait,B.R(2012): Principles and Practices in Education,New Central Book Agency,Kolkata
2. Aggarwal,J.C(2015): Education for Values,Environment and Human Rights,SHIPRA,New Delhi
3. Ravi,S.S(2016):A Comprehensive Study of Education,PHI Learning Pvt.Ltd.Delhi

VALUE EDUCATION: IT'S ROLE AT PRESENT TIME IN THE FIELD OF HUMAN RELATIONSHIP AND EDUCATION

Prof. Dr. Tuhin kumar Samanta

Professor, Head of the Department, Department of Education,
The University of Burdwan,
Golapbag, Burdwan-713104, India

ABSTRACT   *The last century has witnessed unparallel progress in science and technology side by side with unimaginable destruction of human life and property. Values include developments of self-esteem and ethics, humanness and tolerance as a new way of life. The best technological experts with highest skill will not be able to reach their goal if they do not believe in the strength of 'values'.*

Keywords: Value education, Building character, Moral values.

INTRODUCTION:

The last century has witnessed unparallel progress in science and technology side by side with unimaginable destruction of human life and property. Even within the first ten years of the present century the same episode is continuing. The entire world is passing through an unprecedented crisis. Rising incidents of corruption, rapes, explosions, envy, hatred, jealousy, violence and gradually declining human values are not only threatening peaceful existence of present generation but also making the future of our subsequent generations unsafe. No doubt it is a problem, problem of human civilizations. We need knowledge based and value based education that could truly help in character building.

VALUE EDUCATION:

Values include developments of self-esteem and ethics, sensitivity towards sustainable utility of environment need for fostering democracy peace, humanness and tolerance as a new way of life. Development of human values is the values are the value is main concern of educational institutions in recent times. Value education has become the core component of quality education. According to Swami Vivekananda, "Excess of knowledge and power without holiness makes human beings devils".

OBJECTIVES OF VALUE EDUCATION:

Value education aims at
1. Holistic development of an individual and maintaining a balance between hand, head and heart.
2. Teaching values in different situations and its correlation with existing values.
3. Building character for developing integrated personality.
4. Developing social, moral, spiritual and human value awareness through use of value education strategies at all level of education.
5. Understanding of basic principles and future awareness and realizing what is good and bad or right and wrong in life.
6. Developing universal values and unity and integrity among all individuals through inculcation of values.

BACKGROUND:

The Radhakrishnan Commission, The Kothari Commission, Value Oriented School of Education , NCERT(1973), The National Policy on Education(1986), The UNESCO Summit on Value Education (1998) advocated value education .
According to NCERT the three percepts of universal values are as follows-
   i)   Satyavadi (honesty)
   ii) Jitendriya (self-control)
   iii) Paropakari (unselfishness)

VALUE AND VALUE SYSTEM:

According to Maslow, 'value' and 'value system' is defined as follows-

"A value is an enduring belied that has a specific mode of conduct or end-state of existence is personally preferable to an opposite or conversed mode of conducted or end-state of existence".

"A value system is enduring organization of beliefs concerning preferable modes of conducts or end-state of existence along a continuum of relative importance".

FIELDS OF VALUE EDUCATION:

1) Environmental education.
2) Global education.
3) Service and social justice education.
4) Peace, conflict resolution and anti-violence education.
5) Character and moral education.
6) Critical, creative thinking education.
7) Multi cultural and equity education.

MODERN CONCEPT OF VALUES:

Modern Indian thoughts and ideas give importance to specific values which are as follows:

A) Social values: it refers to those values which can maintain good relationship and make a good society for cooperative working following rules of justice and democracy.
B) Moral values: involve some core-values like wisdom, courage, humanity, hope, curiosity, originality, honesty, generosity, kindness and perseverance.
C) Spiritual values: the modern search of spirituality is an exploration if human spirit.
D) Human values: a general and comprehensive system of human values can be created on basis of four fundamental values i.e. freedom, creativity, love and wisdom. Adequate concepts of human values should be explored through use of intellect and reasonable conceptual clarity.

CONCLUSION:

Value education is not simply a topic that can be covered within a few pages of an article or a series of book. It is movement in itself that started in the earlier days of civilization and Cultural Revolution. Standing in the beginning of the 21st century when rate of obsolesce of knowledge is challenging the rate of knowledge explosion. Even the best technological experts with highest skill , bureaucrats with maximum administrative expertise, academicians with adequate knowledge and politicians with extreme power will not be able to reach their goal if they do not believe in the strength of 'values'.

REFERENCES:

1. Chatterjee.S.K. (2012).Value Education: A Need of the 21st Century. Anwesa, vol.7.kolkata.
2. Chatterjee.S.K. (2005). Aspects of Qualitative Changes in Indian Education: A General Approach. University News.
3. Gardner.R. Caims.J.& Lawton.D.(2003). Education for values morals, ethics and citizenships in contemporary teaching. Routledge.
4. Halstead.J.M.& Pike.(2006). Citizenship in moral education. Routledge.

Professional Ethics of Teachers

Dr. Shyamsundar Bairagya
Associate Professor, Dept of Education, Vinaya Bhavana, Visva Bharati.

ABSTRACT   *N. Tagore has aptly said," A lamp can never light another lamp unless it continues to burn its own flame, a teacher can never truly teach unless he is still learning himself." It is not a myth-destiny of India is shaped in her classroom and teachers are the real catalyst of desirable social change for building India as a progressive nation. The job of teacher is thus, is not only an integral part of educational development but also of the social, Economic and cultural systems in which they perform their professional tasks. As such classroom is not a isolated place, rather it is immerged in the socio-cultural-economic-politico-historical web. Hence teacher must be familiar with the national demands, objectives, constitutional obligations, and demands of the children, employers and professional associations. Moreover, the contemporary technological development, globalization, information explosion, erosion of values etc. are the influencing factors and or forces that have tremendous impact on national education system as well in the professional life of the teachers. According to John Dewey Education play a vital role for reconstruction and reorganization of experience. Teachers play a vital role in the improvement of quality of education. Teachers form the nucleus of any system of education.*

A profession is calling and it implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity. A profession is an occupation which performs curtails social function. There are two criteria that are basic to a profession.
A profession professes to do two things:
        (i)   to serve the clients and
        (ii) to serve with conscious understanding and efficiency

Teaching as a Profession
    Teaching is a Profession indeed a noble one, conceptually and ideally. Now a day's teaching is not a passion, it is a profession. Teachers are the largest professional group engaged in human development activity. Teaching as a profession reflects a high degree of academic excellence, poses teaching skills and human values. Debates continues till the date as to whether teaching in our country is a profession. If so to what extent teaching does confirm to the basic characteristics of a profession like law medicine etc. the debate is healthy because we can consider the characteristic of a profession and measure teaching by them.

Characteristics of Teaching Profession
    i.   Student Potential;
    ii. Student Success;
   iii. Autonomy in the class room;
   iv. Conducive to family life and
    v. Job security.
   vi. Skill base on theoretical knowledge,
  vii. Professional association;
 viii. Extension period of education,
   ix. Testing of competence.
    x. Institutional training,
   xi. License practice nor;
  xii. Work autonomy;
 xiii. Self-regulation;
 xiv. Skill base on theoretical knowledge,
  xv. Professional association;
 xvi. Extension period of education,
 xvii. Testing of competence.
xviii. Institutional training,
 xix. Work autonomy;

xx.   Code of profession conduct of ethics;
xxi. Self-regulation;

Every profession is expected to evolve a set of ethical principle to guide the conduct and behavior of its professional members. The code of professional ethic may be defined as a set of self-imposed professionals and principles necessary attainment of self satisfaction and professional excellence. Professional ethics refers to principles guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities. Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional's ethics are decided by the society. It is mainly to provide a guideline and also to judge any professional individual. The definition and parameter of professional ethics varies from society to society and from time to time, it is dynamic in nature. With the change in social set up, pattern and dimension of the society the ethics also change. What govern any ethic are social benefit, moral correctness, truth, value and progress of mankind. .

Need of Professional Ethics
- For Self- correction
- For self satisfaction
- To shape the personality
- To set up ideals for students.
- Improvement of human relation
- Development of society
- The professional excellence
- To improve professional environment
- To follow the norms and principle.

The term "Professional" is an honorific in our society and denotes occupation characterize by certain attributes. Professional is one who has
(i)   A specialized knowledge base;
(ii) Commitment to meeting client needs;
(iii) Strong collective identity;
(iv) Collegial against bureaucratic control over practice.

Teachers are one of the main pillars of a sound and progressive society. The National Board for Profession Teaching Standards (NBPTS) and other eminent experts seeks to identify an recognized teachers who effectively enhance students learning and demonstrate the high level of knowledge, skills and abilities and commitment reflected in the following five core propositions –
(i)   Teachers are committed to students and their life-long learning to satisfy themselves and other stakeholders.
(ii) Teachers understand the subject they teach and how to teach those subjects to students for accomplishment of their learning objectives.
(iii) Teachers are responsible for managing and monitoring student learning.
(iv) Teachers think systematically about their practice and learning from experience.
(v)   Teachers are life-long learners and members of learning communities.

Professional Obligations
National Council for Teacher Education (NCTE) has developed a draft document on code of professional ethics for teachers. The code of professional ethics for teachers provides a framework of principle to guide them in discharging their obligations towards students, parents, colleagues and community. Obligation is responsibility which an individual imposes on himself. It is ethical and in the line of duty. A professional when follows rules and regulations and correctly interpreted it for the progress of humanity. This is done selflessly without any pressure. Teacher has obligation towards:
  1. **Obligations Towards Students:**
     Students and teachers are the integral part of educational process. Teacher teaches and student learns. Unless there is dedication on the part of teacher and sincerity on the part of students the whole educational process cannot be effective.
     - Sincerity of teaching;
     - Motivating the student;

- Providing emotional stability;
- Psychological handling of students impulses;
- Conscious workers;
- Help the student in taking decision;
- Development of leadership qualities;

2. **Obligations Towards Parents :**

   Parents send their children to school with a hope that their children will do better, learn every required language and ability along with subjects. It is the teacher who helps the child in achieving the desired goals of the society as well as of parents. Hence, it becomes obligatory on the part of the teacher to remain in touch with the parents for the well being and educational growth of the child.

   - Providing regular information about child performance
   - Guiding parents in deciding the child's Future
   - Informing about the attitude of the child
   - Help parents in providing conducive home environment
   - Counseling of parents
   - Establishment of good relationship between school and parents

3. **Obligations Towards Society:**

   School is the outcome of the need of the society.

   - Providing good citizens;
   - Making a student responsible towards rights and duties;
   - To follow the social norms;
   - Development of religious tolerance;
   - Integration of national feeling;
   - Balancing the community relationship;
   - Living in harmony with nature.

4. **Obligations Towards Profession:**

   Since society considers teaching a very noble profession therefore obligation on the part of the teacher also increases to a great extent.

   - Safe guarding and enhancing the professional mechanism;
   - Respecting the profession;
   - To be open to professional growth;
   - Contributing towards the growth of the profession;
   - Maintaining congenial atmosphere at work place;
   - Inspiring people to join the profession;
   - Active participation;
   - Maintaining secrecy;

5. **Obligation Towards the Higher Authorities**:

   - Abiding by the rules and regulations;
   - Acting s a link between higher authorities and student;
   - Providing strategic information;
   - To effectively implement the policies and programme;
   - Being respectful to higher authorities.

The Dave model of competency and commitment oriented Teacher Education; a teaching profession can be divided in to three professional areas.

Professional Performance Areas

   (a) Classroom performance;

   - Perform various classroom activities relating to transaction of curriculum effectively;
   - Prepare lesson plan;
   - Stimulate student to learn;
   - Give assignments;

- Provide individual attention to need of the learner;

(b) School level performance;
- Provide leadership in planning, organizing and monitoring;
- Organizing school assembly;
- Cooperative attitude among the school.

(c) Community related performance;
- Plan design and organize and monitor and participate actively in the conduct of out of school activities;
- Organize various community based programme;
- Tour, field trips.

(d) Parent related performance;
- Continuous cooperation and coordination with the parents;
- Identify the problems of students in consultation with parents;

(e) Performance in the out of school related activity.
- Importance of school community interrelationship;
- Orientation how to mobilize community resources for institutional building and development.

Professional Competencies Areas

Every profession requires certain professional competencies to become successful in that profession.
(a) Contextual competencies;
(b) Conceptual competencies;
(c) Content competencies;
(d) Transactional competencies;
(e) Competencies related to other educational activities;
(f) Evaluation competencies;
(g) Management competencies;
(h) Competencies related to working with the parents;
(i) Competencies related to working with community and other agencies and
(j) Research competencies.

Professional Commitment Areas:

The strength of any profession depends upon the degree of commitment of its members. The Success of Teaching Professions depends upon the degree of commitment, degree of performance and degree of competency.
(a) Commitment or the learner;
- Respect each learner and his needs individually;
- Love the learner and handle them carefully;
- Protect privacy of the learner.

(b) Commitment to the Society;
(c) Commitment to the profession;
(d) Commitment to Institution;
(e) Commitment to Achieving excellence;
(f) Commitment to the basic values.

A teacher can become a professional in real sense if he fulfills all the obligations. A teacher has greater duties and responsibilities to perform for the betterment of the society. Professional ethics and mannerism should go hand in hand so that the teacher is able to move ahead as a real professional in changing time. Education is, indeed, a process of human enlightenment and empowerment. It is not a product to be sold and bought in an academic market. In the name of high sounding words like Globalization, Professionalization and privatization, we are tending to convert educational process into a market process. Student cannot be treated as finished products. The aim of education is to help students develop into highly evolved and morally oriented human beings.

References

1. Agrawal, R. (2011): Education for disabled children. New Delhi: Shipra Publications.
2. Ainscow, M. & Booth, T. (2003): The index for inclusion: Developing learning and participation in schools. Bristol: Centre for Studies in Inclusive Education. Page 31 of 32

3. Baver, A. M. & Shea, M. (1989). Teaching exceptional students in your classroom. Boston: Allyn and Bacon.
4. Chauhan, S. S. (1989). Education of exceptional children. New Delhi: Indus Publishing Company.
5. Hallahan, D.P. & Kauffman, J.M. (2010). Exceptional learners: Introduction to special education. Oxford: Oxford University Press.
6. Jha, M. (2002). Inclusive education for all: Schools without walls. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
7. Mangal, S. K. (2007). Educating exceptional children: An Introduction to special education. Delhi: PHI Learning Private Limited.
8. Mani, M. N. G. (2000). Inclusive education in Indian context. Coimbatore: IHRDC, Sri Ramakrishna Mission Vidyalaya.
9. Martha, L. T., James, E. Y. & Algozzine, B. (1999). Critical issues in special education. Vol. I & II. Massachusetts: Houghton Mifflin Harcourt (HMH).
10. N.C.E.R.T. (2006). National focus group report on education of SCs and STs. New Delhi, NCERT.
11. Panda, K. C. (1997). Education of exceptional children. New Delhi: Vikas Publication.
12. Punani, B. & Rawal, N. S. (2000). Visual impairment hand book. Ahmadabad: Blind People's Association.
13. Punani, B. & Rawal, N. S. (2004). Manual community based rehabilitation. Ahmedabad: Blind People's Association.
14. Sharma, P. L. (2003). Planning inclusive education in small schools. Mysore: RIE Mysore.
15. U.N.E.S.C.O. (2004). Education for all: The quality imperative. EFA global monitoring Report. Paris.

Professional Commitment: Key To Human Relationship

Dr. Chaitanya Sahoo
Principal, The Institute for Academic Excellence, Narayangarh, Paschim Medinipur.

'' The first Principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master, rather a helper and a guide. His business is to suggest and not to impose. He does not actually train the pupil's mind, he only shows him how to acquire knowledge for himself.''

(Sri Aurobinda)

To act as a helper and a guide is a tough and challenging task for the teacher. Anybody and everybody cannot be good teachers and hence, cannot discharge their responsibilities to full satisfaction. Only a wholehearted committed person is able to do this because teaching is an art. It is a complex Process and for this, certain traits are essential. Traits are permanent personality attitude which can make or mar Professional success of a teacher. Teachers must understand the traits and try to develop the inherent good traits so as to deliver quality goods. Professional success of a teacher depends on the possession and cultivation of desirable traits.

W.W. Charters and Douglas Waples, in their in their study on highly successful teachers of USA, identified as many as 25 traits. These traits are (1) Adaptability (2) Attractiveness (3) Breadth of interest (4) Carefulness (5) Consideration (6) Co – operation (7) Dependability 980 Enthusiasm (9) Fluency (10) Forcefulness (11)Good Judgment (12) Health (13) Honesty (14) Industry (15) Leadership (16) Magnetism (17) Neatness (18) Open – mindedness (19) Originality (20) Progressiveness (21)Punctuality (22) Refinement (23) Scholarship (24) Self – control, and (25) Thrift.

It is an admitted fact that a teacher cannot cultivation all these 25 traits. But more the traits, better is the teacher and best is the human relationship. So one must try to cultivate maximum number of these traits, because traits are the gateways of success.

These traits can be cultivated after joining the profession. Prior to that, the person must have commitments. Without commitment, the teacher becomes disinterested, frustrated, maladjusted and finally a failure. Thus, commitments are fundamental to teaching profession.

Teacher's commitments are multi –m dimensional. These commitments have strong relationship with the passions, values and beliefs of the teacher. The complex professional task, which is otherwise known as human relation, is carried an in collaboration with the profession, institution, students, family, staff and community. A brief description of this collaboration is hereunder.

Commitments towards profession

I will accept teaching profession as a challenge
I will render best service to my profession
I will be, honest to my profession
I will strive for professional growth in acquiring requisite knowledge of my subject.
I will spend maximum time a day far enrichment of my knowledge and competencies
I will read the subject journals and magazines to up-date my knowledge
I will deliver quality service by using modern technologies in teaching learning process
I will be completely dedicated to my profession
I will have sense of duty and responsibility
I will show sportsman's spirit in my profession
I will not suffer from professional jealousy.

Commitments towards institution

Wherever I will be posted, I will develop love for the institution
I will be interested in school activities
I will think of the betterment of my institution
I will draw the attention of the authorities to improve the condition of my institution
I will take leadership in the maintenance of clean and green in the institution

I will take measures for community participation to enrich the deficiencies of my institution

I will utilize the resources of the institution for the benefit of my students

Commitments towards students

I will consider the students as valuable assets of the family, community, state and nation

I will remember that I am handling young and energetic human beings who are the future citizens of the country

I will treat the students equally

I will pay individual attention

I will be impartial with students

I will maintain cordial relation with students by extending love and affection

I will be sympathetic towards students

I will share the joys and sorrows of the student

I will guide the students in their physical, mental, social, moral, emotional and spiritual development

I will later to the varied learning needs of diverse students

I will develop skill in stimulation of interest and motivation of students

I will respect students opinion

I will recognize students merit

I will develop experimental approach to diagnose the problem of students

I will refrain from criticizing, harassing and ridiculing students

I will refrain from divulging confidential information about students

I must be ideal for students

Commitments towards family

I will establish open, cordial and respectful relation with the family members

I will take measures for family participation in the institution

I will encourage parents to take interest in education and welfare of their children

I will involve the parents in decision making about the education of their children

I will provide information regularly to parents regarding the attainments and shortfalls of their wards

I will refrain from doing anything which may undermine students confidence on their parents

Commitments towards community

I will develop the institution into a community and human resource centre

I will respect the community members as well as community culture and traditions

I will involve the community people in school activities

I will work to strengthen national integration togetherness and oneness

I will work within the community in the manner which will enhance the prestige of the profession.

Commitments towards colleagues

I will respect my colleagues and be popular with them

I will respect my senior colleagues and give love to juniors

I will co-operate with my head and colleagues in and outside the institution in both curricular and co-curricular activities

I will share the joys and sorrows of my colleagues

I will involve my colleague in the all round development of students

I will refrain from making false and malicious remarks about my colleagues

I will refrain from disclosing confidential and sensiveti information concerning my colleagues

Conclusion

A healthy human relationship is possible only when the teachers follow the above mentioned commitments. Teachers should be self – starters to fulfill the human relationship by translating the commitments into action. Then only the first sentence of the voluminous report of Kothari Commission '' The destiny of India is now being shaped in her classrooms'' will be true.

INNOVATION IN THE PEDAGOGY OF SANSKRIT TOWARDS HUMAN RELATIONSHIP

NIVEDITA CHAUDHURI
Assistant professor in Sanskrit, Govt. College of Education, (C.T.E.), Banipur, N.24 Pgs.

ABSTRACT   *In the ninteenth century, Education Despatch had emphasized on the encouragement of Sanskrit education. In the middle part of the 19th century Sanskrit studies in the modern English schools was going on by the patronization of the British rulers and the indigenous system Sanskrit education was going on by the economic support of the Indian rich persons. In the 19th and 20th century also, the human relationship has been established among the people of different casts and different religions of India through Sanskrit studies. Again the relationship has been established indirectly among the ancient and modern Indian people through the aim of learning ancient Indian culture. In the teacher education institution, the direct human relationship also may be established among the administrative body, the head of the institution, the teacher-educators of the other subjects, the librarian, the accountant, the security-guard and the Sanskrit teacher educator also may be established through the Pedagogy of Sanskrit. Again, the indirect relationship among the particular school administration and the particular Teacher-education institution may be established in the same perspective.*

Keywords: *Education Despatch – encouragement – 19th & 20th century – patronization – British – economy – indegenous – relationship – religion – casts – ancient – modern – staffs –Teacher education – school.*

INTRODUCTION

From the 19th and 20th centuries, the many-sided importance of Sanskrit was also appreciated by a number of responsible Englishmen and other Europeans in India. Already the Education Despatch of 1814 had emphasized that there were "in the Sanskrit language many excellent system of ethics, with codes of laws and compendium of duties", and the Court of Directors had, therefore, decided that due encouragement should be given to the study of Sanskrit.

The nature of modern education was such that the Sanskrit studies which could be provided for in the English School and College were necessary limited. On the other hand, the Pathasalas and Tols afforded facilities for a more intensive and concentrated type of Sanskrit Education.

HUMAN RELATIONSHIP IN THE BRITISH INDIA TOWARDS SANSKRIT EDUCATION

From the middle part of the 19th century and up to the beginning part of the 20th century, it has been seen that the patronization of British rule and the economic support of the Indian rich persons was enable to preserve the Indian resource persons for spreading out the Indoloical studies. In the middle part of the 19th century, it has been observed that in general, the people of India love and venerate Sanskrit with a feeling of which is the next only to that of Patriotism towards Mother India. This feeling permeates the common man, the litterature and the educationist, the business man, the administrator and the politician. Everybody realizes its cultural importance and knows whatever one cherishes as the best and the noblest in things Indian is embedded in Sanskrit.

HUMAN RELATIONSHIP AMONG THE DIFFERENT CASTS AND REGIONS IN INDIA TOWARS SANSKRIT EDUCATION

Sanskrit does not belong to any particular community is proved by Andhra and Kerala where the entire non-Brahmin classes are imbued with Sanskrit, and speak a language highly saturated with Sanskrit. In kerala, Thiyas, Moplas and Christians read Sanskrit. In Madhya Pradesh, a paper in Sanskrit was compulsory at the School Final Examination in the 20th century and even Muslims took it. In a Lucknow Intermediate College, there are Muslim girls and in Gujrat, Parsis students were studying Sanskrit also at that particular time. In Madras, who were the non-Brahmin but upper cast and even a few Muslims and Christians study Sanskrit. In one of the High Schools of Chidambaram, a Muslim student were reported to have stood first in Sanskrit and in another schools there were Harijans among the Sanskrit students. In Tanjore, the non-Brahmins, Muslims and the Christians freely took Sanskrit. Nowadays, in the first part of the 21st century, Seikh Sabir Ali has been appointed as an Assistant Professor in Sanskrit in the West Bengal State University.

HUMAN RELATIONSHIP TOWARDS THE AIM OF SANSKRIT EDUCATION

The immediate aim of teaching Sanskrit is now to be considered. It cannot be the same as that of teaching a modern language like English or French. Our aim of teaching Sanskrit will, therefore, firstly be to enable the pupils to read, write and understand the classical Sanskrit correctly and fluently and secondly to know the ways and manners of the ancient Aryans whose mother-tongue was Sanskrit, to get an insight into their culture and to use that heritage to build up a new civilization. So, here, the Indirect relationship between the ancient Aryan people and the modern Indian people may be established through the aim of learning Sanskrit language and ancient Indian literature.

METHODS OF TEACHING SANSKRIT IN THE ANCIENT INDIAN PHILOSOPHY

The methods of the teaching-learning process had to differ from time to time. In the Vedic age, when the writing was unknown, the reading lessons were followed by 'Instruction' (Vidhi) where the teacher showed the pupils the acts and actions to be actually performed during the ritual ceremony described in the text, and 'Arthavada', 'Explanation' (Arthavada), where the meaning of the sentence was made clear. Later, in the six systems of philosophy, the teaching became more scientific and critical. For the full understanding of the text, a three-fold explanation was given – i) *Pada* (word) – to make the student understand the word grammatical notes were given. ii) *Vakya* (sentence) – to make the meaning of the sentence clear to him; and iii) *Pramana* (argument) – the idea of the passage was made clear by setting forth the argument as explicity as possible and by relating it to the previous as well as to the following points. Hence one well-versed text was called *'Pada-Vakya-Pramana'* – Profiecient in the three parts.

According to, Vachaspatimishra, the *Adhyana* (the hearing of words), *Shabda* (apprehension of meaning), *Uha* (reasoning leading to generalization), *Suhritprapti* (confirmation by a friend teacher) and *Dana* (application) are the five steps for the realization of the meaning of a regious truth. These steps correspond wholly with those of Dewey. In his book. *'How we Think'* he gives the following steps; I) A problem and its location (Adhyana and Shabda) ; 2) Suggested solutions and selection of a solution (Uha and Suhritprapti); 3) Action / Application (Dana).

Another authority gives seven steps similar to those of the Herbertians ;
    i)   Shushrusha (Desire to listen)
    ii)   Shravanam (Act or process of hearing).
    iii)   Grahanam (Accepetance).
    iv)   Uhapoha (Discussion).
    v)   Artha-Vijnanam (Grasping the correct senses).
    vi)   Tatwa-vijnanam (Knowledge of profound truth).

PRINCIPLES OF TEACHING TOWARDS THE TEACHER-LEARNER REALTIONSHIP

In the educational process, three factors, viz, the teacher, the subject and the pupil, are to be considered. The school and all its accessories must be able to help the all-sided growth of children. The school should be a typical world of their own rather than simply a place for learning subjects. Thus subjects are for children and not children for subjects. The teacher must know not only the subject to be taught but the person to be taught in the pupil. The pupil rather than the subject is important in the new education. This outlook has to a great extent influenced the methods of teaching various subjects in the school curriculum.

CONCEPT OF HUMAN RELATIONSHIP TOWARDS TEACHER EDUCATION INSTITUTION

Human Resource Development is the first and foremost duty of any Teacher-Education Course like B.ED, M.ED, B.P.ED, M.P.ED, D.EL.ED etc. And, in the perspective of the above course, the trainee teacher, teacher-educator, administrators like TIC/ OIC/ Principal/ Secretary and non-teaching staff like librarian, lab-demonostrator, accountant, cashier, head-clerk and even security-guard of any Teacher-Education Institution should be established firmly so that the production of Human Resource like appropriate student will standardize the school education which is the basic level of Education.

HUMAN RELATIONSHIP IN THE TEACHER-EDUCATION INSTITUTION TOWARDS INNOVATIVE SANSKRIT TEACHING;

1. Sanskrit Teacher-educator should firstly discuss the Sanskrit sounds and letters which is the basement of Sanskrit language. He / she should represent some original Sanskrit manuscript which will be preserved in the library of the particular institution through the technical procedure in front of the Sanskrit trainee teacher to inform the proper symbols of the Sanskrit letters. On the other

hand, teacher educator should represent the above manuscript through digitalization. Here, the librarian should provide the proper arrangement to bring the particular manuscript with the co-operation of the head of the institution and the administrative body and the accountant of the institution. Not only that, but also the security guard of the particular institution should supervise and protect the library room in a very restricted way so that the particular manuscript could not be stolen or ruin in the situational disaster. So, here the relationship among the Sanskrit teacher-educator, head of the institution, librarian, administrative boy, accountant and the security-guard also may be established.

2. Sanskrit teacher-educator should learn the Computer system and the Internet-processing with the help of the teacher educator of any Science methodology or the methodology of computer science. Then he/she should practice the Bengali, German, English and Internet transcription system of Sanskrit vowels and consonants through computer system. Then he / she should represent the above transcriptions through digitalization. Here, also, the relationship among the Sanskrit teacher-educator, teacher-educators of any science methodology and computer science may be established.

3. After that, the trainee teacher of Sanskrit methodology should practice the above transcription system in the board of their particular class room themselves and on the other hand, they should practice the above system in the computer screen with the help of either the other trainee teachers of any science methodology or the computer science or the teacher-educators of any science methodology or the computer science. Here, the relationship among the Sanskrit teacher-educator, Sanskrit trainee teachers, teacher-educators of any science methodology and the computer science and the trainee teachers of other science methodology and the computer science may be established.

4. In future, one particular Sanskrit teacher, who has been enriched with the above particular innovative pedagogy of Sanskrit, should apply the procedure of training among the school student to teach the Sanskrit letters. And, in that particular field, the administrators of the particular school, academic council, school librarian, particular subject-teachers of science, subject-teacher of the computer science security guard of the particular school should co-operate the Sanskrit teacher to execute the particular function in the same way. Here, the indirect relationship among the staffs of a particular school and a particular Teacher-Education Institution may be established. On the other hand, the direct relationship between the teaching and non-teaching staffs and the administrative body of the particular school may established also.

5. Sanskrit teacher-educator also should represent some ancient manuscripts which are written in Bengal, English and Urdu also with the help of the teacher-educators of the subjects like Bengali, English, Hindi and Urdu methodology to acknowledge the trainee teacher the ancient writing style of the particular languages. So, here, the relationship among the teacher-educators of the subjects like Bengali, English, Hindi and Urdu methodologies may be established.

6. Sanskrit teacher-educator should also teach about the Sanskrit sounds of every Sanskrit sounds of every Sanskrit letters which is the first and foremost chapter of Sanskrit grammar and the maker of Sanskrit words, sentences poetry, story and essays also. Since the relationship has already been established among the teacher-educators of English, Bengali, Sanskrit, Hindi and Urdu methodologies, so the Sanskrit teacher-educator should train up his/her trainee students about the similarity and difference of the sounds of the particular letters of the above subjects.

Skt	Bengali	Hindi	English	German	Internet
়শা	শ	়শा	Sh	Ś	;S

7. Sanskrit language is the mother tongue of India. So, through the video-conferencing system Sanskrit teacher-educator should to make to hear the sounds of the different states of India like Tamilnadu, Gujrat, Assam or Punjab etc. which have been modernized from the original Sanskrit sounds to the Sanskrit trainee teachers. So, here, indirect relationship among the different types of people of the different states of multi-lingual India may be established and the direct relationship among the teacher-educators of Sanskrit, Geography and Computer science methodologies may be establishrd.

8. Sanskrit teacher-educator should discuss the original ancient symbols and expression of Sanskrit letters and sounds respectively through the famous Sanskrit grammar book named *Siddhanta-Kaumudi*, *Astadhayai*, *Mughdhobodham, Laghu-Siddhanta-Kaumudi* etc. In that case also, the

librarian and the administrative body and the head of the institution also should co-operate to bring those book and preserve the above books in the library of the particular institution.

9. In that case, Sanskrit teacher educator should also maintain the relationship with the professors of the department of Sanskrit of other degree colleges to get the information about the reference books of Sanskrit grammar and literature to develop the knowledge of the Sanskrit trainee teacher.

10. Sanskrit teacher-educator should explain the feature, constructions and the significance of the different organs of speech like tongue, lip etc. through which the human pronunciation are delivered with the help of the teacher-educator of the life-science methodology by still photograph / picture drawn by hand / animation etc. and the features of vocal cords and breadth should be explained by him/her also in the above way. Generally, particular sound is delivered by the particular position of the tongue; so, he / she should explain the different parts and their functions of the tongue. So, here, the relationship among the trainee teachers of Sanskrit, Life science and Computer sc. and the teacher-educators of the Sanskrit, Life sc. and Computer sc. may be established.

11. During evaluation, Sanskrit teacher educator should guide his/her trainee students about deigning some language games to make interesting and effective teaching strategy.

12. Lastly, the different Sanskrit teacher-educator of the different Teacher-education institution will make the relationship among themselves and they should organize an workshop about solving some problems of teaching Sanskrit sounds and letters for the trainee teacher in school level.

CONCLUSION

It can be said that if the modern methods are carefully used in teaching the classical languages, pupils will be able to enjoy their study. Then they can appreciate the beauty of literature and at the same time master the ancient symbol of writing and can connect also them with their modern shapes.
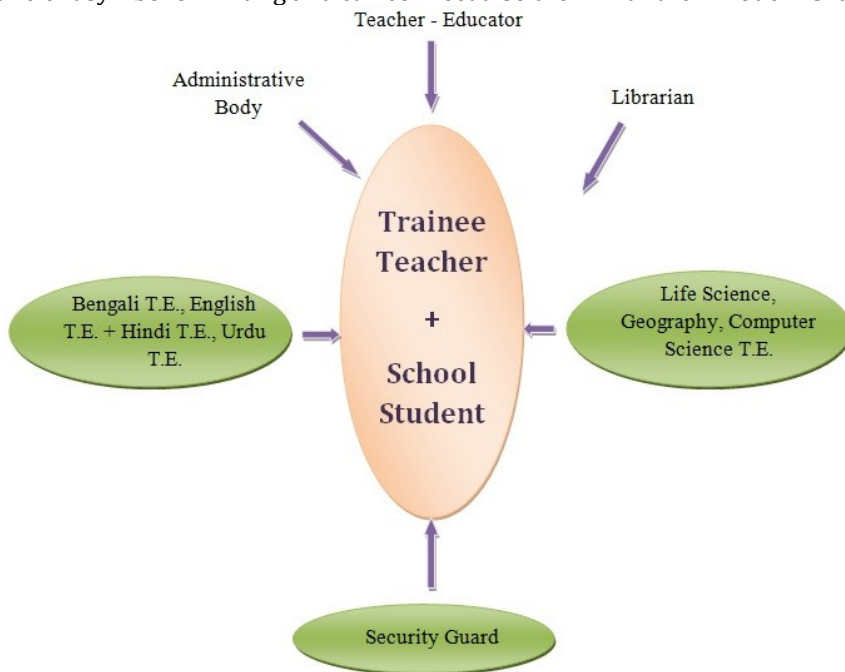
Bibliography
1. Bokil, J.P. Parasnis; N.R.; 1942; A New Approach to Sanskrit. India.
2. Burrow, T; (not dated); The Sanskrit Language; London.
3. Chatterjee; Suniti Kumar; 1957; Report of the Sanskrit Commssion; India.
4. Hart, George L; (not dated); A Rapid Sanskrit Method, Delhi.
5. Jones, Daniel; 1979; An Outline of English Phonetics, New Delhi.

MOTIVATIONAL FACTOR ON STUDENT TEACHER RELATIONSHIP IN CLASSROOM ENGAGEMENT AND PEER RELATIONSHIP WITHIN THE STUDENTS

Abdul Hai
Research Scholar,
Assistant Professor, Administrative officer,
The Institute for Academic Excellence (B.Ed & D.El.Ed)

ABSTRACT   *The quality of student's relationships with teachers and peers is a fundamental factor for the development of academic engagement and achievement.*

One of the most exhilarating experience a teacher can have is to lead a class enthusiastic, engaged students. It is easy to picture: students are learning forward in their seats, hands waving. Questions and opinions roll out, offering the teacher a clear picture of what students understand and where confusion remains. The material is to be covered structures itself. Its sequence and depth detected by how far students can digest the concepts. Students eagerly break into groups and continue animated discussion, showing their comprehension through questions, critical listening, and arguing about examples as they apply the material to their own lives. The teacher thoroughly energized, thinking about how the material to be covered next builds on that day's class.

Thus students' school lives are more enjoyable when they engaged in their classes. Engagement provides an energetic resource for coping with the challenges of school-work, promoting student's motivation and make bonding with the teachers.

Keywords: Relationship, Motivation, Peer, Teacher, Pupil.

Introduction:

Teachers and students recognise high quality relationships, they seem effortless because they are intrinsically motivating enjoyable and mutually reinforcing. Such relationships are also self sustaining in ways that detract from instruction and erode classroom cohesion.

To reach the goals, we rely on a model of motivational development based on self-determination theory. This model assumes that students innately come with well spring of intrinsic motivation and the desire and capacity to take responsibility for their own learning. The model provides a framework for organising the factors that promote the development of motivation. In offering a motivational analysis of classroom relationships, we draw on a strong evidence base and knit research into a coherent picture that can be useful for teachers who wish to more fully understand these relationship dynamics.

Educational Climate:

Before launching into a motivational analysis of classroom relationships, we want to be mindful of the complex educational system in which classroom operates. It is important to set the stage by describing number of serious issues facing teachers. The use of evidence based practices has led to the standardisation of the instruction, which some argue marginalises teacher expertise, especially for those who teach groups with different learning needs. The provision that teachers be highly qualified, which requires a bachelor's degree in the subject taught, has been difficult to active. The provision that decision making be data driven has been linked to teachers spending less time one-by-one with students and more time on deficit-driven instruction.

Moreover, teachers must contend with shrinking state budgets, multiple competing reform initiatives, changing student demographics, loss of school based social service (e.g. Heath centres, counsellors) and range of other local conditions. These external realities amount to increased demands on teachers (e.g. larger size of class-rooms) in the face of reduced resources. The bottom line is that teachers are forced to spend more time engaged in activities. They feel compete with good teaching. In such demanding context, it is perhaps even more important that today's teachers have tools for improving relationships, engagement, and motivation in the classroom, which provide some of the few buffers between external pressures and student learning.

Development of relationship in the classroom:

It is easy to imagine high quality relationships in the classroom. Interactions are courteous and kind they focus on learning the material and building academic skills, people say what they really mean and listen openly to others' perspectives, students provide constructive criticism and are receptive to feedback; the classroom is welcoming but focused on academics, and filled with laughter, challenging tasks, hard-work, and mutual satisfaction and respect.

One useful way of explaining the inherently complex dynamics of relationship through the lens of a motivational model. The model holds that social partners promote development by supporting fundamental human needs for relatedness, competence, and autonomy.

Relatedness is the need to be connected to others or belonging to a larger social group.

Competence is the need to feel effective into interactions with social and physical environments.

Autonomy is the need to express one's authentic self and the source of action.

In the classroom, teachers and peers are social partners who can meet a student's need via three pathways:

(1) Relatedness is promoted by warmth or undermined by rejection,
(2) Competence is promoted by structure or undermined by chaos, and
(3) Autonomy is promoted autonomy support or undermined by coercion.

When a student's needs are met, he or she is more likely to be engaged in classroom activities.

Figure –I shown:- The self system model of motivational development

Interaction in between Pupil-Teacher
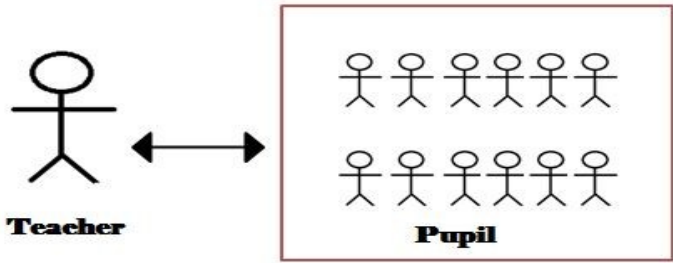
Figure II: Group Work: Solution of Task (Interaction Pupil-Pupil)
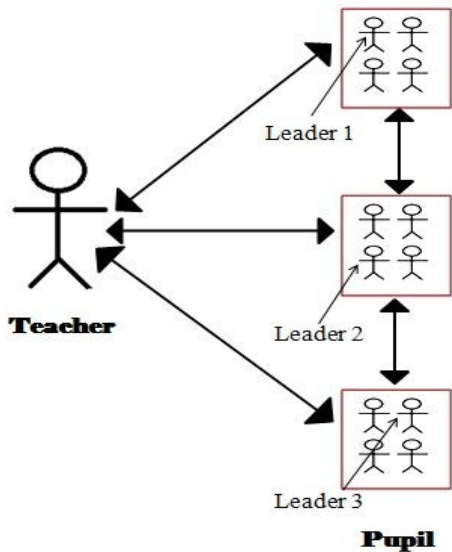
Development of Pupil-Teacher Relationships:

Relationship in between teacher and pupil is interpersonal liking and trust. When teacher express involvement and warmth, student feel they belonging in school. Student can feel the affection and care of teachers. Student can think that teachers are their dependable sources of emotional and they also understand that teachers can support in difficult times.

Teachers can provide their expectation and students need structural interactions and teachers also expect student's reasonable behaviours. Students are ready to master, and the provision of informational

feedback which are expected from them. Teachers explain to the students how to improve themselves. Together these shape students' perceptions of themselves as academically component, including their beliefs about what it takes to do well in school and their own capacities to enact those strategies.

Through teacher's support – shapes students' motivation. When teachers behave/interact pupil with respect and seek out, listen to, and value their opinions. Consequently students are more willing to commit themselves to the hard work entailed in learning. If teacher encourage pupils to work on different issues that are interesting and important to them and provide explanations. Then pupils internalise the value of learning. These process allow students to develop an autonomous orientation to schoolwork, to became self regulated learners and to take ownership of their own academic progress.

Development of Pupil-Pupil Relationships:

When students have opportunities to talk and listen to each other, provide emotional support, share learning experiences, and develop respect, they are merely likely to feel that they belong and understood and cared for by their peers create a climate of comfort and be meet up the students' need for relatedness.

The importance for the development of a sense of control needs interactions with peers that contribute to structure in the classroom. Although they do not provide structure in the same way that teachers do, classroom peers provide contextual afford that can support academic competence. In the time of interactions with classmates, pupils practice communicating, give and receive feedback, model academic competencies, resolve conflicts, provide help and advice and create shared academic goals and behavioural standards. It is predictable that supportive interactions between classmates promote structure and, therefore feeling of competence because students know they can rely on their peers for information and help.

Interactions within the group in the classroom,- peers can also fulfil students' need for autonomy. It is suggested that peers can promote each other's autonomy when they attempt to understand each other viewpoints. Students work together to negotiate activities in the classroom, cooperate on group projects, examine and challenge their own beliefs, explain the relevance of classroom assignment to each-other, engage in self-exploration, and share their ideas.

Motivational resources and authentic academic work:

Autonomy support from teachers and peers not only operate as social resources but also help students to construct their own personal motivational resources by promoting positive self-perceptions of relatedness, competence, and autonomy. Pupils can draw on these resources when they encounter difficulties, coping constructively, reengaging with challenging academic tasks and consequently develop motivation. The elements like: self-perceptions, relatedness, competence and autonomy contribute to a classroom, experienced by all its inhabitants as a caring learning community focussed on authentic academic work. Authentic academic work comprises tasks that are project based, progressive, and integrated across subject matter and that students consider- " meaningful, valuable, significant, and worthy of one's effort". Classrooms become genuine cooperative learning communities when the efforts of all members are needed and valued and when they are directed toward collective learning goals that include each member's progress and success.

Situation that do not develop relationship in the classroom:

It is unfortunate, that sometimes relationship is not developed well in the classroom situation. Pupils who are late for class, sullen, rude, unfriendly, unresponsive, unprepared, and disaffected from learning- that is, they are uninterested, rebellious, anxious, burned out with academics. Pupils trade insult and hostility and ignore their partners, being pulled easily into arguments, taking offensive over small issues. Consequently the classroom is tense, and too much time is spent on disciplinary matters. Teachers and peers of pupils can fail to meet a student's fundamental needs, which results in disaffected motivational patterns and a lower interpersonal interactions. Poor relationships with teachers and peers become liabilities for student because of lack of support and negative self-perceptions.

How can relationship in the classroom be improved:

This writings provide a perspective on why student disaffection is stressful and why it may be hard for teachers to maintain their own enthusiastic engagement with teaching in the face of apathetic or disruptive student behaviour. To meet up the needs of student disaffection the teacher feel the feelings of relatedness, competence, autonomy and student's disaffection.

The motivational model suggests that poor student-teacher relationships are unlikely to improve spontaneously because student disaffection elicits teacher disaffection, thereby forming a vicious circle.

When students are passive, unmotivated, bored, or openly hostile, teachers tends to respond either by withdrawing their attention or by becoming more demanding. Both these typical responses are not positive from both sides i.e. on the part of teacher and pupil.

So it is suggested several routes and each starts by encouraging teachers to view pupil motivational issues not as evidence of inadequacies in their teaching or students' characters flaws, but instead as information about classroom dynamics.

Teachers can use their observations to shape the pupils responses into remedies considering classroom relationships as valuable sources of responses.

Guiding Principles for improvement of relation and Motivation:

A. PUPIL-TEACHER and PUPIL-PUPIL – relationships inherently include self sustaining engagement in high-quality-teaching and learning, characterized by focussed enthusiastic hard-work and constructive responses.

B. Relationships generate mutual satisfaction and success by contributing to teacher' and students' experiences of relatedness to their social partners in the classroom, to their competence as teachers a learners, and to ownership of the goals of creating a carrying learning community dedicated to important academic work.

C. Teachers have a special responsibility to support student motivation and learning through the provision of warmth and involvement, optimal structure, and support for autonomy.

Conclusion:

The motivational model offers teachers a framework for creating solutions for common motivational problems. Here teachers may find that these strategies are challenging to implement in the school systems where they actually work. The stresses that educates enumerate, compounded by the pressures of high-stakes testing, can make it difficult for teachers' own basic needs to be met, thus eroding the social and personal resources they depend on to serve their students. It is also stated with great importance that the picture of co-operative learning communities painted in this article is worth applying, to, both for teachers and those trying to support them. Benefits to students will be visible in their enthusiastic engagement, productive coping and academic achievement. Benefits also accrue to teachers, providing them the joy of participating in meaningful learning processes with motivated students. All teachers should have such experiences daily to support their own learning and engagement in teaching.

Reference:

1. Anderman L.H(2003): Academic and social perceptions as predictors of change in middle school students' sense of school belonging. – Journal of Experimental Education (72,5-22)
2. Berndt. T. J & Keefe. K(1996): Friends influence on school adjustment. A motivational analysis. In J. Juvonen & K.R.Wentzel (Eds). Social motivation; Understanding children's school adjustment (PP- 248-278) New York NY. Cambridge University Press.
3. Birch.S.H & Ladd.G.W (1996): Interpersonal relationship in the school environment and children's early school adjustment. The role of the Teachers and Peers. In J. Juvonen & K.R.Wentzel (Eds). Social motivation; Understanding children's school adjustment (PP- 199-225) New York NY. Cambridge University Press.
4. Calcello.B & Terrell.R (1994): Making students feel like family. How teachers create warm and carrying classroom climates. Journal of classroom interaction (29,17-23)
5. Cordova.D & Lepper.M (1996): Intrinsic motivation and the process of learning: Beneficial effects contextualisation, personalisation and choice. Journal of Educational Psychology.(88, 715-730)

Teacher-Student Relationship Factor Affecting Motivation

Chandana Devgoswami
Assistant Professor, The Institute for Academic Excellence (B.Ed &D.El.Ed), Imampatna, Lohabaranchak, Narayangarh, Paschim Medinipur.

ABSTRACT   *The teachers need to understand that in many schools, students come from different cultures and backgrounds and each student deserves to be respected as an individual and their needs vary from one another. Thus teachers must establish a positive relationship with their student in order to provide the learning opportunity as well as motivation they needed to be successful in both academic and life lessons. Therefore, it is such awareness as preparations before they went out into the real world. There is an exhaustive list of differences that could be found between schools-especially, in terms of its education system, the administration, the teaching practice, the students and the others- the relationship or the bond however, that existed between the students and the teachers are same. As an innate phenomenon, motivation is influenced by four factors of context, temper, goal and instrument. This has shown that better contact and more closeness between teachers and student results in higher student motivation.*

Keywords: Teacher-student relationship, Motivational factor, Teaching-learning process, achieving goals

Introduction :-

Teaching is considered as a demanding and challenging social activity with the ultimate aim of acquiring ability , knowledge, social values and skills among student in order to apply and integrate them in the community

In order to achieve their goals , need and instincts, human beings ought to acquire sufficient motivation .In educational , motivation has a multi-dimensional structure which is correlated with learning and academic motivated (Mohammadi, 2006). Pinta (2004 describes positive teacher -student relationship as an open communication as well as emotional and academic support that exists between students and teacher .It is a form of relationship that is characterized by mutual acceptance understanding , closeness , trust, respect , care and cooperation (Leiato & Waugh 2007) .Accordingly motivation defines the reasons behind people's behaviour and determines why they behave in a particula way. Motivated behaviours are energetic oriented and permanent (Omidiyan 2006) .

Objectives of the study:-

1. To investigate how a supportive relationships between teached student in the classroom can improve the learning .

2.To establish a good relationship with students , teacher , offer them the chance to motivate and fell engaged in the learning process.

Motivation Model in Language Learning :-

Teaching nowadays is not only filled with challenges and opportunities , but also with changes. Teacher involves and demands new teaching method, strategies and activities , new attitudes, values and perspectives for the classroom .Motivations exit in students attitudes towards learning and relationships can have a deep effect on someone life style .Gardner(2001,2007,2008) proposed his new form of socio - educational model by presenting motivation as a dynamic construct with integrative motivation at its centre. In accordance with the research interests, the focus is on external influence -particularly on the motivators factors , the teachers .ln line with suggestion in Dornyei(2001), teachers are responsible for creating the basic motivational conditions for generating and for encouraging positive, - evaluations . Students who experience sensitive, responsive and positive interactions with teacher perceive them as more supportive and are more motivated within the academic contexts of schooling (Deci& Ryan 1985).

Positive Teacher -Students relationship:-

This section will focus more on the importance of teacher -student relationships. Students who have positive relationship with their teachers feel motivated to learn and supported.

Students are more engaged when they have a supportive relationship with the teacher they tend to work harder in classroom .A good and supportive relationship is needed to create safe environment and give students confidence to work without pressure and become motivated to learn.Sppecifically when students

are exposed to positive emotional stimuli , they are better able to recall newly learned information (Niclson&Para.1,2009).Students feel motivated and simulated to learn and actively collaborate with the teacher when the classroom is running in a safe and supported environment . Thus, the teachers role is vital for language learning.

The relationship between teachers and students affects the quality of students motivation to learn .According to Davids (2003), teachers can influence students social and intellectual experience via their abilities and instill values in children It is important to have a teacher who cares for their students understanding their need and strengths and who hold a supportive relationship with their students , giving them the same chance and opportunities to participate in the learning process.These opportunities make students feel comfortable and free to interact in the classroom and improve their academic skills .

Normally teachers have an important role and effect on students .students successes and failures can be directly linked or attributed to how he leads and manages his classroom and communicate and motivates students to learn .When students have supportive relationship with their teachers , they feel are more motivated and engaged in the teaching process.

Motivation & Engagement in Learning :-

Additionally , Osterman(2000 as cited in Reschly et.al 2006) stated that students sense of belonging at school can be describe as negative or positive . He said that negative notions are theose related to tardiness , absence from school and dropping out whereas positive are those of engagement , participation and investment in learning .

Teachers Beliefs :-Teachers beliefs , behaviours and actions also affect teacher -student relationships.A considerable body of research indicates that teachers who hold high expectations of student in terms of their level of achievement and their social behaviours in the classroom can affect student motivation and engagement (National Research council 2004).

Students Future Development :-

The key indicator of successful school adjustment both in the present and in future is based on students ability to form a strong and positive relationship with the teacher(Harme & Pinta , 2001,Ladd , et , al 2002). Beyond academic achievement , positive teacher -student relationship has the ability to curb behavioural problem (Harme &Pinta 2001).

Conclusion :-

Factors such as academic achievement and student motivation are influenced by the quality of the relationship that the students and teachers have with each other .Positive relationship improves students behaviour and motivation to learn as well as their academic achievement . As rightly stated by Rhodes , Grossman and Resch(2000), Teachers role is to provide a safe context for support and guidance for the students .

References:

1. Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring systemsecondary. School Psychology Review, 42(1), 76-98. Retrieved March 27, 2015, from Maxwell Library.
2. Boals, B. M., Tyree, C. L., & Barker, R. (1990). Children in poverty: Providing and promoting quality education (Report No. PS 020 858). Jonesboro: Arkansas State University, Department of Elementary Education. (ERIC Document Reproduction Services No. ED 315 126).
3. Canale, M. & Swain, M. (1980). Theoretical Bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1, 1-47.
4. Collier, M. (2005). An ethic of caring: The fuel of high teacher efficacy. The Urban Review, 37 (4), 351-359
5. Creswell, J. W. (2012). Educational Research: planning, conducting, and evaluating quantitative and qualitative research, 4th ed. Boston, MA: Pearson.
6. Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development (pp. 207-234). N.p.: Educational Psychologist.
7. Echevarria, J., Vogt, M. & Short, D. J. (2013). Making content comprehensible for English learners: the SIOP model, 4th ed. Pearson Education, Inc.
8. Halliday, M. K. (1970). Spoken and written language. Oxford: Oxford University Press. Hargreaves, A. (1994). Changing teachers, changing times: Teacher's work and culture in the postmodern age. New York: Teachers College Press.
9. Hymes, D. (1972). Models of the interaction of language and social setting. Journal of social issues, 23, 8-28.

10. Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). Cooperative learning: Increasing college faculty instructional productivity (ASHE-ERIC Higher Education Report No. 4.) Washington, DC: School of Education and Human Development, George Washington University. 56

11. Johnson, D. W., Johnson, R. T., Holubec, E. J., & Roy, P. (1984). Circles of learning:Cooperation in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

12. Jones, & Jones, L. (2004). Comprehensive classroom management: Creating communities of support and solving problems (7th ed.). Boston: Allyn & Bacon.

13. Jones, N. 1(995). Business Writing, Chinese students and communicative language teaching. TESOL Journal. 4(3): 12-15.

14. Juchniewicz, J. A. (2008). "The Influence of Social Intelligence on Effective Music Teaching". Unpublished dissertation, Florida State University, Tallahassee.

15. Kagan, S. (1994). Cooperative Learning. San Clemente, California: Kagan Publishing. Retrieved from http://www.kaganonline.com/free_articles/dr_spencer_kagan/

16. Koplow, L. (2002). Creating schools that heal. New York: Teachers College Press. Macpherson, A. (2007). Cooperative learning group activities for college courses: A guide for instructors. Kwantlen University College. Retrieved April 10, 2015, from Maxwell Library.

17. Mazer, J. P. (2012). Development and validation of the student interest and engagement scales. Communication Methods and Measures, 6, 99_125. Retrieved April 1, 2015, from Maxwell Library.

18. Mazer, J. P. (2013, March 21). Student Emotional and Cognitive Interest as Mediators of Teacher Communication Behaviors and Student Engagement: An Examination of Direct and Interaction Effects. Communication Education, 62(3), 253-277. Retrieved March 29, 2015, from Maxwell Library.

Motivation Factors in Teaching Learning Process of Teacher Education

Dr. Raj Kumar Nayak* & Dr. Siddhartha Sankar Mishra**

*Associate Professor, P.G. Department of Education, Fakir Mohan University, Vyasa Vihar, Balasore, Visiting Expert N.C.T.E. (NRC) Inspection Team, Life Time Member of AIAER ,The Global community, IATE, Editor of "Global Evolution Bi-Annual" (Management& Teacher Education) Research Journal, Editor and Advisor Of " Pahal Horizon" Bi Annual Journal, ISSN :2456-4842, International Research Journal.
** Principal, Bhagabati Devi Primary Teachers' Training Institute (D.El.Ed & B.Ed), Khakurda, Paschim Medinipur, 721445

ABSTRACT   *In writing this article, the writer basically has purpose in informing the reader about the role of motivation in learning, the factors that influence student motivation in learning and solving students' problem through improving student motivation. By reading this article, the reader is expected to know the influences of motivation of students in teaching learning process. Finally, after knowing it the reader can improve student motivation to help students in achieving their goal.In writing this article, the writer take some theories about the topic" the importance of motivation in teaching learning process to reach learning goal" from some books. After taking some theories the writer give some support about the theories related to the topic. Beside, the theories also support the writer opinion about the topic.*

Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. High or low student motivation can be influenced by external factors and internal factors. The external factors include the students' social live, the teacher, the method and learning environment. The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class (Harmer,1988: 51). Motivation is influenced by social live where students life. Second, it is influenced by the teacher. Third, it is influenced by the method used. Fourth, it is influenced by the learning environment. The other one is internal factor that include needs, interest, and enjoyment. The needs of students can engage them to achieve learning goal. In other hand, interest also has a role in increasing motivation level of student. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. Most researchers and methodologists have come to the view that internal factors of motivation are especially important for getting success (Harmer, 1988: 51).

In this article the writer wants to inform the role of motivation in English learning. Second, the writer also wants to inform the factors that influence student motivation in English learning. Third, the writer wants to give solution to the reader to solve students' problem through improving student motivation. By reading this article, the reader is expected to know the role of motivation in English teaching learning process and strategy in improving student motivation in reaching the learning goal. **Teachers' motivation** *directly affects students' interest and academic achievements. usually includes achievement, advancement, autonomy, personal growth and responsibility. Motivational factors Motivating factors are the* **factors** *related to the intrinsic nature of the work.*

Keywords:

Introduction

Education imparted in the schools is directly concerned with the quality of teachers. A teacher plays very important role in the implementation of all educational reforms. The teacher is just like the yardstick that measures the achievements and aspirations of the nation. "The teacher has to have the energy of the hottest volcano, the memory of an elephant, and the diplomacy of an ambassador".1 As it is universally accepted that teacher plays important role in teaching learning process. Teachers' motivation directly affects students' interest and academic achievements.

Educational Motivation

Motivation is one of the most important factor affecting human behaviour and performance by energizing it and giving direction towards the desired goals. It is the inner urge or effort made by individuals to achieve their target and satisfy individual's needs. It usually includes achievement, advancement, autonomy, personal growth and responsibility. Motivation has several effects on students'

learning and behavior. First, motivation directs behavior toward particular goals. Motivation will increase students' time on task and is also an important factor affecting their learning and achievement. Motivation enhances cognitive processing. Situational motivation is a phenomenon in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways. Educators can do many things to create a classroom environment that motivates students to learn and behave in ways that promote their long-term success.

A. Motivation Definition

Motivation is something that supports someone to do something. Harmer reported in his book "English Language Teaching" that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something (Harmer,1988: 51). In other hand, Brown defines motivation based on behavioristic and cognitive definition. Based on behavioristic brown defines motivation as anticipation of reinforcement which is powerful concept for the class room. Based on cognitive definition, Brown classified motivation definition into three categories. First based on drive theory, motivation stems from basic innate drives, so motivation have been exist since we are born. Second based on hierarchy, motivation is something that comes from individual needs. Third, based on self-control theory, motivation is something that appear if there is opportunity to make some one to make own choices about what to pursue and what not to pursue (self control) (Brown, 2001:73-75). So, motivation is one of influential factor in learning that drives learners to struggle to reach their goals in learning process and can become a stimulus in learning process. It very influences the success of learning motivation. For example, a learner who is motivated to study English because he want to get a gift from his teacher will try to study hard to get the gift that is as stimulus in the learning process. Therefore, motivation is one of the most influential factor in teaching learning process.

B. Kinds of Motivation

Motivation can be categorized in to some categories. Based on how motivation comes from, it can be divided into two categories. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation rises from individual inside but extrinsic motivation come from outside of individual.

Intrinsic motivation is not influenced by external factors but it comes from individual inside factor. The internal factors might include needs, interest, and enjoyment (Marsh, 1996: 27). The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication In his social live has a high motivation in learning English in order to master English to help him survive in social live. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. So, intrinsic motivation is motivation that is created by individual self influenced by personal factors that are needs, interest and enjoyment. The learners can create motivation by their self. For example, Indonesian students who study in English speaking country are motivated to learn English because English is the language that they use in their social life. They have to learn English because they need it to survive.

Intrinsic motivation is more influence than extrinsic motivation because intrinsic motivation rises from learner self not influence by external factor. This makes a learner to be aware that they need to learn it. Brown reported in his book that intrinsically motivated activities are ones for which there is no apparent reward except the activity self. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward (Brown,2000: 164).

Extrinsic motivation is the contrary of intrinsic motivation. Extrinsic motivation is influenced by external factor of learner. Marsh wrote in his book that motivation refers to external stimulus which follows as result of a certain response (Marsh,1996 : 28). In addition, Harmer explained in his book that extrinsic motivation is caused by any number of outside factors. That might include the hope of financial reward; need to pass an exam, or the possibility of future level (Harmer, 1988:51). So, extrinsic motivation is any stimulus which comes from outside of learner and which drives the learner in learning process. Any factor that comes from learner outside and that support students to study harder in teacher education learning process is called extrinsic motivation

The Importance of Motivation in Learning

Motivation is one of influential factor in learning. Motivation is a factor of high or low of the goal (Brown, 2001: 75). It is the key of success in learning process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study contents well. For example, a learner who does not have motivation in learning

content in teacher education will be lazy to learn in teacher education because there is no any stimulus that drives him or her in learning teacher education.

Motivating factors

Motivating factors are the factors related to the intrinsic nature of the work. Recently many questions like "What is motivation, "Why teachers' motivation is important" What are the motivational factors that attract teachers towards teaching profession"? Whether they join this profession by their own choice or there is some other factors that make them bound to pursue this profession. It is presumed that those who work as teachers are not economically sound as the member in the other professions. The question that remains to be answered is that instead of having charms in the other professions what are the factors which lead to adopt teaching profession

Content

A. The Role of Motivation in Learning Process in Teacher Education

Motivation is one of influential factor in English learning. Every learner must have motivation in teacher education learning. Without motivation, the goal of learning is difficult to be reached. Motivation is a factor of high or low of the goal (Brown, 2001: 75). So, motivation is stimulus that comes from inside of individual (intrinsic motivation) and also can be influenced by external factor (extrinsic motivation). The motivation function is as supporter or stimulus for student in teacher education learning so the goal of learning can be reached easily.

High or low motivation which is had by students influences the process and the success of learning process. If a student does not have any motivation to learn in teacher education, he or she will be lazy to learn in teacher education because there is no any stimulus that drives him or her in learning in teacher education. In contrary, the student having high motivation will learn teacher education hard. For example, a student who study in India is motivated to study content in teacher education because he wants to be able to communicate by using communication process in teacher education. He will struggle to learn to survive in Indian education system.

B. Factor Influencing Student Motivation in Teacher Education

High or low of students' motivation can be influenced by some factors. In this article, the writer classifies into two categories. They are external factors which is factors that comes from outside of individual and internal factor which is factors from individual inside

The external factors which influence students' motivation level might include the students social live, the teacher, the method and learning environment. The view of learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class (Harmer, 1988: 51). For example, in India many people assume that English is an international language, so they have to be able to use English in communication. Therefore it can motivate Indian to study English in teacher education. One other major factors of a student motivation is a teacher. As we know, the role of teaching learning process is as motivator. Therefore, high or low of student motivation is also influenced by teacher as motivator. Teacher can set learning teaching process to create the situation to be interesting so the students can be motivated. In other hand, Method is also a vital factor that influences student motivation. If the teacher apply appropriate method in teaching learning process, the students can be more comfortable in learning process. So the goal of learning is easy to be reached. The last factor which influences the students' motivation level is learning environment. We can decorate class to make student to be more comfortable in learning process. We also can set sitting arrangement to make student to be comfortable in receiving the material.

Internal factor is factor that comes from individual inside. It might include needs, interest, and enjoyment (Marsh, 1996: 27). The needs of students can engage them to achieve learning goal. For example, a learner who learns because he needs skills to do communication In his social live has a high motivation in learning in order to master contents to help him survive in social live. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study teacher education they will reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. Most researchers and methodologists have come to the view that internal factors of motivation are specially important for getting success (Harmer, 1988: 51). The success of learning will be reached easily if the students come to be interested, enjoy and love in learning process.

C. Improving Student Motivation

Increasing student motivation is one of a teacher's responsibilities. As teacher, we must have strategies in increasing student motivation. The strategies which can improve student motivation are giving interesting material, setting good goal and creating conducive learning situation.

By giving interesting material we can improve student motivation. We need to provide them with a variety of subject and exercise to keep them engaged. We should give our student an authentic material which is close with our student's lives. Material that is given to our students should be firmly context embedded, for example, familiar situations contents and character and real-life conversations (Brown, 2001: 90). The other strategy that also important in improving student motivation is setting good goal. Teacher has to set goals that are meaningful, realistic, and achievable by students. So students will become highly motivated because they can see how these instructional goals are relevant to their personal goal. The other strategy that also important is that creating conducive learning situation. We can create interesting classroom with all kinds of visual material to make it to be more comfortable as learning environment for students. We can set the seating arrangement to make student easy in receiving material that we give in teacher education learning teaching process.

CONCLUSION

Motivation is an influential factor in teacher education teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. High or low student motivation can be influenced by some factors. First, it is influenced by social live where students life. Second, it is influenced by the teacher. Third, it is influenced by the method used. Fourth, it is influenced by the teacher education learning environment. In improving students' motivation we need pay attention some factors. First, we must set the interesting material. Second, we must set goals that are meaningful, realistic, and achievable for students. Third we must set interesting environment. Finally, if we can applied all strategies in teaching learning process, the students will reach learning goal easily.

References

1. Brown, h. Douglas. 2000. Principles of Language Learning and Teaching . white plans, NY. Longman.
2. Brown, h. Douglas. 2001. Teaching by Principles An Integrative Approach to Language Pedagogy. White plains, NY. Longman
3. Harmer, Jeremy.1988. The Practice of English Language Teaching. Edinburgh gate Harlow, England. longman
4. Marsh, Colin.1996. Hand book for Beginning Teachers. South Melbourne, Australia. Longman.

Emotional Intelligence and Achievement Motivation of Teachers

Rajab Ali Biswas
Research Scholar,
West Bengal State University, Department of Education,
West Bengal, India.

ABSTRACT   *Emotional intelligence is the ability to understand and manage the emotions of self and the people around. Main dimensions of emotional intelligence are Knowing your emotion, Managing your own emotion, Motivating yourself, Understanding others people's emotion, Managing the emotions of others. Motivation is the driving force behind a person's actions. Achievement Motivation is defined as behaviors dedicated to developing and demonstrating higher abilities.*
The purpose of this study is to evaluate the effect of emotional intelligence on the achievement motivation of teachers. Several data were collected from scholarly articles, journals, theses, books, internet to find the relationship between emotional intelligence and achievement motivation. The result found that there is positive relationship between emotional intelligence and achievement motivation.

Keywords: *Emotional Intelligence, Achievement motivation.*

Introduction:

        The psychologists Salovey and Mayer originally coined the term 'Emotional Intelligence' in the year of 1990.However Daniel Goleman popularized it in 1995 in the title of his bestselling book, Emotional Intelligence: Why it can matter more than I.Q. Goleman, D. (1995) defined emotional intelligence as: "Understanding one's own feelings of others and the regulation of emotion in the way that enhance living." Mayer, J.D & Salovey, P. (1997). "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." *Coleman, Andrew (2008) defined* Emotional intelligence as, "The ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour". *In simple terms* Emotional Intelligence is the capacity of the individual to recognize, understand and choose how we think, feel and act. Emotional intelligence is the ability to understand and manage the emotions of self and the people around. Main dimensions of emotional intelligence are Knowing your emotion, Managing your own emotion, Motivating yourself, Understanding others people's emotion, Managing the emotions of others.

        Motivation is the driving force behind a person's actions. Achievement Motivation is defined as behaviors dedicated to developing and demonstrating higher abilities. Dweck & Elliot (1983) pointed out that achievement-motivation consists of varied and complex set of assumptions, assessments, predictions, inferences, values, standards and affective reactions that may be irrational, inaccurate, and contradictory. Dweck & Elliot (1983) pointed out that achievement-motivation consists of varied and complex set of assumptions, assessments, predictions, inferences, values, standards and affective reactions that may be irrational, inaccurate, and contradictory. Atkinson (1964) states , "The theory of achievement motion attempts to account for the determinants of the direction, magnitude and persistence of behaviour, in limited but very important domain of human activities. In the words of Dave and Anand (1979) "Achievement Motivation is a desire to do well relative to some standard of excellence." Colman, A.M. (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence.

Objectives of the Study:
   1) To find out the relationship between emotional intelligence and academic achievement.

Relationship between Emotional Intelligence and Achievement Motivation:
   1) Sontakke, J.P.(2016). Conducted a correlational study between emotional intelligence and achievement motivation in his study "Achievement Motivation and Emotional Intelligence: A Correlational Study". The study found that Achievement motivation and emotional intelligence were positively and very strongly related to each other.

2) Atiq, M.M. ,Farooq, A. , Ahmad, H.M. & Humayoun, A.A.(2015). Stated the relationship between emotional intelligence and motivation in their study "The Impact of Emotional Intelligence on Motivation, Empowerment and Organization Structures: A Case of Universities in Islamabad" that There is a relationship between emotional intelligence and employees' motivation When the correlation test was applied, the result indicates that there is a positive relation between the emotional intelligence and motivation. The correlation between the independent variable and dependent variable is.353. Value of t is 3.272 with (.000) significance affects the motivation. The results says that emotional intelligence has positively impact on motivation. Their study also contributes in the field of motivation due to emotional intelligence. When the emotions of the employees are hijacked, they are not motivated towards their job. Research shows that due to emotional intelligence empowerment increases which also justify our findings.

3) Dubey, R. (2012). Stated the relationship between emotional intelligence and academic motivation in his study "EMOTIONAL INTELLIGENCE AND ACADEMIC MOTIVATION AMONG ADOLESCENTS: A RELATIONSHIP STUDY". The study found that the values of coefficient of correlation between academic motivation and emotional intelligence for total sample (= .327), boys (= .404) and girls (= .223) are significant. Thus, the null hypothesis that there is no significant relationship between academic motivation and emotional intelligence can be rejected. It means that emotional intelligence is positively related to academic motivation among both boys and girls. It may be due to the reason that as academic motivation of students' increases they are better motivated to handle, manage and control their own emotions.

4) Damle, A. & Christian, D. (2016). In their study "Study of Achievement Motivation and Emotional Intelligence of Junior College Teachers with Respect to Gender." They found that The study reveals the fact that there is a significant difference in the levels of Achievement Motivation of male & female junior college teachers, in-fact the male teachers have a higher levels of Achievement Motivation as compared to the female Junior College teachers. [N=300, m= 20.5, 17.45, df=298, t=2.56]. In-fact the co-relation between the Emotional Intelligence and Achievement Motivation of the total respondents is negative and weak. (N=300, m=18.75, 721.86, r = -0.174). Indicating that as the emotional intelligence increases the levels of achievement motivation gets reduced. The lower levels of achievement motivation are synergistic to satisfaction perhaps becoming complacent.

5) Aghdam, B.A. & Mahjoub, A.(2013). Conducted a study on "**The effect of emotional intelligence on performance and motivation of staff Case Study (East Azarbaijan the Red Crescent)"** . The main hypothesis of this model investigates the effects of emotional intelligence on performance and motivation of East Azarbaijan the Red Crescent staff. Based on the results obtained at a meaningful level of /05 with a very high coefficient of /865, emotional intelligence has a meaningful effect on motivation and performance of East Azarbaijan the Red Crescent staff. In the result there are very strong and direct relations between emotional intelligence and motivation and performance of East Azarbaijan the Red Crescent staff.

6) Roy, D. , Sinha, R. & Soman, S. (2013). Conducted a study on "EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT MOTIVATION AMONG ADOLESCENTS: A RELATIONSHIP STUDY". The study found that there is positive relationship between emotional intelligence and academic achievement motivation. The study also reveals that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

Conclusion : Motivating yourself is one of the major dimension of emotional intelligence. The teachers with higher emotional intelligence will have higher levels of Achievement motivation, because the teachers with higher emotional intelligence are able to decide better that those who are not emotionally intelligence. Further highly emotional intelligence teachers will be able to motivate themselves in case of failures. They can overcome the possible consequences. These consequences may arise out of disturbances because of failures, whereas those with less emotional intelligence will not be in a position to overcome them.

References:

1) Sontakke, J.P.(2016). Achievement Motivation and Emotional Intelligence: A Correlational Study The International Journal of Indian Psychology. Volume 3, Issue 2, No.2, DIP: 18.01.032/20160302

2) Atiq, M.M. ,Farooq, A. , Ahmad, H.M. & Humayoun, A.A.(2015). The Impact of Emotional Intelligence on Motivation, Empowerment and Organization Structures: A Case of Universities in Islamabad. Journal of Basic and Applied Scientific Research, J. Basic. Appl. Sci. Res., 5(6)22-31,

3) Dubey, R. (2012). EMOTIONAL INTELLIGENCE AND ACADEMIC MOTIVATION AMONG ADOLESCENTS: A RELATIONSHIP STUDY. International Journal of Multidisciplinary Research Vol.2 Issue 3, March 2012, ISSN 2231 5780.

4) Damle, A. & Christian, D. (2016). Study of Achievement Motivation and Emotional Intelligence of Junior College Teachers with Respect to Gender. International Journal of Innovative Research in Science, Engineering and Technology Vol. 5, Issue 5, May 2016.

5) Aghdam, B.A. & Mahjoub, A.(2013). The effect of emotional intelligence on performance and motivation of staff Case Study (East Azarbaijan the Red Crescent). International Journal of Management Academy (2013), 1 (2): 109-120.

6) Goleman, D. (1996). Emotional Intelligence: Why it can matter more than IQ. Bantam Books, New York.

7) Goleman, D. (2013). Working With Emotional Intelligence .Bloomsbury, India.

EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

Saradindu Bera[1] & Dr. Tapan Dutta[2]*
[1]Research Scholar, Utkal University, Bhubaneswar-751022, India.
Associate Professor and Head, Teachers' Training (B.Ed.) Section, Panskura Banamali College,
Panskura R.S., Purba Medinipur, West Bengal – 721152
Corresponding Author

ABSTRACT *The effectiveness of education is largely depending on the effectiveness of the teachers. Recently, an alternative factor i.e. the emotional intelligence is supposed to have an impact on the teacher effectiveness. The purpose of the present study was to investigate the relationship between teacher effectiveness and emotional intelligence of secondary school teachers. The sample consisted of 50 participants selected from different secondary schools of Birbhum district. The simple random sampling technique was employed in selecting the sample. The instruments of this study were Teacher Effectiveness Scale designed and standardized by Kumar and Mutha (1976) and The Emotional Intelligence Questionnaire by Mangal and Mangal (2004). The results indicated significant positive relation between teacher effectiveness and emotional intelligence of secondary school teachers, no significant difference was found in teacher effectiveness and emotional intelligence of male and female secondary school teachers. Hence, there is a need to promote the emotional intelligence of teachers along with their subject knowledge and pedagogical skills for better efficiency in the teaching-learning process in secondary education. Gender differences in emotional intelligence and teacher effectiveness were not significant.*

Keywords: emotional intelligence, teacher effectiveness, secondary school.

Introduction

Quality of any nation depends on the quality of its citizens, quality of the citizens depends on the quality of their education and quality of education depends on the quality of the teacher. Education without a teacher is just like a body without soul, skeleton without flesh & blood, a shadow without substance. The teacher is the milestone that measures the achievements and aspirations of the nation, upon whom the worth and potentialities of a country get evaluated. They are the builder of the nation. Teacher in the existing society has a pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experience of one generation to another. The present day teacher faces more challenges than the earlier times. Rapid development of knowledge demands creation of qualitative teachers who in turn will help to strengthen a knowledge society to meet the challenges of globalization and mould the society keeping in view the values and traditions. In order to meet the demands of the present society, teacher has to play different roles effectively. In the present day system of high sophistication and specialization, there is an unprecedented demand for effective teachers to lead the multitudes of school children on the path of enrichment and progress. Teaching at present has made the work of the teacher more challenging and difficult. Instead of having concern for himself only with a few patterns of effective presentation of subject matter, the modern teacher's responsibility is to see that everything that goes on in the classroom is for all round development of the child.

Teacher Effectiveness

The effectiveness of education is dependent on the effectiveness of its teachers; hence we should pay great attention to teacher effectiveness, to improve the teaching-learning processes. Yadav (2016) explains teacher effectiveness as a relation between teachers, pupils and other persons concerned with the educational understanding. An effective teacher is a unique human being, who has learned to use his self effectively and efficiently for carrying out his own and society's purpose (Mandley, 1982,).Teacher effectiveness is understood as that which helps in development of basic skills, understanding proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students. Teacher effectiveness cannot be judged in vacuum. It is to be related to the achievement of goals, envisaged in terms of the aims of education and philosophy of nation.In the ladder of education, Secondary education occupies a very strategic

position. It comes in between primary and higher education and intends into the sphere of both. As an intermediate link it sets the pace for the lower stage and provides the foundation for the higher education. Realising the critical importance of education at secondary level, there is a great need of effective teachers at this level.

Emotional Intelligence

Recently, another factor that is thought to have an impact on the teacher effectiveness is the emotional intelligence. Initially, the emotional intelligence was regarded as a sub-dimension of social intelligence. Emotional intelligence is the process of one's assessment of his own and others' emotions accurately, to express feelings appropriately and process of emotional information including the regulation of emotion to make the life better (Salovey and Mayer, 1990). According to Cooper and Sawaf (1997), emotional intelligence is the ability of using effectively the emotions' power and acumen, as a source of human energy, information, connection and influence. Goleman (2010) has defined the emotional intelligence as recognizing and managing feelings, self-action,understanding the others' feelings and to conduct the relationships.According to Espstein (1998), emotional intelligence is a mental skill and requires not only having emotions, but also understanding of their means. Individuals with higher emotional intelligence, are persons who grew up in families emotionally sensitive, open to criticism, know how to express their feelings in different and effective ways, can share and discusses their feelings, aesthetics, morals, ethics, leadership, social, and are individuals with advanced level of knowledge related to problem solving and spiritual issues (Mayer et.al., 2004). When all these positive features are considered, it is pleasing to know that the emotional intelligence is learnable and property can be developed (Brackett and Mayer, 2003). In educational applications with giving importance to cognitive intelligence as well as emotional intelligence, it is thought that there will be positive developments in teacher effectiveness and quality of life of the teacher.

Need of the Study

Only effective teacher can materialize policies inside the classroom at the grass root level. The effectiveness of a teacher relates to the successful teaching. It implies the extent to which a teacher can teach successfully in the class. Teacher effectiveness is also associated with his personality. Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. Since teacher's personality, behaviour, interest, attitude and emotions affect the children's behavioural pattern, teacher should understand his own emotions and other attributes as well as the same of pupils in the teaching-learning process. In day-to-day society so much emphasis is given on Intelligent Quotient (I.Q.) but studies revealed that IQ accounts for only 10-20% for determining life success. There is huge impact of Emotional Quotient (E.Q.)on the success of life, that's why Goleman (1998) refers to EQ as the "master aptitude" because it guides the use of intellectual and other abilities. Effective teachers have the ability to understand the children's emotions and their causes, the capability of effectively regulating these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem-solving, being creative and dealing with social situations. Various studies have revealed that EQ & teacher effectiveness as critical behavioral factors of teachers to be effective in classroom (Anderson, 2004). According to Fabio and Palazzeschi (2008) understanding and being able to apply EQ is essential to success in teaching. Emotional intelligence accompanies our daily life and in many cases is as important as the 'common' intelligence, especially in our modern society. An emotionally intelligent teacher learns, applies emotional intelligence skills to improve stress management, self-esteem and confidence, positive personal change, decision making, leadership, assertion, comfort and commitment, which would be lead to raise quality of teacher consequently quality of education (Nelson, 2005). Teachers who understand and improve their EQ skills are able to simultaneously develop professional and personal strength, as well as improve areas of weakness. Different profession requires different EQ levels and to be successful in teaching profession. One needs to have a high intelligence level (EQ) in the range of 250-274 (Bansibihari, 2004). Therefore, in this study it is being investigated that how teacher effectiveness and emotional intelligence of secondary school teachers are related. In addition, it is examined if there is differentiation in the secondary school teachers' teacher effectiveness and emotional intelligence as regards of their gender.

Objectives of the Study

The objectives of the present study are:

1. To find out the level of teacher effectiveness of secondary school teachers.
2. To search out the level of emotional intelligence of secondary school teachers.
3. To investigate the relationship between teacher effectiveness and emotional intelligence of secondary school teachers.
4. To compare the teacher effectiveness of male and female secondary school teachers.
5. To compare the emotional intelligence of male and female secondary school teachers.

Hypotheses

1. There is no significant relationship between teacher effectiveness and emotional intelligence of secondary school teachers.
2. There is no significant difference in teacher effectiveness of male and female secondary school teachers.
3. There is no significant difference in emotional intelligence of male and female secondary school teachers.

Methods

Design of the study

In the present study descriptive survey method was used.

Sample

To comply with the objectives of this study,50 secondary school teachers from 10 different secondary schools located in Bolpur-Sriniketan block of Birbhum district, West Bengal, India were taken. The simple random sampling technique was employed in selecting the sample.

Tools

Teacher effectiveness scale by Kumar and Mutha (1976) was used to ascertain the teacher effectiveness of secondary school teachers. The scale consisted of 69 items with true and false keys covering ten dimensions namely,(i) Personal characteristics (ii) Motivation, (iii) Disciplinarian,(iv)Advisor and guide, (v) Relationship with pupils, fellow teachers, principals and parents, (vi)Teaching skills, (vii) Co-curricular activities, (viii) Professional knowledge, (ix) General appearance and habit in relation to classroom, (x) Classroom management. Each statement had five alternatives ('strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree') from which a respondent has to choose anyone which expresses his response.

Emotional intelligence scale by Mangal and Mangal (2004) was used to ascertain the emotional intelligence of secondary school teachers. The scale consisted of 100 items covering four dimensions namely, (i) intra-personal awareness (own emotions) (ii) inter-personal awareness (others emotions) (iii) intra-personal management (own emotions) (iv) inter-personal management (others emotions). Each item has two alternatives(yes or no) where the response 'yes' is indicative of the presence of emotional intelligence and 'no' for the lack of emotional intelligence. Similarly, there are items where 'no' response provides clue for the presence of emotional intelligence and 'yes' for its absence. For scoring one mark is to be provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence.

Results

An overview of teacher effectiveness of secondary school teachers

First objective of the present study was to find out the teacher effectiveness of secondary school teachers. This objective has been analyzed and presented in the following table.

Table-1 Effectiveness of Secondary School Teachers (N=50).

Teacher Effectiveness Scores	No. of Secondary School Teachers	Classification
Above 293	11	High teacher effectiveness
282-293	27	Moderate teacher effectiveness
Below 282	12	Low teacher effectiveness

From the table.1. it has been found that 11 teachers i.e. 22% have high level of teacher effectiveness, 27 teachers i.e. 54% have moderate level of teacher effectiveness and the rest of 12 teachers i.e. 24 % have low level of teacher effectiveness out of 50 secondary school teachers.

An overview of emotional intelligence of secondary school teachers

Second objective of the present study was to search out the emotional intelligence of secondary school teachers. This objective has been analyzed and presented in the table.2.

Table-2 Emotional Intelligence of Secondary School Teachers (N=50).

Teacher Effectiveness Scores	No. of Secondary School Teachers	Classification
Above 78	08	High emotional intelligence
78 -67	28	Moderate emotional intelligence
Below 67	14	Low emotional intelligence

From table.2. it is apparent that out of total 50 secondary school teachers 08 teachers i.e. 16% have high level of emotional intelligence, 28 teachers i.e. 56% have moderate level of emotional intelligence and the rest of 14 teachers i.e. 28% have low level of emotional intelligence.

Relationship between teacher effectiveness and emotional intelligence of secondary school teachers

The third objective of the present study was to investigate the relationship between teacher effectiveness and emotional intelligence of secondary school teachers. This objective has been analyzed and data are presented in the table.3.

Table-3. Correlation Co-Efficient Teacher Effectivenessand Emotional Intelligence of Teacher Effectiveness.(N=50)

Teacher Effectiveness	Emotional Intelligence
Personality Characteristics	0.39**
Motivation	0.035
Disciplinarian	0.38**
Advisor and guide	0.028
Relationship with pupils, fellow teachers, parents and principals	0.39**
Co curricular activities	0.033
Professional knowledge	0.42**
General appearance and habit in relation to classroom	0.090
Teaching skills	0.38**
Classroom management	0.040
Total teacher effectiveness	0.53**

Note: **Significant at 0.01 level

Table-3 shows the correlation coefficient of teacher effectiveness and emotional intelligence of secondary school teachers. It can be observed from table no-3 that the relationship of emotional intelligence with personal characteristic, disciplinarian, relationship with pupils, fellow teachers parent and principles, professional knowledge and total teacher effectiveness are positive and significant at 0.01 level of significance. But, the relationship of emotional intelligence with advisor guide, co-curricular activities, general appearance and habit in relation to classroom management are not significant at any level of significance. Hence, it can be concluded that there is significant positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers. Hence the hypothesis stated earlier is rejected.

Comparison of teacher effectiveness of secondary school teachers.

The fourth objective of the present study was to compare the teacher effectiveness of male and female secondary school teachers. The obtained data statistically analyzed and presented in the following table.4.

Table-4. Comparison of Teacher Effectiveness Between Male and Female Secondary School Teachers.

Group	N	M	SD	df	't' value
Male teachers	28	290.55	12.36	48	1.61
Female teachers	22	285.55	9.65		

Not significant at any level

From the above result it can be stated that the calculated t-value on teacher effectiveness of male and female secondary school teachers is 1.61 which is not significant differen ce at 0.05 level. It seems that there is no significant difference in teacher effectiveness between male and female secondary school teachers. Hence, the earlier stated hypothesis there is no significant difference in teacher effectiveness of male and female secondary school teachers is accepted.

Comparison of emotional intelligence of secondary school teachers.

The fifth objective of the present study was to compare the emotional intelligence of male and female secondary school teachers. The obtained data based on this objective is analysed and presented in the following table.5.

Table-5. Comparison of Emotional Intelligence Between Male and Female Secondary School Teachers.

Group	N	M	SD	df	't' value
Male teachers	28	72.65	11.25	48	1.55
Female teachers	22	77.25	9.68		

Not significant at any level

From the table.5. it has been found that the calculated t-value of emotional intelligence of male and female secondary school teachers is 1.55 which is not significant at 0.05 level. It seems that there exists no significant difference in emotional intelligence of male and female secondary school teachers. Hence the earlier stated hypothesis, there is no significant difference in emotional intelligence of male and female secondary school teachers is accepted.

Discussion

The present study indicates a significant positive relationship of teacher effectiveness with emotional intelligence. Thus, the higher the EI, the better teacher effectiveness is. This is because emotionally intelligent teachers seek to have confidence not just in their content materials but also in their flexibility and readiness to respond; they put energy into getting materials and methods planned, also preparing to meet learners' expectations (Jensen, 1998). The result of the present study is in concurrence with result of the study conducted by Jha and Singh (2012). Next finding regarding the relationship between emotional intelligence and dimensions of teacher effectiveness revealed that emotional intelligence is positively correlated with personal characteristic, disciplinarian, relationship with pupils, fellow teachers, parent and principal. But another finding of the present investigation revealed no relationship of emotional intelligence with advisor guide, co-curricular activities, general appearance and habit in relation to classroom management (Barchak and Nosenko, 2014). Research findings on gender differences in teacher effectiveness are not very consistent. In the present study no significant difference was found in teacher effectiveness of male and female secondary school teachers.The results of the present study resemble the result of the study conducted by Jha and Singh(2012)**.** Findings on gender differences in emotional intelligence are not very consistent and there are discrepancies in this regard. Some studies have found significant gender difference in emotional intelligence(Mayer and Geher, 1996; Mayer et.al., 1999; Mandell and Pherwani, 2003). Goleman (1998) asserted that no gender differences in emotional intelligence exists, admitting that while male and female may have different profiles of strengths and weaknesses in different areas of emotional intelligence. The present study revealed no significant difference in emotional intelligence of male and female teachers.

Educational Implications

The subject of the study is of much importance in the present-day context as there is a growing demand on teacher effectiveness and emotional intelligence of the teachers including their enhancement of effectiveness of teaching and understanding power of one's own emotions as well as the emotions of others.

Seminars, workshops and refresher courses should be organized to enhance emotional intelligence of in service teachers and teacher educators as well as prospective teachers. The concept of emotional intelligence must be incorporated in teacher education curriculum to revitalize teacher education programme. More researches should be conducted in the field of education to suggest a modular inclusive approach for developing emotional intelligence among teacher trainees as well as for training them to develop the same in their students in future.

Another basic reason for the lower teacher effectiveness of the low emotional intelligence teachers may be apathetic attitude of the head of the institution and governments. Therefore, it may

be suggested that the govt. should provide a decent salary and medical facilities to the teachers. Last but not the least, the role of the state and central government seems to be crucial in helping the low emotional intelligent teachers. The government should plan some special programmes to bridge the gap between the high and low emotional intelligent teachers in terms of their teacher effectiveness and other associated factors.

Conclusion

Researchers have been making efforts to understand how emotional intelligence and intelligent quotient complement one another, for instance, how a person's ability to handle stress affects his/her ability to concentrate and put his/her intelligence to use. The more complex a job, the more important is emotional intelligence because deficiency in these abilities can hinder the use of whatever expertise or intellectual abilities a person may have. The results of the present study also indicated the importance of emotional intelligence and its usefulness in teaching performance as the emotional intelligence of secondary school teachers was found to be significantly correlated with their teacher effectiveness. Hence, there is a need to promote the emotional intelligence of teachers along with their subject knowledge and pedagogical skills for better efficiency in the teaching-learning process in secondary education. Gender differences in emotional intelligence and teacher effectiveness were not significant. Hence, it is concluded that, with changing social conceptions, gender stereotypes are also changing and females are starting to be seen as competent teachers at secondary level.

References

1. Anderson, L. W. (2004). Increasing Teacher Effectiveness, UNESCO: International Publication Institute for Educational Planning.
2. Bansibihari, M. (2004). Emotional Intelligence of Secondary Teachers, Edutracks-December.
3. Brackett, M. A., & Mayer, J. D. (2003).Convergent, discriminate and incremental validity of competing measures of emotional intelligence. Personality and Social Psychology Bulletin, 29(9), 1147-1158.
4. Burchak, A.C. & Nosencko, E (2014). On assessing emotional intelligence as a precursor ofpositive personality functioning and mental health. Advances in Social Sciences Research Journal, 1(4), 33-42.
5. Cooper, R. K. & Sawaf, A. (1997). Executive EQ: Emotional Intelligence in Leadership and   Organizations. New York: Advanced Intelligence Technologies.
6. Epstein, S. (1998). Constructive Thinking: The Key to Emotional Intelligence. Cambridge: Cambridge University Press.
7. Fabio, A.D. & Palazzesechi, L. (2008). Emotional intelligence and self efficacy in a sampleof Italian high school teachers. School Behaviour and Personality, 36(3), 315-326.
8. Goleman, D. (1998). Working with emotional intelligence. New York: Boston.
9. Goleman, Daniel (2010). Duygusal Zeka Neden IQ'dan Daha Önemlidir?. B. S. Yüksel(Trans.) (33. Ed.) Istanbul:VarlikYaylnlari.
10. Jensen, E. (1998). Super teaching. San Diego: The Brain Store.
11. Jha, A.& Singh, I. (2012). Teacher effectiveness in relation to emotional intelligenceamong medical and engineering faculty members. Europe's Journal of Psychology Vol. 8(4), 667–685,
12. Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: a gender comparison. Journal of Business and Psychology, 17(3), 387-404.
13. Mayer, J. D., & Geher, G. (1996). Emotional intelligence and the identification of emotion.Intelligence, 22, 89-113.
14. Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets standards for traditional intelligence. Intelligence, 27, 267-298.
15. Mayer, J. D., Salovey, P. & Caruso, D. (2004), Models of Emotional Intelligence, Academic Press, New York.
16. Medley, D.M. (1982).'Teacher Effectiveness' in Encyclopedia of Education Research. 5th Edn. Vol. IV, 1894-1903.
17. Nelson,et.al. Kaye. (2005). The Emotional Intelligent Teacher. ATransformativeLearning Model. Academic Press, New York.
18. Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition and Personaliyt, 9(3), 185-211.
19. Sternberg, R.J.(Ed), Handbook of Intelligence (2nd Ed) (pp.396-420), Cambridge: Cambridge University Press.
20. Yadav, A. (2016). A study of teacher effectiveness of secondary school students in relation totheir emotional intelligence. The International Journal of Indian Psychology, 3(4), 77-83.

TEACHING LEARNING PROCESS TOWARDS SUCCESSFUL LEARNING

Chhanda Maiti
Assistant Professor,
Bhagabati Devi Primary Teachers' Training Institute (D.El.Ed. & B.Ed.),
Khakurda, Paschim Medinipur.

ABSTRACT *Human relationships have varying degrees of importance in motivation and learning process. Positive relationships can also help a student to develop socially for their successful learning. Purposeful behaviour is motivated behaviour which means that either physiology or social stimuli activate or motivate person to do something. Motivation is the stimulus incentive or inducement to act or to react in a certain way. In psychology, the aggregate of all the individual motives, needs and drives operate in a person at any given moment that influences the will and cause a given behaviour. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. Through the use of human relations, techniques, educators can bring about significant changes in teaching learning process towards successful learning. Motivation should be seen as a very important factor in the learning process. The motivated student has the inner strength to learn, to discover and capitalize on capabilities to improve academic performance. Learners are not always internally motivated, they sometimes need situated motivation.*

Keywords: Human relationships, Purposeful behaviour, Teaching learning process, Successful learning, Motivation.

INTRODUCTION

Teaching-learning process is a social process. Teaching-learning involves the process of transferring knowledge from the one who is giving to the one who is receiving. This process is the heart of education. On it depends the fulfilment of the aims and objectives of education. It is the most powerful instrument of education bring about desired changes in the students. In teaching-learning process, the teacher, the learner, the curriculum and good environment are organized in a systematic way to attain some pre-determined goal. Teaching and learning are actions necessary to accomplish a goal in Education. Though learners are inherently curious, they may not be able to know what is important or relevant and they need external motivation in order to learn.

WHAT IS TEACHING?

Teaching is fundamentally a process including planning, implementation and revision. It is perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching. It is a process that enables the learner to learn on his own.

ABBATT AND MCMOHAN say, *"Teaching is helping other people to learn".*
BURTON says, *"Teaching is the stimulation guidance, direction and encouragement of learning".*
Teaching is an important part of the process of education. Its special function is to impart knowledge develop, understanding and skill.

WHAT IS LEARNING ?

Learning means the acquisition of knowledge of skills through study, experience or being taught. It is a life-long process transforming informational knowledge, skill, behaviour and attitudes.
Skinner : *"Learning is acquisition and retention"..*
Gates : *"Learning is modification of behaviour through experience".*

Teaching is the cause and learning is the effect. Learning is flexible, exploratory and independent.

In teaching learning process, there are used models, techniques, skills for the development of learning.
The constructivist approach implements in ICON model and 5E model.

ICON MODEL

In this model, teachers implement a number of steps in their teaching structure. The Information Construction Model contains seven stages -
     i.   **Observation** :- Students make observations of primary source materials embedded in their natural context or stimulations.
     ii.   **Interpretation Construction** :- Students interpret their observation and explain their reasoning.
     iii.   **Contextualisation** :- Students construct contexts for their explanations.

iv. **Cognitive Apprenticeship** :- Teachers help students apprentices master observation, interpretation and contextualisation.

v. **Collaboration** :- Students collaborate in observation, interpretation and contextualisation.

vi. **Multiple Interpretations** :- Students gain cognitive flexibility by being exposed to multiple interpretations from other students and from expert examples.

vii. **Multiple Manifestations** :- Students gain transferability by seeing multiple manifestations of the same interpretations.

5E MODEL

It is an instructional model based on the constructivist approach to learning which says that learners build or construct new ideas on top of their old ideas. Each of the 5E's describes a phase of learning and each phase begins with the letter "E"- Engage, Explore, Explain, Elaborate and Evaluate. The 5E's allows students and teachers to experience common activities, to build on prior knowledge and experience, to construct meaning and to continually assess their understanding of a concept.

CONSTRUCTIVISM

Constructivism is basically a theory-based on observation and scientific study about how people learn. It is a learning strategy that draws on students existing knowledge, beliefs and skills. With a constructivist approach, students synthesize new understanding from prior learning and new information. The constructivist teacher sets up problems and monitors, students exploration, guides inquiry and promotes new patterns of thinking.

INTERACTION

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. It helps the teaching and learning process run smoothly and it can increase learner's communication. It tells how the students have interaction among them and teacher even with the whole class, classroom interaction is a practice that enhances the development of the learners. It helps the learner to be competent enough to think critically and share their views among their peers. Principles of classroom interaction followed by benefits and advantages -

1. Student-teacher interaction :- Student-teacher interaction is vital for students because it compares the relationship with a superior. Students must learn to interact respectfully and also learn how to assertive without being rude.

2. Student-student interaction :- Student-student interaction is also important because it means to work with a partner. It prepares student-student relationship with their friends. Students must learn to rely on one another and must be evaluate their own strength and weakness.

3. Small group interaction :- small group interaction speculates students to learn from others. Students have learnt to perform a role and to depend on the other members of the group. They work into a group in harmony.

4. Entire classroom interaction :- All students interact with each other in the classroom. This interaction grows the entire relation with each other in the classroom.

INTEGRAL APPROSCH

An integral approach supports the continuing growth of learners and teachers along the spiral of development over the full span of life. Integral education attempts to discover how the many partial truths of educational philosophies methods inform and complement each other in a coherent way. It involves considering the individual and collective aspects of teachers and students as well as the interior and exterior modes of experience and reality. It includes approaches to education from biological, neurological, societal, cultural, psychological and spiritual fields of study. An integral approach considers the many development lines in a human being-cognitive, emotional, interpersonal, artistic, moral, spiritual and others.

MOTIVATION

Motivation is the key which starts the engine of the car standing on the highway to success. It is a process in which the individual's attention and interest are aroused and directed. Motivation is used in Psychology as education to boost and student behaviour. It is the main driving force to the action. It is the reason why a person wants to be successful. Motivation involves goals requires activity. Motivation is the stimulus incentive or inducement to act or react in a certain way. It should be seen as a very important factor in the learning process. The motivational student has the inner strength to learn.

RELATIONSHIP

Student teacher relationship is very important in teaching learning process. Positive relationships can help a student to develop socially for their successful learning.

Beth Morrow says, "The strength of our student relationship makes the difference in translating our passion for teaching into their passion for learning."

Teacher who foster positive relationships with their students create classroom environments more conducive to learn and meet students developmental, emotional and academic needs. Though the use of human relations, techniques, educators can bring about significant changes in teaching learning process. Students that have relationships with their teachers have been found to be highly motivated focussed on their task, and have greater overall learning outcomes.

CONCLUSION

A good teacher is like a candle. It consumes itself to light the way for other. Teacher need to cultivate an open and trusty relationship with their students. Purposeful behaviour is motivated a person to do something. So teaching learning process is a method for monitoring and judging the overall quality learning or teaching based on objective, data and scientific criteria. It is the most powerful instrument of education to bring about desired changes in the students.

REFERENCES

1. Brown, H. Douglas. 2000. Principles of Language Learning and Teaching. White plans, NY. Longman.
2. Bednar,A.K.Cunningham,D.Duffy,T.M.,Perry,J.D.,1992.Theory into practice: how do we link? In:Duffy,T.M.,Jonassen,D.H.(Eds.),Constructivism and the Technology of Instruction. Lawrence Erlbaum Associates,Hillsdale,NJ,
3. BROOKS,D.W.,1997. Web-teaching: A Guide to Designing Interactive Teaching for the World Wide Web. Plenum Press, New York.
4. BROOKS, J.G., BROOKS, M.G., 1993. The Case for Constructivist Classrooms. Association for Supervision and Curriculum Development, Alexandria, V.A.

TEACHING LEARNING PROCESS TOWARDS SUCCESSFUL LEARNING

Anil Bera
Asst. Prof. Of Bengali,
Annapurna Memorial College of Education.

ABSTRACT   *The only consistent factor we can identify is the role of the teacher, whose abilities and skillest, knowledge and enthusiasm are crucial in determining the success or otherwise, the children they teach. Teaching, after all, is about engagement, about getting children to listen and switch on. The transition from external guidance (from teacher) through shared guidance (by the student together with the teacher) to internal guidance (by the student alone) should be enhance for the success of student. In 21st century the success of students demands on both student and teacher. Their success in educational and professional field depends on their acquiring knowledge. So, teaching – learning process is play a significant role for the success of the student. So, teacher should gather welleuiped knowledge and they should enhance their teaching technique by the use of various skills, methods, E.T.*

Keywords: Process of Teaching – Learning, Role of Teacher, Role of Student

Introduction :- In ancient India Man`s life Was divided into Four Parts such as – Brahmac haryas hrama, Garhasthyashrama, Banprasthasthashrama and Sannyas. During Brahmacharyashrama The disciples had to live in Guru`s ashram and to help him in his homework's. The Guru used to teach them on different subjects in return. Thus a Very close relationship was made among them. The disciples took him as their Parents on the other hand the Guru loved them too as his children. By the time, the education system has become changed. There are many schools and Colleges for learning. Now a teacher is not only the student`s Parents but also their Friend, Philosopher, and guide. A teacher Plays a Very crucial role in making the students base Which helps them in future. It obviously depends on the teacher-student relationship.

Need for student- teacher relationship:-
The student- teacher relationship is very important for Children and adolescents for improving their mental health. Children spend approximately 5 to 7 hours a day in schools. All of us have gone through schooling and we have had a many favorite teachers. A positive relationship between the student and the teacher is essential to be established. Improving students' relationship with teachers has essential, positive, and long lasting implication for students' academic and social development. Baltistich, schaps & Wilson (2004), Birch & Ladd (1997), Hamre and piñata (2001) Have exposed Positive teacher-student relationships. It was evidenced by teachers' reports of low conflict, a high degree of intimacy and support and little dependency. These have been shown to support students' adjustment to school, contribute to their social skills, uphold academic performance.

Necessity for teachers` involvement and interaction :-
The Communication between the student and the teacher serves a connection between the two which provides a better atmosphere for a class room environment. A teacher then needs to understand the Value of the students senses of belonging which can be of greater Value to Over all development of the students in all aspects. By making a good student a teacher reaps important social advantages such as building friendship, gaining respect for peers and adults and learning social skills. These side by side help the students to get good academic records and performance. The student- teacher relationship is made strong by the teacher's inspiration. The teacher should behave in such a way that a student should love him/her with respect.

Combined responsibility : - Both a student and a teacher should be aware that a school is a Place to learn when they enter there everyday. Apart from this, it is the job of the students as well as the teachers to make sure that the relationship between the two is a good one. A part from the syllabus allotted to the students, the teacher should give information about the critical society in which they are living. For this, they should not be confined themselves to the work of completing their allotted portions but they are supposed to introduce the students to a wider knowledge of the World.

Adaptability of changes :- We should understand that the world in which the teachers lived is different from the world in which their students are living. There is a vast and tremendous changes in which our present students are going to face as the world has shrunk in many aspects. A student should not be

constrained with imposition of the past. They should be given freedom to think whether the past or the present is desirable. The world is going so fast and there is a necessity that we have to adopt the changes that are inevitable and reasonable. A good teacher by imparting all these changes with making of classroom situations can create the best students. The present students are going to meet a more complicated world which is entirely different from the world which the teachers of fifty to sixty years old have met.

The student teacher relationship is likely to be different now from the past. The present teacher- student relationship is very important to make our society wall.

Aspiration for achievement **:-** Only a human being can achieve. There is no second thought in it. The present world is a contribution of the intellectuals, scientists, explorers and persons of excellence in the world. The foremost thing is to create a child to achieve excellence through the means of education. The crucial period in a human beings life is the adolescent period. It may be constructive or destructive as per the temperament of the particular human being. There may be various causes for this. The student- teacher relationship plays a very important role in establishing a constructive one.

Most important elements in student teacher relationship :- The relationship between a student and a teacher must be a sigh of Certain attitudes and commitments to each other. The students must reflect their teacher and hold them in the highest esteem, because this is a necessary prerequisite to accepting his advice. The student must believe the teachers concern. A teacher also has three levels of responsibility to his students in relation to give advice. Initially a teacher should fulfill the prerequisite of getting to know his/her students individually. Next a teacher must express toward his students and it is this affection that dissolves the students` natural tendency to resist being told what to do.

Suggestions to make student- teacher relationship successful **:-** First of all teachers and students must succeed together. For this, it is necessary to build teacher- student interaction in the classroom.

Secondly : The interaction must be two way traffic, but the teachers must lead and must feet confident.

Thirdly : The teachers must understand the students and find out what they need.

Fourthly : Most of the teachers probably favour an assertive discipline and when conducted properly, promotes an effective middle path between hostility at one end of the spectrum and passivity of the other.

Fifthly : The student should be offered interesting activities. Activities must be devised in such a way that enable the students to engage with the learning.

Sixthly : The teacher should enjoy being in the company of their students. They spend a lot of time with them each week and it they make the effort to see time spent with students a pleasant experience the relationship with their class stands a better chance of being successful.

Seventhly : There should be both verbal communication as well as non-verbal communication. It is easy to assume that what is very clear to a teacher should be cleared to the students.

Role of teacher :- Teacher is the maker of society. Only they can help the students to achieve their goal. It is the duty of a teacher to bring out the potentiality of a student. Nobody is fool and it is also foolish thing to call a student fool. It is considered that teachers are the great builders of upcoming society as well as the doctors are considered as Gods. So the teachers have to take the responsibility to make the future society. Basically it is said that students do not feel free when they face to the teachers. The students should have fear with respect. But they should not be afraid of the teachers. The teachers should become the students` friend, philosopher, guide really.

Role of student **:-** It is said that student life is the seed time in a man's life. In this time they have to make themselves well. The students are also responsible to make the relationship strong. They should not become introvert. They should obey their teachers without any hesitation as Aruni obeyed his Guru Ayoddhoumya.

Some great teachers and students **:-** Here we say about some great teachers and students. We know the World famous philosophers Plato-Aristotle. We also know the great men Ramakrishna - Vivekananda who delivered the message of brotherhood all over the world. These great men achieved Their goal because their relationship was very strong and closed.

Conclusion **:-** The student- teacher relationship is like a bridge that connects know ledge, experience and efficiency of a teacher to the student. World's great psychologist Sigmund Freud has told that it a dozen children were entrusted to him he would make one an engineer, one a doctor, one a carpenter, one a rowdy etc. From this we can perceive that a students` mental growth depends upon a balanced feeding of constructive know ledge imparted by a teacher. Here the relationship between the teacher and the student is strengthened in a positive way.

INNOVATION IN TEACHER EDUCATION

Prof.(Dr.) Jyoti Sankar Pradhan
Professor of Education,
M.Ed Department, Y.S. Palpara mahavidyalaya, Palpara,
Purba Medinipur, WB, India.

ABSTRACT *Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is a powerful means for the upliftment of educational standards in the country. There are many issues that need urgent attention for improving the quality of teacher education programme. One of them is the need of innovations in teacher education programme. Innovativeness means the ability to think beyond the boundaries and create something which is different from that which already exists. Without innovations, no progress is possible. Due to Globalization and as a result of Information technology revolution the world is coming closer and converting into a global village. This transformation has led to faster flow of information and the occurrences in one part of the world affects the entire globe. So the young generation is widely affected by this global explosion of knowledge along with social transformation and is exposed to numerous technological gadgets which have made access easier for this generation to experiment. Our present educational system is in a need to meet this global challenge along with the creation of skilled man force. The present educational scenario of the 21st century has become prone to stressing more on 'quality' than on 'quantity'. Apart from this, education has been declared a fundamental right and as a result of this – equity, access and quality has to be ensured for all. In the light of global scenario teacher training process needs a complete transformation. A curriculum needs to be framed which is equipped with such provisions for development of teaching competencies. First a comprehensive system of providing experiential learning to the student teachers need to be incorporated in pre service teacher education programme which is skill based. In this context it will be fruitful if during training process some provision is made for providing real school exposure to students. It should provide opportunities to the student teachers to get acquainted with real experiences. There is need of providing real classroom teaching experiences to the student teachers so that they develop competencies which help them to faces these challenges of 21st Century. The curriculum should be practical oriented and project based that help them understand the real role of a teacher. There should be more emphasis on classroom oriented training. In this context it is noteworthy to mention that "Mangalayatan University", UP, India has initiated a B.Ed.- Innovative Program from the session 2009-10 which is an innovative program of teacher preparation with strong accent on development of teaching competencies and capabilities for designing effective teaching learning systems blended with value education. In this paper the author has tried to throw light on the need of innovations required in teacher education and different innovative programmees of teacher education in general and teacher education programme running by Mangalayatan University in particular.*

Keywords: Innovation, Teacher Education, Globalization, Information technology, Quality, Quantity

Introduction

Due to the onset of Globalization and as a result of Information technology revolution, the world is coming closer and converting into a global village. This transformation has led to faster flow of information and the occurrences in one part of the world affects the entire globe. So at present we are living in a world which is drowning in information and resulting in less knowledgeable society. Also due to the economic liberalization the cultural boundaries have been dissolved and the global culture which is developing is the amalgamation of the cultures throughout the world. So the young generation is widely affected by this global explosion of knowledge along with social transformation and is exposed to numerous technological gadgets which have made access easier for this generation to experiment. In this context it is imperative that the educational system heeds to this new need of our students. Our present educational system is in a need to meet this global challenge along with the creation of skilled man force. The present educational scenario of the 21st century has become prone to stressing more on 'Quality' than on 'Quantity'. The National Knowledge Commission (2006) has also emphasized on this obligation of educational system to create this knowledge society along with providing equal educational opportunities to all. This is the reason we are focusing on cultivation of right values and creation of knowledgeable society which also emphasizes on development of life skills. The Central Board of Secondary Education has implemented Continuous and Comprehensive Evaluation from 2010 which emphasizes on the holistic development of the students. Apart from this, education has been declared a fundamental right and as a result of this – equity, access and quality has to be ensured for all. The principal role of the teacher is teaching and guidance of their pupils not only

through classroom instruction and tutorials but by personal contact and numerous other ways for building the character of their pupils. The teachers at all stages are expected to undertake or promote research, experimentation and innovation. They have an indispensable role in extension of knowledge and social service. They have also to participate in the management of a variety of services and activities. So highly skilled, value educated and devoted teachers will be the backbone of the new education policy which aspires to prepare the country for future challenges of the 21st Century. The teacher has to listen and feel the feelings, desires and ideas of the students. It is through listening that the teachers perceive the students as whole and animate individuals and an "outlook of life -based teaching" can be established. The teacher and the student think actively and express themselves freely through listening to each other and communicating at an equal status' finally produce "brand- new fruits".

The student is also the subject, creator and constructor in the creative curriculum, no longer the passive recipient of knowledge. Curriculum implementation is a dynamic process in which the students actively interact with the outside environment and their personal knowledge, life experience and direct experience become important curriculum resources and the student moves from the border of the curriculum to the center.

Creative curriculum motivates the students' interest to learn, improves imagination, prepares to face challenges, helps them to promote positive attitudes in them, make them explore novel ideas in all fields of education which yields them to new experiences. National Curriculum Framework (2005) has also emphasized that in the present context the teacher is a facilitator who encourages learners to reflect, analyze and interpret in the process of knowledge construction. The curriculum of teacher education may be dominated by one or other element, from general education to classroom skills and varies in the emphasis it places on pre-service and in-service approaches. Responsibility for teacher education is often shared among different stake holders while influence over its contents and methods may be shared more widely. Restructuring of teacher preparation process is highly essential for professionalization and empowerment of the teachers. Developing teaching learning competencies in the teacher is one of the sought after strategy to empower teachers through quality teacher education programs leading to quality education. There are many issues that need urgent attention for improving the quality of teacher education programme. One of them is the need of innovations in teacher education programme.

Innovation means the ability to think beyond the boundaries and create something which is different from that which already exists. Without innovations, no progress is possible. No innovation or change can be implemented without teachers' awareness, involvement and commitment. Teachers have to be innovative and their grooming has to start from their training institutions. For having innovative teacher education, we have to reconstruct our educational system. Reconstruction of educational system started in India from the beginning of independence and efforts to improve teacher education can be traced back to that period. The University Education Commission(1952-1953), Education Commission(1964-1966), The Committee on Plan Projects(1963),The Study Group of the Secondary Teachers in India(1964),Indian Association Teacher Educators(1973),National Policy of Education(1986) and National Council for Teacher Education have all recommended innovations in India in order to meet the present day requirements and to strengthen all aspects of teacher education system.

Initiative steps of Innovation in Teacher Education System

NPE (1986) stated "The existing system of teacher education needs to be overhauled or revamped." This has resulted in a number of initiatives being launched and they are-

- Establishment of NCTE by the government of India on August 17, 1995 as a statutory body responsible for the regulatory as well as professional aspects of teacher education.
- Establishment of District Institute of Education and Training(DIETs), College of Teacher Education(CTEs) and Centre of Advanced Studies in Education(CASEs).
- Programme of Mass Orientation of School teachers (PMOST) was launched as a centrally sponsored scheme in all the states and Union Territories during 1986-1990.
- Special Orientation Programme for Primary Teachers (SOPT) was taken up in 1993-94 to provide orientation to primary school teachers.
- In the light of recommendations of NPE 1986, Block and Cluster Resource Centers were established for professional growth of elementary school teachers and heads.
- Interactive teleconferencing has been successfully tried in many states in in-service training course.
- Four National Curriculum frameworks on Teacher Education have been brought out by the National council of Teacher Education (1978, 1988, 1998 & 2009).

- To acquire ICT literacy, the NCTE has produced a CD-ROM entitled 'IT Literacy'.
- NCTE has developed self learning modules on 'Human Rights and National Values' with a view to familiarize entrant teachers with values enshrined in our constitution.
- TET examination for selection of quality teacher.
- Integrating teacher education in higher education.
- Professional development of teacher educators.
- Technology in teacher education – web enabled learning.
- Accreditation of teacher education institution.
- Change in monitoring mechanisms.
- Emphasis on composite institution (multi-disciplinary or multi-teacher education programmes).
- Started three new programmes – 4-year B.A/B.Sc.B.Ed., 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme.
- The duration of three programmes – B.Ed., B.P.Ed., M.Ed. – has been increased to two years, providing more professional rigour and at par with best international standards.
- Each programme curriculum comprises three components – theory, practicum, internship; and at least 25% of the programme is developed to school-based activities and internship.
- ICT, Yoga Education, Gender and Disability/Inclusive Education are integral part of each programme curriculum.
- The duration of practice teaching(Internship) has increased.
- More integrated teacher education programmes are encouraged.
- The teacher educator M.Ed. Degree comes with specialization in either Elementary Education or in Secondary/Senior Secondary Education.
- In-service teachers have more option to acquire higher TE qualifications—DElEd (ODL), B.Ed. (ODL), B.Ed. (Part-Time).

Innovative Programs in Teacher Education
- B.C Ed. (1989) by DAVV, Indore
- M.C.Ed. (1991) by DAVV, Indore
- Master of Educational Technology (Computer Applications) by SNDT, University, Mumbai
- M.Tech. (Educational Technology) by Kurekshetra University, Kurekshetra
- B.Sc. in Teaching Technology by Sikkim Manipal University
- HSTP Training Teachers, Eklavya, MP(1982)
- Activity Based Teacher Education Program, DAVV, Indore (1991)
- Personalized Teacher Education Program, Lucknow University, Lucknow (1996)
- Comprehensive Teacher Education Program, Gandhi Shikshan Bhavan College of Education, Mumbai University, Mumbai (2000)
- Four Year Integrated Program of Teacher Education, Kurekshetra University, Kurekshetra (1955)
- Four Year Integrated Program of Teacher Education, RIE, NCERT(1963)
- B.Ed. (Educational Technology) , AEC Teacher Training College, Pachmadi, MP
- Early Faculty Induction Programme (EFIP) under QIP by AICTE ,New Delhi
- Induction Training Programme (ITP) under QIP by AICTE, New Delhi
- University of Teacher Education, Chennai, Tamilnadu (2008)
- IGNOU Institute of Professional Competency Advancement of Teachers (IIPCAT, 2009), IGNOU, India
- Indian Institute of Teacher Education, Gujarat (2010)
- The West Bengal University of Teachers' Training, Education Planning and Administration, West Bengal(2015)
- B.Ed(Innovative) Programme of Mangalayatan University,Aligarh,U.P..

The NCTE has been emphasizing developing a relevant curriculum in the light of problems and issues that our society is facing today. It has also mentioned that an integrated curriculum should be developed which is flexible, interdisciplinary and integrated approaches in Teacher Education. In this purview efforts have been initiated to develop and organize a creative curriculum of Teacher Education. In this context it is noteworthy to mention that "MANGALAYATAN UNIVERSITY" has initiated a B.Ed.- Innovative Programme from the session 2009-10 which is an **innovative program** of **teacher preparation** with **strong accent** on

development of teaching **competencies and capabilities** for designing effective teaching learning systems blended with **value education.** It is an NCTE recognized course first time introduced in India with a duration of 1.5 years (three semesters). The curriculum structure has been designed and developed under the guidance and supervision of eminent educationists with a focus to develop competent teachers to meet the challenges of 21st century. The special features of the programme include six months internship- school attachment programme in third semester and project assignments to be submitted based on real classroom experiences. The salient features of the programme include:

- Establishing linkages with senior secondary institutions in the vicinity of the university and outside for school attachment and internship.
- The University has initiated the linkages by signing MoUs with the leading secondary institutions in the country.
- This provides an opportunity for Campus placement.
- Focus on project work based on classroom and school related problems (action research).
- Reports based on real community experiences .
- Emphasis on use of ICT in the implementation of the course content.
- Emphasis on interactive pedagogic methodologies.
- Equal emphasis on both theory and practical.
- Emphasis on teaching skill
- Emphasis on internship.

Conclusion

In nutshell we can say that it is the need of the hour for teacher educators to think globally, to break away from traditional paradigms and emphasize the creation of well equipped teachers. We should mobilize our resources to devise array of innovative and interactive pedagogic methodologies to structure a nationwide program of teacher training. A creative curriculum which will be so designed would motivate the students interest to learn, improves imagination, prepares to face challenges, helps them to promote positive attitudes in them, makes them explore novel ideas in all field of education which yields them to new experience. Collaborative project work will be a powerful instructional method in teacher education. It provides opportunities for leadership, peer teaching and learning and developing confidence. The approach may be more time consuming but is repaid in heightened interest, quality of learning, collaboration and creativity. It helps trainees to develop and display their expertise and extend their personal strengths to learn new skills from peers and different ways of working and viewing issues. In its emphasis on involvement,activity,discovery,freedom,risk,child-meaningfulness,"bringing the curriculum to life", imagination, holism, non-cognitive as well as cognitive processes, creativity, ownership and so forth, it is in line with current constructivist approaches(Edwards and Mercer,1987).

References:

1. Bhan, Suraj Prakash (2006). Teacher Training: Lotus Press, Ansari Road, New Delhi.
2. Bhargava, M. and Taj H. (2008); Horizon of Teacher Education: Rakhi Prakashan, Agra.
3. Cheng, Y. C., Chow, K. W., & Mok, M. M. C. (Eds.). (2004). Reform of teacher education in Asia-Pacific in the new millennium: Trends and challenges (pp. 1–238). Dordrecht, The Netherlands: Kluwer Academic Publishers.
4. Das,B.C.(2011).What prevents Teacher Education Institutions from being Innovative, Edutracks,Vol.10 (6), p.15-18
5. Dash,Sankarsan (2006).Quality improvement in teacher Education: An analysis of present and future, Edutracks,vol.7 (9)
6. Prakash R.(2006). Teachers for Better Schools:Alfa Publications, New Delhi.
7. Ramalingam, P. (2007). Effective Teaching Skills: Puducherry Co-operative Book Society, Puducherry.
8. Rout, S.K.(2008).Quality of teacher education Programme: a few problems and strategies,Edutracks,Vol.7(9).
9. Shankar, T. (2008). Encyclopaedia of Techniques of Teaching: Crescent Publishing Corporation, New Delhi.
10. Sharma, Prem Lata (2010). Teaching and Learning in 21st Century : Sarup & Sons, New Delhi.
11. Singh, Sharma and Upadhya (2008). Encyclopaedia of Educational Technology, Teaching Learning, Vol.I": APH Publishing Company, New Delhi.
12. Vadhel, V.G.(2009). Teacher: A dynamic Innovator since Ages, University News, Vol. 47(35),Aug31- Sep 06
13. Venkataiah, N. (2006). Curriculum Innovations for 2000 A.D.: Ashish Publishing House, New Delhi.
14. Varshney, B and Joshi, N.(2014). Innovative Practices In Teacher Education, Journal of Education and Practice, Vol.5(7).
15. Yadav, S.K. (2006). Teacher of education in India: issues and concerns, University news, Vol. 44 (38), Sep18-24.

PROFESSIONAL DEVELOPMENT AMONG TRAINEES THROUGH EXISTENTIAL ANALYSIS: AN INITIATIVE FOR PROMOTING MOTIVATIONAL FACTOR IN TEACHER EDUCATION

Nandita Deb
Assistant Professor & Head,
Dept. of Education, Shishuram Das College (Govt. Aided),
Sarisha, West Bengal, India.

ABSTRACT *Existing research on the counseling development process has generally focused on how trainees acquire the knowledge and skills that have been identified as leading to professional competence. There has been less emphasis on how trainees experience the professional development process as related to their personal growth and development. Very few studies have focused on the experience of counselor trainees in long-term experientially oriented training groups. Additionally, there is a paucity of research on the existential psychotherapist development process, which may be partly due to the small number of existential training programs that are available in India. In the present study, the researcher sought to discern how Existential Analysis (EA) trainees experienced personal development and act as motivational factor as related to their professional development as counselors and therapists. Interpretative phenomenological analysis was the methodology utilized. The researcher generated two master themes, each with two underlying themes that were further broken down into two subthemes. The first master theme of Interpersonal Processes was comprised of Witnessing (Being Witnessed and Bearing Witness) and Relating (Relational Depth), and the second master theme of Intrapersonal Dynamics included Personal Development (Personal Experience and Personal Growth) and Experiential Capacities (Self-Awareness and Presence). Furthermore, participants underwent a deepening of their interpersonal and intrapersonal experience; thus, the recursive nature of the EA training process can be linked to the dialogical nature of the theory. An insider perspective from trainees on how they have experienced this process adds to an understanding of how their personal development has influenced their development as counselors. While considering the limitations of this qualitative study focused on a specific type of existential phenomenological postgraduate training, the researcher makes suggestions for future research on how personal elements of counseling training influence the professional development process.*

Keywords: *Counseling, Existential Analysis, professional competence, personal growth.*

INTRODUCTION:
There has been less emphasis on how trainees experience the professional development process as related to their personal growth and development. Research on the personal growth of psychotherapy trainees has mostly focused on understanding it through avenues external to training institutions. For example, there is an established body of literature on personal growth as seen through the lens of short-term experiential personal development groups (Ieva, Ohrt, Swank, & Young, 2009; Lennie, 2007; Luke & Kiweewa, 2010) and the supervision and personal psychotherapy process (Batten & Santanello, 2009; Norcross, 2005; Wiseman & Shefler, 2001). Although the literature on the influence that personal psychotherapy for trainees has on therapeutic outcomes has been inconclusive, there is near universal consensus on the importance of supervision in the trainee development process (Geller, Farber, & Schaffer, 2010). However, evidence has also accumulated about what could be lacking in the supervisory relationship in terms of experiences indispensable for the personal growth and therapeutic development of trainees (Batten & Santanello, 2009; Orlinsky & Rønnestad, 2005).

Until recently, there has been a paucity of research in terms of understanding personal growth from the perspective of the trainee (Folkes-Skinner, Elliot, & Wheeler, 2010; Grafanaki, 2010; Rønnestad & Ladany, 2006). Therefore, the responsibility for the personal growth of trainees seems to have shifted to personal development groups, supervision, and personal psychotherapy, and overall there has been a relative lack of focus on the trainee perspective of the personal growth process. It is important to address this gap in the literature, because attaining a better understanding about the personal growth process can help ensure that the developmental needs of the trainee are adequately addressed throughout the different stages of the training process (Hill et al., 2007).

PERSONAL GROWTH AND DEVELOPMENT OF PSYCHOTHERAPY TRAINEES:

▪ **Existential Psychotherapy -** Existential psychotherapy is an approach to therapist training that focuses on personal growth and development in order to help foster the relationship building skills of trainees. In accordance with the humanistic tradition, it is an approach that emphasizes the value of the relationship in the therapeutic change process. The existential approach emphasizes the creation of a therapeutic relationship that helps foster a sense of self-esteem and self-acceptance for the client (Cooper, 2007). The existential psychotherapy approach to training aims to engender a way of being in the psychotherapist that becomes a part of the curative element of the therapeutic change process (McGinley, 2006). Thus, existential psychotherapy can be seen as a general approach to therapist training that seeks to encourage the expansion of personhood in trainees, as opposed to a method focused on teaching techniques or theoretical interventions (Milton et al., 2003). Imparting theoretical knowledge about psychotherapeutic techniques is an important part of this process, but there is also a stringent demand for personal growth and development so that techniques can be applied within the context of an authentic and supportive therapeutic relationship (Farber, 2010).

The researcher has reviewed why the existential approach to therapist training contains an element of personal growth as an integral part of the learning process. As previously noted, outside of research on the development of these skills through personal growth groups, supervision, and personal psychotherapy, there has been a lack of empirical research in the literature on how personal growth and development is experienced by trainees through the training process.

▪ **Existential Analysis (EA) -** The EA training program is composed of a 2-year basic training component that covers the philosophical and theoretical basis of the approach and is spread out over 45 days. This is followed by a 2-year clinical training that focuses on the application of the basic training to clinical practice spread out over 36 days. Both sections of the training have an experiential focus ingrained into the theoretical material. The training is designed to cater to mental health professionals looking to deepen and expand their clinical skills as well as those in postgraduate training. Trainees are required to write exams and papers demonstrating a grasp on the theoretical material as well as undergo clinical supervision and individual psychotherapy with a practitioner familiar with EA. There is also an evaluative structure to the training program to assess trainees in terms of the development of their personhood throughout the process. Currently, the training takes place in Austria, Germany, Switzerland, Czech Republic, Poland, Russia, Argentina, Chile, Mexico, and Canada. EA training focuses on encouraging the development of the person of the therapist (Längle & Trobisch, n.d.). The approach also contains a congruency in terms of how it is practiced with clients; that is to say, the theory that is taught closely mirrors the essence of the therapeutic approach (A. Längle, 2006). The aim of the training process is the personal growth of the trainee through the development of the capacity for freedom and choice, which A. Längle (2003) termed the capacity for inner consent. The development of inner consent is one of the central areas EA focuses on in seeking to help clients overcome their presenting concerns.

Like A. Längle (2006), the researcher posit that this method of training influences the personal and professional development of the therapist, and the aim of the current study was to better understand this process from the perspective of current trainees. A potential audience for this study includes psychotherapist researchers, trainers, and trainees, as well as practicing clinicians. It may also be of interest to psychotherapy clients and to anyone interested in existential methods or phenomenology.

STATEMENT OF PURPOSE OF THE STUDY:

This study focused on attaining an in-depth and idiographic understanding of the perspective of trainees in Existential Analysis (EA) by exploring the lived experience of personal and professional development for EA trainees. Two research questions guided this study:

1. How did trainees experience personal growth and professional development as related to the training program?
2. How did trainees experience personal growth and development outcomes in relation to their development as practicing therapists?

METHODOLOGY OF THE STUDY:

This study involved an in-depth exploration of the lived experiences of trainees in EA. The EA model focuses on training the person of the psychotherapist through a rigorous experiential process with an integrated approach to personal and professional development. The experiences of current EA trainees have been investigated in order to increase understanding about how they feel the process has influenced their personal development and their professional development as practicing clinicians. The two research

questions that guided this study involved (a) how trainees experienced personal and professional development as related to the training program and (b) how trainees experienced any personal growth and development outcomes in relation to their development as practicing therapists.

➢ **Overview of the Study Design**

The method used for this study was chosen in order to provide an open and flexible research protocol that would allow the meaning that participants ascribed to the experience of training in EA to be better understood. The researcher conducted semi-structured interviews using open-ended questions in order to limit the influence of the interview protocol on the emergence of the data.

➢ **Participants**

Participants were required to meet the following criteria:

1. Participants were current EA trainees.

2. Participants were at least 19 years old.

3. Participants reported having an active caseload of clients in individual or group psychotherapy practice at some point during the EA training. This was required so that participants had recent experiences of clinical work with clients that they could refer to in reflecting on their professional development.

4. Participants committed to taking part in a 2-hour interview about their views on their personal growth and professional development as a result of the training as well as a 1-hour follow-up interview approximately 4 months later after the initial data analysis had been completed.

DATA ANALYSIS:

The analysis proceeded via the following eight steps.

i) **Reading and rereading the data-** The researcher focused on the meaning of the data for the participant and avoided any interpretation at this stage.

ii) **Initial noting-** The researcher made initial notes using space on the right-hand side of the transcript to denote anything that I found to have significance in the context of the participant's experiences.

iii) **Developing emergent themes-** The researcher contained the process in staying close to each participant's lived experiences through emphasis of the need to limit and, where indicated, cautiously apply conceptual or interpretative commenting. The process of developing emergent themes occurred after initial noting had been completed in the right-hand margin for the entire transcript.

iv) **Searching for connections across emergent themes-** The researcher began this stage by constructing a chronological listing of the emergent themes for the entire transcript

v) **Moving to the next case-** Adequate rigour in this process was demonstrated to ensure that new insights into the object of study and understandings of the data could freshly emerge. The researcher constructed a brief synopsis of her understanding of each participant's sense of meaning or understanding of the process and experiences under investigation.

vi) **Looking for patterns across cases-** At this stage, the subordinate themes for each individual case were compared in order to let themes common between participants emerge.

vii) **Writing up findings-** The outcome of the analysis process involved the construction of a description of the participants' experiences, relying on the direct presentation of verbatim extracts to support the interpretative work.

viii) **Trustworthiness Checks**

A. **Authenticity check-** The first step in assessing the authenticity of the analysis was done in follow-up interviews with participants about the theme generation process. This was done once the data analysis had been completed for all participants. The conducted follow-up interviews were done to determine the credibility of the interpretations of the researcher . The researcher also presented the analysis to each participant so that the theme generation process could be illuminated and an illustration could be made of how themes were drawn from each of the data sets. This was done to ensure a goodness of fit with each participant's interpretation of the data.

B. **Partial audit-** A partial audit was conducted at different times by the primary supervisor of the project. This was also done to evaluate whether there were any missing pieces in the line of logic in the study. The researcher made a number of substantial changes throughout this process in my attempts to make the analysis more cohesive, transparent, and logical.

C. **Expert check-** An expert in EA also assessed the analysis process to evaluate expressions of rigour throughout the work.

FINDINGS OF THE STUDY:

In this particular study the two master themes of Interpersonal Processes and Intrapersonal Dynamics demonstrate how EA is unique as an approach to therapist training through the program's impact on different facets of each trainee's life. The master theme of Interpersonal Processes showed the impact of relational experiences on the personal and professional development of trainees. It is interesting that interpersonal processes also provided supporting structure for the growth in trainees' intrapersonal understanding. The master theme of Intrapersonal Dynamics showed how the self-exploration inherent to the training process led trainees to develop more awareness of self and an enhanced capacity to be more present to personal issues that had the potential to negatively impact their ability to be therapeutic. Therefore, akin to the first master theme, it showed how intrapersonal change impacted interpersonal faculties, particularly in therapy. This integration of interpersonal and intrapersonal experiences led to a holistic training process with wide-ranging impacts on the personal and professional development of the trainee. Thus, the themes and subthemes show how the two master themes are locked in a recursive cycle that deepened the trainee development process.

CONCLUSION:

This study was conducted to address the gap in the therapy training literature regarding the trainee development process as experienced from the perspective of the individual trainee. This was accomplished through a phenomenological exploration of the experience of four trainee therapists studying EA. The aim of this research was (a) to explore how trainees understood personal and professional development experienced through the EA training process and (b) to gain insight into how they experienced personal development in relation to their development as practicing therapists. In conclusion, the two master themes of Interpersonal Processes and Intrapersonal Dynamics demonstrate how EA is unique as an approach to therapist training through the program's impact on different facets of each trainee's life. The master theme of Interpersonal Processes showed the impact of relational experiences on the personal and professional development of trainees. It is interesting that interpersonal processes also provided supporting structure for the growth in trainees' intrapersonal understanding. The master theme of Intrapersonal Dynamics showed how the self-exploration inherent to the training process led trainees to develop more awareness of self and an enhanced capacity to be more present to personal issues that had the potential to negatively impact their ability to be therapeutic. Therefore, akin to the first master theme, it showed how intrapersonal change impacted interpersonal faculties, particularly in therapy. This integration of interpersonal and intrapersonal experiences led to a holistic training process with wide-ranging impacts on the personal and professional development of the trainee. This study was conducted to address the gap in the therapy training literature regarding the trainee development process as experienced from the perspective of the individual trainee. This was accomplished through a phenomenological exploration of the experience of four trainee therapists studying EA. The aim of this research was (a) to explore how trainees understood personal and professional development experienced through the EA training process and (b) to gain insight into how they experienced personal development in relation to their development as practicing therapists. This particular study tried to attain a better understanding of trainees' experiences of the personal and professional development process involved in this training approach could help bridge a gap in the existing body of literature by bringing an insider's perspective to an area that has not been well researched from a phenomenological perspective. Future research on the personal and professional development process of EA trainees could also be conducted by a more impartial researcher with no knowledge of the theory of EA. This would help assess the validity of the current findings that resonated with the structure of the EA model. Existential psychotherapy is an approach that emphasizes the value of the therapist's use of self as an instrument of the client's change process. An essential aspect of EA that makes it a unique therapist training program is that it emphasizes the integration of interpersonal processes with intrapersonal dynamics. The personal is interwoven with the professional in this therapeutic method, so professional development is intimately linked with the personal growth of the trainee. Therefore, EA bridges the divide between the personal and professional development of trainees.

REFERENCES:

1. Aponte, H. J., & Carlsen, C. J. (2009). An instrument for person-of-the-therapist supervision. Journal of Marital and Family Therapy, 35, 395–405. doi:10.1111/j.1752-0606.2009.00127.x
2. Aponte, H. J., Powell, F. D., Brooks, S., Watson, M. F., Litzke, C. Lawless, J., & Johnson, E. (2009). Training the person of the therapist in an academic setting. Journal of Marital and Family Therapy, 35, 381–394. doi:10.1111/j.1752-0606.2009.00123.x

3. Bassett-Short, A., & Hammel, G. A. (2008). A student point of view: Existential psychotherapy from within the training process. In K. Schneider (Ed.), Existential-integrative psychotherapy: Guideposts to the core of practice (pp. 23–29). New York, NY: Routledge.

4. Batten, S. V., & Santanello, A. P. (2009). A contextual behavioral approach to the role of emotion in psychotherapy supervision. Training and Education in Professional Psychology, 3, 148–156.

5. Donati, M., & Watts, M. (2005). Personal development in counselor training: Towards a clarification of inter-related concepts. British Journal of Guidance and Counseling, 33(4), 475–484.doi:10.1080/03069880500327553

6. Frie, R. (2000). The existential and the interpersonal: Ludwig Binswanger and Harry Stack Sullivan. Journal of Humanistic Psychology, 40(3), 108–129. doi:10.1177/0022167800403009

7. Grafanaki, S. (2010). 'Counselors in the making': Research on counseling training and formative experiences of trainee counselors. Counseling & Psychotherapy Research, 10(2), 81-82. doi:10.1080/14733141003751655

ROLE OF SCHOOL AND TEACHER FOR PROMOTING VALUE EDUCATION AMONG STUDENT

SAWMEN KUMAR GHORAI
ASST. PROFFSSOR,
Y.S. PALPARA MAHAVIDYALAYA. PALPARA, PURBA MEDINIPUR.

ABSTRACT   *Our honourable president, Dr.A.P.J.Abdul Kalam, in his book "India2020: A Vision of the New Millennium' has rightly remarked that "If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation. The Values education is set according to the ever-changing needs of our society and nation. Education and teacher attempt to meet, and they are work pupil to awareness of value. The family, school and society have important role in the individual build up and setting the life patterns of which the values is one of the major components. The teachers play a very importance role in value inculcation to immense and superb as he/she is the guardian of organizing classroom teaching learning environment. A teacher has changed the outlook of every student as well as the parents of students and it has further resulted in deterioration of respect for teachers and all those who are a part and parcel of education system. The present paper is an attempt to state the importance of value education in the present education system so that the future generations will nourish high ideals and values to contribute in the development of the society and the role of a teacher in imparting values.*

Keywords: Value Education, Types of Value, Value Education in School Curriculum, Teachers role.

INTRODUCTION:

In today's era of competition and survival we observe laxity in moral values. Industrialization has led to the emergence of high life style and raised the standard of living of people. It has made man rich in materialistic sense but deteriorated the ethical fiber in the society. People crave for money, power and pelf. Children due to their exposure to mass-media are turning juvenile delinquents. Due to lack of values they adhere to whatever is shown in the TV and on net ruining their life. Family could not organized children so they went to go astray day to day. As a result They become drug addicts, consume alcohol, gamble and enter into anti-social Activities Today Parents are busy pursuing their careers and children are taken care by day care centres. Due to this value education is not imparted to these children. Teachers and education play an important role in infusing the knowledge of "Para Vidya" to make students aware of knowledge of our self.

WHAT IS VALUE? :

Values regulate and guide human behaviour and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on. Values are formed on the basis of interests, choices, needs, desires and preferences. These comprise the nuclei of value formation. Values have a selective or directional quality. When preferences acquire certain

MEANING OF VALUE EDUCATION:

Value education is the process by which people give moral values to others. It can be an activity that can take place in *any* organisation during which people are assisted by others, who may be older, in a position of authority, or are more experienced to make explicit those values underlying their own behaviour in order to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being, and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others. There is a difference between literacy and education. Values education can take place at home and as well as in schools, colleges, universities, jails and voluntary youth organisations. Value education means inculcating in the children a sense of humanism, a deep concern for the well being of others and nation. Value education does not mean value imposition or value indoctrination. Value education teaches us to preserve what is good and worthwhile in what we have inherited form our culture Value education has capacity to transform a diseased mind into a fresh, young, innocent   healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception.

NEEDS OF VALUE EDUCATION:

As any living organism to survive his on environment, have a basic needs (i.e. Food Salter and Cloth). Such as any person have not survive without values. How values helps a person to survive his/her society, and why needs of value are importance for every human life discus below...

* Moral awareness should be endorsed to orient the progress in science & technology towards the welfare mankind.

* Common values should be re-discovered to unite human beings with the general decline of traditional values.

* Teachers pass values to the students both consciously and unconsciously though their conduct in and out of class rooms. Therefore the need for a consciously planned value education program is obvious to establish learning.

* The students might face more complicated decision making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations through value education.

* Increase in Juvenile delinquency is a crisis to youth who under goes the process of personal growth.

* Value education awakens curiosity, development of proper interests, attitudes, values and capacity about oneself.

* Value Education helps in Promoting Social and Natural integration.

OBJECTIVES OF VALUE EDUCATION:

* To improve the integral growth of human begins.
* To create attitudes and improvement towards human life.
* To develop spirit of scientific inquiry and scientific temper and capacity for original and independent thinking.
* To increase awareness about our national history our cultural heritage, constitutional rights, national integration, community development and society.
* To provide realistic and broad based understanding of human values and educate   students to become
* To enable students to distinguish between good and bad, right and wrong.
* To develop respect for the dignity of the individual and society.
* To know about various living and non-living organisms and their interaction with environment. To develop and promote the values such as truth, humility, honesty, perseverance, cooperation, compassion, love etc

TYPES OF VALUES AND ITS NATURE:

Dr Gawande (1994)tried to investigate types of value and their aras. He noticed the following types of value and their areas

Type of value	Area of value
* Human value	* Human behaviour
* National or constitutional value	* Constitutional rule
* Social value	* Rules about society
* Vocational value	* Ideals in various professions
* Religious value	* Ideals related to religious
* Aesthetic value	* Value in arts and literature

VALUE EDUCATION PROMOTING THROUGH SCHOOL:

In the four pillars of education, namely learning to live together and learning to be, are related to positive psychology and with value. So, it is essential to integrate valuable attitudes moral values and social skills into the teaching and learning process in school and to make it a part of the total curriculum. Certain countries and institutes have it in the form of subject such as value education (Malaysia and Philippines), school can be following this method for value education

* Develop a more humanistic management approach.
* Improve human relations between teacher-student, teacher-teacher, student-student etc.
* Help develop good attitudes in the students and teachers, e.g. co-operation, mutual respect.
* Help healthy emotional development in students.
* Facilitate socialization through participation in interactive and co-operative learning activities.
* Improve students discipline and moral behaviour.

* Develop the creativity both in students and teachers.
* Improve the standard of teaching and learning. Teacher & Classroom level practices in promoting value education through positive psychology

SOME IMPORTANT MORAL VALUES AND SCHOOL CURRICULUM ACCORDING TO SWAMI VIVEKANANDA

Vivekananda suggested some important moral values which should be included in our school curriculum. That is given below...
* Unconditional Love and Kindness.
* Honesty.
* Hard Work.
* Respect for Others.
* Co-operation.
* Compassion.
* Forgiveness. Etc.

ROLE OF TEACHERS FOR VALUE EDUCATION

Today's education system is designed in such a way that a human being will achieve materialistic success and superficial achievements but he will lack virtues like kindness, honesty, compassion, righteousness, peace, love, non-violence etc. Human beings have become individualistic and self-cantered.

In this situation a Teachers as a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love her subjects and students, Students will seek inspiration from teachers who have high self-esteem. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart. Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by the following mentioned ways:
* Teachers should also tell the students to maintain a spiritual diary in which they will surrender themselves to God and take an oath to follow the path shown buy him.
* Teacher must tell the students to go to the libraries- the treasure house of knowledge. In the library where all types of morally rich and inspiring are available for the student.
* Teacher mast Organize various types of social work, games, excursions, visits to places of historical importance. Club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc.
* Every day any one teacher can mast be lecture on moral value for student
* To improve value of student a teacher, organizing cultural and sports events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc.

METHOD AND APPROACH OF VALUE EDUCATION

A Teacher used Various Method and approach of value education that are given below
* Classroom learning activities method.
* Practical activities method.
* Socialization techniques and activities.
* Incidental learning method.
* Evocation Approach.
* Awareness approach.
* Analysis approach.
* Value clarification approach.
* Moral reasoning approach.
* The union approach etc.

CONCLUSION

Value Education is a remedied measure to protect school and college going student from falling into the ways of violent. It is included social, moral human values in the mind of child. Recently, several studies in the new 'positive psychology' movement have began to identify factors that contribute to children's. The role of School, Teacher & Parents are very important to promote value education. So value education in holistic & it is based on positive psychology. Thus Teachers play an important role in the nation building by character

building of the students. The best and the greatest profession in the world is that of a teacher, because the future of a nation depends upon the type of teachers who shape the future generations. Every teacher plays the most important role in shaping the students as enlightened citizen. Swami Vivekananda's words should not be forgotten by the teachers- "Arise, Awake and Stop not till the goal are achieved".

REFERENCE

1. Discussing controversial issues : Four perspectives on the teacher's role Theory and Research Social Education, XIV (2), P.P. 113-118. Noddings N. (1992).
2. Dr. Sridhar Y.N.(2001)Methodology of Value Education, Ramakrishna Institute of Moral and Spiritual
3. Education Yadavagiri, Mysore in collaboration with National Council for Teacher Education (NCTE), New
4. Delhi Two Four-day Residential courses in Value Orientation in Teacher Education18-21 and 26-29
5. December 2001.
6. Dr. Jayalakshmi T.K (2001). Curriculum in value education, Director, R.V. Educational Consortium,
7. Bangalore, Ramakrishna Institute of Moral and Spiritual Education Yadavagiri, Mysore in collaboration with
8. National Council for Teacher Education (NCTE), New Delhi. Two Four-day Residential courses in Value
9. Orientation in Teacher Education 18-21 and 26-29 December 2001.
10. Habermas, J. (1990). Moral consciousness and communicative action. (transl. C. Lenhardt & S.
11. Ms. S Barahate Yogini (2014).Role of a Teacher in imparting Value, IOSR Journal of Humanities and Social
12. Science (IOSR-JHSS) ,PP 13-15 .
13. Dr.Gururaj Karajagi, Role of Teachers and Parents in imparting Values
14. Jyoti Kumta, Value Education: What can be done
15. www.educationhp.org/education-board-2013/ chapter 9.pdf.
16. Swami Nikhilesh warananda, Teacher- As a Torch-Bearer of Change.
17. Prof. Prasad Krishna, Education in Values- Strategies and Challenges for Value Education.
18. Pamela Yousuf, Imparting Value Education

Institutional Environment And Teacher Education

Sanat Bir

Lecturer, Bhagabati Devi Primary Teachers' Training Institute (D.El.Ed & B.Ed),
Khakurda, Paschim Medinipur.

ABSTRACT   *This paper presents a framework for studying institutional environments, motivation and teacher education . Institutional Environment should have a significant, and no less important, role to play in the education of teachers. In particular, institution should provide opportunities for trainees to gain experiences of class room practice and to develop their professional skills, competences and knowledge. Institution should also provide a context for reflection, a motivation among trainees and teachers and opportunities for access to advice and support from trained mentors who, as accomplished teachers, should have extensive class room experiences. Institution may evaluation mechanisms to identify and promote good teaching practices. The institutional environment of higher education institution can also lead to enhancement of quality of the teaching in teacher education institution through various means. It can be found that performance of students is significantly better in newer school building as compared to school having older facilities. Parents' involvement influences the infrastructure of school which in turn affects students' achievement . There exists a positive relationship between institutional environment and student performance, making involvement to improve physical environment of institutions can result in better students' performance. Sound institutional environment can motivate teachers and students both intrinsically and extrinsically. Intrinsically motivated teachers are focused on teaching and the activity related to the job itself. The inherent satisfaction or the joy of teaching is viewed as the driving force. The extrinsically motivated teachers focus on the benefits of teaching. Now, institutional environment is characterized by the elaboration of rules and requirements to which individual organizations must conform in order to receive legitimacy and support . Organizations primarily in this environment are not evaluated by their quality of outputs. The institutional environment includes the systems of formal laws, regulations, and procedures and informal conventions, customs, and norms, that broaden, mould and restrain socio economic activities and behaviour.*

Keywords: *Institutional environment, Motivation, Teacher education.*

Introduction:

A great deal of research exists on exploring determinants of students performance in developed as well as developing countries. Earlier studies focused on endogenous factors to be important for students' performance. Students' characteristics that are believed to have a strong impact on their performance are gender, ethnicity, students' aptitude, attendance, hard work and past performance etc. While many recent studies focused on some external factors to be important for students' performance like teachers' quality, school resources, class size, family background etc. This paper focuses on relationship between institutional environment, teacher's abilities and student's motivation.

Among all exogenous characteristics teachers' abilities commonly seem to be most affecting. Teachers are generally perceived to play a vital role in student's achievement by institute administration, parents and students themselves. Teachers' characteristics directly affect student's learning behaviour. Effective teaching helps to develop a deep approach to study resulting in better learning outcomes whereas in proper approach of teaching encourages surface learning in which students only attempt to memorize the context. Hence improving teacher quality can be used as a tool in increasing students' achievements. Apart from traditional variables of students' effort, the study included several background related and environmental variables. The study concluded that academic environment and facilities including satisfaction with academic climate, library services and interactive class environment and out of class experiences have a significant impact on students' performance.

The impact of institutional environment on students' performance has been the subject of many research studies. The physical environment or the resources provide comfort, security and better understanding of courses hence affecting their learning and ultimate achievement. While social and interactive environment encourages participation and discussion of the students in the course and enhances their creative skills. An interactive environment in which students are appreciated to ask questions, given the freedom to choose tasks, supported for unusual ideas, taught to learn from failures and encouraged to participate in decision making process enhances their creative skills, learning and students' achievements. So we hypothesize that environment has a strong affect on students' performance.

How Motivation affects Learning and Behaviour:

Motivation is described as a state that energizes, directs and sustains behaviour. Motivation involves goals and requires activity. Goals provides the impetus for and the direction of action, while action entails effort; persistence in order to sustain an activity for a long period of time. Situational motivation is a phenomenon in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways. Educators can do many things to create a classroom environment that motivates students to learn and behave in ways that promote their long-term success. Motivation enhances cognitive processing. Motivation actually affects what and how information is processed because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner.

Motivation is overvalued, environment often matters more:

It can be tempting to blame failure on a lack of willpower or a scarcity of talent, and to attribute success to hard work, effort and gift. To be sure, those things matter. What is interesting, however is that if you examine how human behaviour has been shaped over time, you discover that motivation is often overvalued. In many cases, the environment matters more.

Effect of environment on motivation :

Motivation drives the choice of certain behaviours or actions over others. It directly affects the initiation, direction, intensity and persistence of a behaviour contributing to the achievement of the desired goal. There are two distinct types of motivation; extrinsic and intrinsic. Extrinsic motivation occurs when the individual receives encouragement to perform the activity by another person or factor, while intrinsic motivation occurs when the individual generates interest by himself. Intrinsic motivation plays an important role in achieving better rehabilitation outcomes. Individuals who are intrinsically motivated and strongly believe in their physical capacity show better adherence to therapy put greater effort into the activity and challenge themselves more to achieve the desired outcome. In an institution, teachers motivate students by setting specific attainable goals, using tasks that are challenging and meaningful to the persons, providing students with clear instructions on how to complete the task so that the students feel that he or she has some control over the environment.

Teacher-student Relationships and young children's motivation to learn:

It is widely recognized that when children enter school or transition to the next level, they encounter a variety of new challenges, such as creating positive relationship with peer groups and adults in the school environment and learning to meet the demands of a wide range of cognitive, social and academic task. Teacher child relationships play a prominent role in the development of competencies in the preschool and early school years. Teachers may operate as social agents, and they can affect Students' intellectual and socio-emotional experiences by creating a classroom setting that stimulates both student motivation and learning. Moreover, teacher-student relationships save a regulatory function for the development of social, emotional and academic skills.

How can young students be motivated?

The first step to motivate students is encouraging their belief that they have the potential to succeed. A student who believes, for example, that intelligence is a fixed trait that can not be developed will not be motivated to work hard – why bother if his or her potential is pre-determined and capped? It is the educator's responsibility – as much as it is to convey the idea that intelligence is a malleable quality, a potential that can be cultivated. Teachers who show students that the latter is true set the groundwork for student motivation.

Poor motivation in the early years of school:

When students are motivated, they learn better, when students are not motivated they are at a disadvantage that is difficult if not impossible to compensate for with high quality teacher and other resources. Stipek (2002) examined mathematics learning in elementary school and found that students with more motivation always achieved greater success; those lacking motivation did not put forth the effort required to succeed and often failed exams.

Meaning of Teacher Education:

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has

defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. In 1906 – 1956, the programme of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therrfore very narrow and its scope was limited. As W. H. Kilpatric put it, "Training is given to animals and circus performers, while education is to human beings."

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching skills + Pedagogical + Professional skills.

Nature of Teacher Education:

Teacher education is a continuous process and its pre-service and in-service components are complementary to teach other. According to the International Encyclopedia of Teaching and Teacher education (1987) –"Teacher education can be considered in three phases; pre-service, induction and in-service. The three phases are considered as a part of continuous process."

It is ever evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, teacher education has to keep abreast of recent development and trends.

The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.

It is a system that involves and interdependence of its inputs, process and outputs.

Motivation: Teacher Education

Research on teacher motivation has developed and expanded since the late 1990. In the field of psychology and education, motivation has been generally viewed as energy or drive that moves people to do something by nature. As for teacher motivation – Sinclair(2008) defined it in terms of attraction, retention and concentration as something that determines what attracts individuals to teach, how long they remain in their initial teacher education courses and subsequently the teaching profession and the extent to which they engage with their courses and the teaching profession.

Teacher Motivation and Teaching Effectiveness:

Teacher motivation is an essential component to enhance class room effectiveness. As students learning outcomes are highly dependent on the quality of instruction, teaching effectiveness has been explored in terms of teaching styles , teachers approaches to teaching, teaching practice and instruction behaviours in relation to teacher motivation factors. The relationship between different goals for teaching and the teaching behaviours have been explored on the basis of achievement goal. Retailsdort and his colleagues (2010) proposed that teacher's goal orientation for teaching predicted the goals for learning that they emphasized in the classroom, which in turn influenced students goal. Teachers' autonomous motivation was related to productive (student-centered) teaching styles while non autonomously motivated teacher adopted reproductive (teacher-centered) teaching styles.

Influencing Factors of Teacher Motivation:

A lot of research has pointed out that teachers suffered from higher levels of professional stress and lower levels of motivation than other professional groups . According to Bess (1977) the difficulties which may frustrate teacher motivation fell into nine categories – conceptualization and operationalization of education aims in society, determination of pedagogical outcomes , ambiguous and conflicting role demands , variety found in teaching routine, mastery of teaching technology, understanding students learning styles, change measurement, new knowledge acquisition and self awareness maintenance throughout life cycle. Recently, Dornyei and Ushioda (2011) suggested five categories of de-motivating factors, including stress, inhibition of teacher autonomy, insufficient self –eficacy, inadequate career structures, content repetitiveness and limited potential for intellectual development. It is inevitable for teacher motivation to have a close relationship with students.

Conclusion:

Theoretically, this paper facilitates the relationship and motivational factor in teacher education, the prime role of institutional environment in the education of teacher, the re-conceptualization of teacher motivation, influencing factors of teacher motivation, teacher motivation and teaching effectiveness, relationship between teacher motivation and students motivation . As teacher motivation has been identified as a key determinant for students motivation in teaching effectiveness, it is particularly useful for educational administrators as well as teachers to formulate practical strategies to stimulate students' motivation to learn and improve the outcomes of both teaching and learning.

Reference:
1. Bess,J.L.(1977). The Motivation to teach.
2. Dornyei, Z, & Ushioda,E.(2011). Teaching and Researching Motivation.
3. Relelsdrof- Teacher's Goal Orientation for Teaching.
4. Engin- Demir, C.(2009) International Journal of Educational Development,29(1).
5. Wobmann,L.(2003), Schooling Resources, Oxford Bulletin of Economics and Statistics, 65(2).
6. Middle East Journal of scientific Research 12(4),2012
7. Journal of International Education and Leadership.

CONSTRUCTIVISM IN TEACHING-LEARNING PROCESS

Susanta Sahoo
Research Scholar, H.O.D (D.El.Ed Section)
The Institute for Academic Excellence (B.Ed & D.El.Ed)

ABSTRACT *The present paper is a conceptual paper focusing on the need and ways of adopting constructivism in the teaching and learning process. This theory further development as behaviorism arrives at cognitive. According to its teaching theory: Knowledge is uncertain; the learning process of knowledge is also the construction process of knowledge; students are the main body of learning activity and they construct knowledge on their own initiatives; teachers are the helpers and the drivers for students constructing knowledge. These views generate more implications for Indians teaching reform, what affect the reform of learning theory and teaching theory in a sense and turn into the theoretical base for Indian's education reform.*

Keywords: Constructivism, Learning Theory, Basic Education, Implecation.

Introduction

An important restriction of education is that teachers cannot simply transmit knowledge to students, but students need to actively construct knowledge in their own minds. That is, they discover and transform information, check new information against old, and revise rules when they do not longer apply. This constructivist view of learning considers the learner as an active agent in the process of knowledge acquisition. Constructivist conceptions of learning have their historical roots in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980). Bednar, Cunningham, Duffy, and Perry (1992) and von Glasersfeld (1995) have proposed several implications of constructivist theory for instructional developers stressing that learning outcomes should focus on the knowledge construction process and that learning goals should be determined from authentic tasks with specific objectives. Similarly, von Glasersfeld (1995) states that learning is not a stimulus-response phenomenon, but a process that requires self-regulation and the development of conceptual structures through reflection and abstraction. It is important to note, in this respect, that constructivism is embodied in numerous ways and that these different views share important overlaps, but also contain major differences

Constructivism is not a specific pedagogy. Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results. In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work.

Constructivism Theory of Learning Explained

Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Bereiter, 1994). When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the students' preexisting conceptions, and guides the activity to address them and then build on them (Oliver, 2000). Constructivism has roots in philosophy, psychology, sociology, and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Tam, 2000).Constructivism's central idea is that human learning is *constructed*, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key. Two important notions

orbit around the simple idea of constructed knowledge. The second notion is that learning is active rather than passive. Learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge (Phillips, 1995)..The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. While much of the early work in formal instructional design derived from objectivist theory, modern academic minds have come to accept that learning environments which more closely match the needs of constructivist learning may be more effective. The perceived benefits of constructivist learning may be particularly valuable where the teaching of complex skills, such as problem solving or critical thinking skills are concerned (Tam, 2000.) If we accept that constructivist theory is the best way to define learning, then it follows that in order to promote student learning it is necessary to create learning environments that directly expose the learner to the material being studied. For only by experiencing the world directly can the learner derive meaning from them. Any constructivist learning environment must provide the opportunity for active learning.

Basic characteristics of Constructivist Learning Environments

Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist instructional strategies:

➢ Knowledge will be shared between teachers and students.
➢ Teachers and students will share authority.
➢ The teacher's role is one of a facilitator or guide.
➢ Learning groups will consist of small numbers of heterogeneous students.

Pedagogical Goals of Constructivist Learning Environments

Honeybee (1996) summarizes what he describes as the seven pedagogical goals of constructivist learning environments as:

➢ To provide experience with the knowledge construction process (students determine how they will learn).
➢ To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions).
➢ To embed learning in realistic contexts (authentic tasks).
➢ To encourage ownership and a voice in the learning process (student centered learning).
➢ To embed learning in social experience (collaboration).
➢ To encourage the use of multiple modes of representation, (video, audio text, etc.)
➢ To encourage awareness of the knowledge construction process (reflection, metacognition).

Benefits of Constructivism

➢ Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners.
➢ Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
➢ Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.
➢ Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

- ➢ By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
- ➢ Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.

Difference between Traditional Classroom and Constructivist Classroom

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. And, in the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorized, but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view.

The chart below compares the traditional classroom to the constructivist one. One can see significant differences in basic assumptions about knowledge, students, and learning.

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

Principles of Constructivism

Constructivist teaching is based on recent research about the human brain and what is known about how learning occurs. Canine and Canine (1991) suggest that brain-compatible teaching is based on 12 principles:

- ➢ The brain is a parallel processor. It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies.
- ➢ Learning engages the entire physiology. Teachers can't address just the intellect.
- ➢ The search for meaning is innate. Effective teaching recognizes that meaning is personal and unique, and that students' understandings are based on their own unique experiences.
- ➢ Emotions are critical to patterning. Learning is influenced by emotions, feelings, and attitudes.
- ➢ The brain processes parts and wholes simultaneously. People have difficulty learning when either parts or wholes are overlooked.
- ➢ Learning involves both focused attention and peripheral perception. Learning is influenced by the environment, culture, and climate.
- ➢ Learning always involves conscious and unconscious processes. Students need time to process 'how' as well as 'what' they've learned.
- ➢ We have at least two different types of memory: a spatial memory system, and a set of systems for rote learning. Teaching that heavily emphasizes rote learning does not promote spatial, experienced learning and can inhibit understanding.
- ➢ We understand and remember best when facts and skills are embedded in natural, spatial memory. Experiential learning is most effective.
- ➢ Learning is enhanced by challenge and inhibited by threat. The classroom climate should be challenging but not threatening to students.

Implications of constructivism for teaching and learning

Central to the tenet of constructivism is that learning is an active process. Information may be imposed, but understanding cannot be, for it must come from within. Constructivism requires a teacher to act as a facilitator whose main function is to help students become active participants in their learning and make meaningful connections between prior knowledge, new knowledge, and the processes involved in learning.

➢ Use a wide variety of materials, including raw data, primary sources, and interactive materials and encourage students to use them;

➢ Inquire about students" understandings of concepts before sharing his/her own understanding of those concepts;

➢ Encourage students to engage in dialogue with the teacher and with one another;

➢ Encourage student inquiry by asking thoughtful, open-ended questions and encourage students to ask questions to each other and seek elaboration of students" initial responses;

➢ Engage students in experiences that show contradictions to initial understandings and then encourage discussion;

➢ Provide time for students to construct relationships and create metaphors;

➢ Assess students" understanding through application and performance of open-structured tasks.

Hence, from a constructivist perspective, the primary responsibility of the teacher is to create and maintain a collaborative problem-solving environment, where students are allowed to construct their own knowledge, and the teacher as a facilitator and guide.

Conclusion

Constructivism is a theory that asserts that learning is an activity that is individual to the learner. This theory hypothesizes that individuals will try to make sense of all information that they perceive, and that each individual will, therefore, "construct" their own meaning from that information. Constructivism represents one of the big ideas in education. Its implications for how teachers teach and learn to teach are enormous. If our efforts in reforming education for all students are to succeed, then we must focus on students. To date, a focus on student-centered learning may well be the most important contribution of constructivism. Teachers need to reflect on their practice in order to apply these ideas to their work. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn HOW TO LEARN.

References

1. Bender, A. K., Cunningham, D. J., Duffy, T. M., & Perry, J. D. (1992).Theory into practice: How do we link? In T. M. Duffy & D. H. Janssen (Eds.), Constructivism and the technology of instruction (pp. 17-34). Hillsdale, NJ: Lawrence Erlbaum Associates.
2. Beerier, C. (1994). Constructivism, socioculturalism, and Popper's World 3.Educational Researcher, 23 (7), 21-23.
3. Bruner, J. S. (1961). The act of discovery. Harvard Educational Review, 31(1), 21-32. .
4. Chine, R.N., & Chine, G. (1991).Making connections: Teaching and the human brain. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Dewey, J. (1929). The quest for certainty. New York: Minton.
6. Driscoll, Marcy. (2000). Psychology of Learning for Instruction. Boston: Allan& Bacon.
7. Duffy, T.M. &. Janssen, D.H. (Eds.), Constructivism and the technology of instruction. Hillsdale, NJ: Lawrence Erlbaum Associates.
8. Honeybee, P.C. (1996). Seven goals for the design of constructivist learning environments. in Constructivist Learning Environments: Case Studies in Instructional Design. Brent G. Wilson (Ed.). Englewood Cliffs: Educational Technology Publications: 11-24.
9. Janssen, D. (1991). Objectivism vs. constructivism: Do we need a new philosophical paradigm? Educational Technology, Research and Development, 39(3), 5-13.
10. Janssen, D. H. (1994).Toward a Constructivist Design Model. Educational Technology, April, 34-37.
11. Oliver, K.M. (2000). Methods for developing constructivism learning on the web," Educational Technology, 40 (6) C
12. Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism. Educational Researcher, 24 (7), 5-12.
13. Piaget, J. (1980). The psychogenesis of knowledge and its epistemological significance. In M.Piatelli-Palmarini (Ed.), Language and learning (pp. 23-34). Cambridge, MA: Harvard University Press.

14. Skinner, B.F., (1953).Science and human behavior, New York: The Macmillan Company.
15. Tam, M. (2000). Constructivism, Instructional Design, and Technology: Implications for Transforming Distance Learning. Educational Technology and Society, 3 (2).
16. VonGlasersfeld, E. (1995). A constructivist approach to teaching. In L. P. Steffi& J. Gale (Eds.), Constructivism in education (3-15). Hillsdale, NJ: Lawrence Erlbaum Associates.
17. Vygotsky, L. S. (1962). Thought and language. Cambridge, MA: MIT Press.

Envisaging Professional Ethics for Teacher

Abhay Prasad Giri[1] & Dr. Nibedita Guru[2]
[1]Master of Education, Radhanath Institute of Advanced Studies, Cuttack, Odisha.
[2]M.A., M.Phil., PhD, Principal, Radhanath IASE, Cuttack, Odisha.

ABSTRACT *Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teaching job is great responsibility than a mere job. It has an impact on growth and well being of nation. Teaching creates all other professions. Personalities of teachers play a significant role to inculcate and set the values, the moral principles not only for development of their children but also for their profession. So they're required to serve as strong role models and demonstrate ethical behaviors as they interact with students, colleagues, parents and others. For this a teacher must have own professional code of ethics, which may be expressed in a set of ethical principles .In addition, ethics tells us how to live, to respond to issues, through the duties, rights, responsibilities, and obligations. So code of ethics can be acted as rudiment for quality control for teaching profession. This paper describes about ethics, professional ethics and its importance, professional code of ethics for teachers through which he can inculcate human values, ethical values, rational thinking, learning, research and moral development in education system.*

Keywords: Professional Ethics, professional code of ethics.

Introduction

Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviour of its professional members. The Ethical principle provides the base differentiate between desirable and undesirable conduct of behaviour. Teaching profession that creates all other professions. Teaching is the noblest professions. Therefore it must consist a high code of professional ethics so that the same values can be developed among students. So teachers should also be bound by a stringent code of ethics in a bid to instill professionalism among them. Our society is going through rapid and profound changes due to globalization processes, closer integration and expansion of technology, economic crisis and social innovation, migrations and challenges to traditional identities and memberships. It seems like India has lost its value based society and has been transformed into a materialistic society As the result students of this age gradually are lacking a humanitarian approach with deterioration of moral values. Education is the major agency that can be used to rejuvenate humanitarian skills among students, hence if only the teacher or management changes their mindset from commercialized ideas to value based thoughts, can we set things right. This can be accomplished by setting examples to others by living a life with values and ethics, for which one should be taught about his profession and its ethics.

Importance of Professional Ethics

Ethics is one of the important parameters which correspond to human needs, as it is the desire of any human to be ethical not only in his personal life but also in his professional life. As in the field of education an individual knows that his/her behaviour and decision may directly or indirectly affect the lives of many people and may benefit the society at large. Most of the professional in education feels that there is urgent need of professional ethics in order to provide a framework of principles to guide them in discharging their obligations and duties towards students, parents, colleagues, community and society. Indian philosophy has highly deified the place, position and personality of teacher for his intellectual and spiritual qualities:

> *Gurur Brahma gurur Vishnu gurur deva Maheshwarah,*
> *Gurur sakshath param Brahma tasmay shri gurve namah* (**Acintya bhedabheda-tattva**)

The teacher is essentially a spiritual being, who receives salutations generally reserved for God and he is the embodiment of the Bliss. During the ancient period, there was no formal written code of conduct in India, especially for the teachers, but their duties and responsibilities are reflected in many ancient texts. The teacher taught the students by precept and by setting personal example— humility and simplicity were his greatest virtues.

Taittiriya Aranyaka states that the teacher must put his heart and soul in the act of teaching.

According to the **Satpatha Brahmana**, the teacher was bound to reveal everything to his pupil who at any rate lived with him.

Katha Upanishad lays special stress on the indispensability of the teacher, who was expected to be in possession of essential qualities, viz., profundity of learning, clairvoyant vision and intellectual regeneration. He was regarded as the builder, guide and leader of the society. After the initiation ceremony, the preceptor treated the pupil like his own son and considered it his sacred duty to impart intellectual and spiritual education of a higher order to his disciples. To command his pupils" respect, he put forth before them the ideal of high learning and excellent moral character.

The teachers of **medieval India**, both in Madrasas and Pathshalas continued to enjoy high social „status and commanded respect from his pupils by virtue of their vast knowledge of the religious texts and their noble character.

Later on, during the **British period**, the position of the teacher gradually declined due to the indifferent attitude and defective educational policy of the East India Company and the British Crown towards the education of the Indians. The teacher was considered as a low paid government employee and, therefore, was not provided respectable services and working conditions. A number of thinkers and educationists in modern India have expressed their views concerning the roles and responsibilities of the teacher.

In Odisha the **Satyabadi system** of education as a 'serious' experiment in open air schooling provides ample opportunity to uplift the moral values through the efficient teacher who were adhered with a set of ethics.

According to **Swami Vivekananda**, "The only true teacher is he who can immediately come down to the level of the students, and transfer his soul to the student's soul and see through the student's eyes and hear through his ears and understand through his mind. Such a teacher and none else can really teach. A teacher's work should be guided primarily by love and not by any selfish motive, such as money or name and fame. The teacher should impart man-making and character-building education to his students, through his good conduct and ideal behaviour.

Tagore 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. The teacher who has come to an end of his subject, who has no living traffic with his students, can only load their minds; he cannot quicken them."

Mahatma Gandhi, (Young India, 24 January 1925) emphasized that „the teacher himself must possess the virtues that he wants to inculcate in the students. This means that the teacher must practice these virtues himself, otherwise his words will have no effect." He further highlighted (Young India, April 1929) that „the teacher should be able to establish a heart to heart contact with the students." The teacher and the students should be in constant communication with each other. In fact, the teachers have to fashion the hearts of the students rather than their brains. About the ethical duties of the teacher

Sri Aurobindo says, "The teacher is not an instructor or task-master; he is a helper and guide. His business is to suggest and not to impose... He does not impart knowledge to him; he shows him how to acquire knowledge for himself. He does not call forth the knowledge that is within, he only shows him where it lies and how it can be habituated to raise to the surface." From the above discussion, it is lucid that the present variant of education in comparison ancient is due to lack of ethics. But now a day's only few no of teachers got success in developing proper understanding, mutual respect and trust with every member of teaching community. This ratio is very low due to the lack of professional ethics in the teaching community and Educational Institutions. First, let us understand what professional ethics are and how we can nurture it.

Concept of Professional Ethics

Professional Ethics concerns one's conduct of behaviour and practice when carrying out professional work. Such work may include consulting, researching, teaching and writing. Every profession, in order to regulate its terms, conditions, norms and quality of service rendered, has its own professional ethics, which is different from general ethics. In the term ethics, the word "ethics" adds to the professional obligation that a profession abides by. Professional ethics is a combination of two words.

Professional + Ethics. Here, Professional means an expert, specialized, qualified, proficient, trained, practiced, certified, skilled, licensed, mature etc. So, Professional is a term denoting a level of knowledge and skills possessed by an individual or required of an individual to perform an assignment, that is attained. Secondly The word Ethics has been derived from the Latin word '**ēthicus'** and in Greek from '**ēthikos**' has come from the word 'ethos', meaning character or manners through extensive education and training. The character of a person is terms of his conduct (series of action), which together is termed 'good' or 'bad', 'right' or 'wrong', 'moral' or 'immoral'. Thus ethics can be termed as the science of character of a person expressed as right or wrong conduct or action.

"Ethics deals ,amongst other things with right and wrong, ought and ought not, good and evil"(**Mahony 2009 p.983**)

Albert Schweitzer says, *"Ethics is the activity of man directed to secure the inner perfection of his own personality."*

Why ethics for a noble profession-Teaching?

1. To commensurate ethical and cultural values in India
2. Teacher works as a Friend, Philosopher and Guide
3. Imbalance between past, present and future
4. To enjoy respect and status in the society
5. Great impact in the molding of the next generation
6. Perplexed with new development and cultural heritage
7. It's no longer a service but an occupation with unclear roles vision and mission
8. Paradigm shift in the perception of teachers.
9. Erosion in the values, responsibilities, commitment in this profession.
10. Rewarding opportunities in other sector
11. Teachers themselves represent as a role model to students.
12. Promote a positive image of the teaching profession
13. Teaching is now a profession rather than a passion
14. Establish a sensitive bond with students
15. Great impact in the molding of the next generation
16. To maintain healthy and supportive ambience at workplace
17. Improve Regulation and control of teacher misconduct
18. A Teacher no longer enjoys the same respect and status in the society
19. Commercialization and profit making is the buzz word
20. Availability of varied and financially rewarding opportunities in others sectors has affected teaching profoundly

ENVISAGING PROFESSIONAL ETHICS FOR TEACHER

A. Teacher in Relation to Students- The teacher shall

1. provide professional educational services in a non discriminatory manner;
2. make reasonable effort to protect the students from conditions harmful to health and safety ;
3. take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning;
4. always be punctual in attending to duties in the school;
5. always teach the curriculum after making thorough preparation for the lessons to be taught;
6. treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth;
7. guide the students in their physical, social, intellectual, emotional, moral and spiritual development;
8. take notice of the individual needs and differences among students in their socio-cultural background and adapt his/her teaching accordingly;
9. refrain from accepting remuneration for coaching or tutoring his/her own students except for remedial teaching under an approved scheme;
10. refrain from divulging confidential information about students except to those who are legitimately entitled to it;
11. refrain from inciting students against other students, teaches or administration;
12. set a standard of dress, speech and behaviour worthy of example to the students; and
13. respect basic human dignity of children while maintain discipline in the school

B. Teacher in Relation to Parents/ Guardians: A teacher shall:

14. seek to establish cordial relations with parents/ guardians;
15. provide information regularly to parents regarding the attainments and shortfalls of the wards; and
16. Refrain from doing any thing which may undermine students confidence in their parents or guardians.

C. Teacher in Relation to Society and the Nation: A member of the teaching profession shall:

17. strive to develop the educational institution as a community and human resource development centre providing knowledge and information and developing skills and attitudes needed for such development;
18. strive to understand the social problems and take part in such activities as would be conductive to meet the challenges passed by the problems;
19. retrain from taking part in activities having potential to spread feeling of hatred or enmity among different communities, religious or linguistic groups;
20. work actively to strengthen national integration and spirit to togetherness and oneness;
21. respect Indian culture and develop positive attitudes towards it among students; and
22. respect and be loyal to the school, community, state and nation.

Teacher in Relation to Profession, colleagues and other Professional Organisations
D. Teacher in relation to Colleagues and Profession
The teacher shall

23. treat other members of the profession in the same manner as he/ himself/herself wishes to be treated;
24. refrain from lodging unsubstantiated allegations against colleagues or higher authorities;
25. participate in programmes of professional growth like in-service education and training, seminars, symposia workshops, conferences, self study etc;
26. avoid making derogatory statements about colleagues especially in the presence of pupils, other teachers, official or parents;
27. cooperate with the head of the institution and colleagues in and outside the institution in both curricular and co- curricular activities; and
28. accept as a professional the individual responsibility of reporting to the concerned authorities in an appropriate manner all matters that are considered to be prejudicial to student's interest and development of institutions.
29. Always function within the framework of the constitution of organization concerned.
30. engage in continued professional development through reading ,coursework ,conferences, book clubs, and other professional development opportunities.

Conclusion

It is really a boon and blessing of God to be a teacher. A professional doctor deals with the body, i.e he takes care of the physical being of the patient only. An engineer deals with physical aspect of things. but a teacher deals with the whole person ,i.e., all the beings of child-physical, mental, intellectual and spiritual. Hence the role of teacher is of paramount in fostering development of learner. Teachers have to take certain responsibilities both as individual and as members of a respectable profession In order to maintain their professional status .If the teacher bears good professional ethics in relation to his profession; the ethics can be automatically transformed and inculcated to the coming generations. The deteriorating status of the profession will be revamped into potential status. Professional ethics will help in the spread of peace and international understanding across the Globe.

Bibliography

1. Campbell, E. (2008). The Ethics of Teaching as a Moral profession. Curriculum Inquiry 38(4), 357-385.
2. Hansen, D. T. (2001). Teaching as a moral activity. In V. Richardson, Handbook of Research on Teaching. Washingon: American Educational Research Association, 826-857.
3. Krishna, M. (2017). Professional Ethics in Teacher Education. International of Multidisciplinary Educational Research,6(5),35-39.
4. Malo,N. (2015). Professional Ethics of Teacher in Educational Institutions. International Research Journal of Interdisciplinary &Multidisciplinary studies,1(6),94-98.
5. NCTE (2009); National curriculum framework for teacher education, New Delhi
6. NCTE (2010); Draft Code of Professional Ethics for School Teachers, New Delhi
7. Sahu, B. (2002).The New Educational Philosophy, Sarup & Sons Publications.
8. Retrieved Nov. 30, 2012 from http://news.in.msn.com/national/ article.aspx? cp-documentid= 4972303 Retrieved Nov. 20, 2012 from http:/ /www gradsch.psu.edu/facstaff/tethics.html

Professional Ethics in Teacher Education

Suman Sakha Dutta

(Research Scholar), Assistant Professor, The Institute for Academic Excellence
(B.Ed. &D.El.Ed. College),Narayangarh, Paschim Medinipur, West Bengal, Pin-721437

ABSTRACT   *Now, it is felt universally that like all other professions, the teaching profession should also have its own Professional Ethics which indeed is a pre-requisite to ensure its dignity and integrity. Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Therefore, in order to befit the teachers to their roles, a sound professional training is needed. Training of teachers is an important component of teacher education. Teacher education denotes a real and holistic perception of teacher for that task they are required to perform and to continuously upgrade their professional skills. Teachers are observed very intently—scrutinized—by students for many hours each day. And for all students, teachers may be revered and seem larger than life. A teacher is more than just a teacher, and as long as this is so, ethics education should be part of teacher education. It is mainly to provide a guideline and also to judge any professional individual. This paper is a humble attempt to discussprofessional ethics with special reference to its needs, principles in teacher education.A teacher is more than a teacher. Because a teacher is entrusted not only with educating students but also with helping them grow and develop as human beings, the effective teacher must be not only skillful at promoting learning, but also a model of ethical behavior.*

Keywords: professional training, effective teacher, ethical behavior.

Introduction:

Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviour of its professional members. The Ethical principle provides the base to differentiate between desirable and undesirable conduct of behaviour.

Ethics are trends in a way which has been established and maintained over the years. It is time tested and socially accepted. It deals with moral principles usually accepted voluntarily by an individual or a group. The code of professional ethic may be defined as a set of self-imposed professional ideals and principles necessary for the attainment of self-satisfaction and professional excellence.

If one is attempting to live a just, and therefore ethical, life, then it follows that their actions should be virtuous in their vocation as well as their personal life. This is the beginning of professional ethics. Professional ethics were established, and are constantly being developed, as a guiding set of principles that help dictate what constitutes good behavior of person in authority. Professional ethics, in short, are the means of which we judge authority's validity.

Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession.

Teacher education institutes are the institutes which play vital role in quality of secondary or primary education. The teachers who are trained in these institutes are appointed in schools or colleges. If these teachers are trained properly then they will create new generations properly. For teacher education institutes ethical values play vital role. Professional ethics should be inculcated in teacher educators and student teachers also. Always teaching has been a noble profession in our society. It has the potential to have a great impact in the molding of the next generation and a teacher works as a Friend, Philosopher and Guide in this process. That is why Professional Ethics should be valued for teachers.

Principles of Professional Ethics for Teacher Education:

Professional Ethics arises depending on the five basic principles.Members of the teaching profession are committed to the principles of:

Dignity, Respect, Integrity, Empathy and Justice

Teacher educatorshonour the *Principle of Dignity* by upholding the intrinsic worth of all persons, including self, student teachers, colleagues and parents.

Teacher educatorshonour the *Principle of Respect* by having due regard for the feelings, rights and traditions of all persons and by developing relationships that are based on mutual respect and trust.

Teacher educatorshonour the *Principle of Integrity* by acting impartially and responsibly and by being honest, trustworthy and accountable with regard to the obligations that concern the profession.

Teacher educatorshonour the *Principle of Empathy* by being aware of the feelings and perspectives of others and by being open-minded and responding compassionately.

Teacher educators honour the *Principle of Justice* by being fair and reasonable and committed to the well-being of individuals, the community and the common good.

Need of Professional Ethics in Teacher Education:

To guide the conduct and behaviour: The behaviour of students is moulded by the teacher and the teacher's behaviour by professional ethics. Professional ethics in education is supported by philosophy and psychology of teaching. By following professional ethics, the teacher's conduct and behaviour becomes respectable and socially acceptable.

For self-correction: It is human to tend towards   comfortability, selfishness, laziness and money. It is difficult to follow and abide by truth, hard work, simple living, honesty etc. As a result individual turns towards the easier ways of life without thinking what effect will it have on him, his family, profession and society. Man slowly turns selfish and unethical without realizing. In present time we all are affected by such factors and feelings to some extent. Professional ethics correct us if we are doing any wrong or intending.

For self-satisfaction: Self-satisfaction is more related to our inner self, our feelings and thought process. When we follow the ethical code of society and profession we are regarded as hardworking, honest, dutiful, righteous etc. All this makes us more respectable and more prominent than others. Whenever anyone is acknowledged for a right job, he starts governing respect and liking, all this gives self-satisfaction. Professional ethics enable a person to judge himself and decide and not accept what others decide for him.

To shape the personality: Teacher keeps developing his personality by adding to his knowledge and by refining his actions. The professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one's dressing up, speaking, etiquettes etc. By following similar ethics, the personality of an individual is reshaped and he becomes a teacher in real sense.

To set up Ideals for Students: Students come to school not just to study the subjects and books but also to learn to behave and polish their personality. Everyday students come in contact with different teachers and are influenced by them. If a teacher is behaving in a very positive and appropriate manner, the students follow him and want to become like him. Hence by behaving in ethical manner teacher becomes ideal for students.

Development of Society: School is the outcome of social necessity, the society makes the school then the school makes the society. It is a cycle which grows bigger and bigger with time. If the professional ethics are forgotten the individual as well as the society starts moving in wrong direction. By following Professional ethics teacher takes the society in right direction and make it a better place to live in.

Improvement of Human Relation: Professional ethics guide to keep in mind the social betterment, respect for others, sense of brotherhood, tolerance, co-operation etc. Individual guided by professional ethics helps others to the maximum, by doing so there develops positive feeling. Positive feelings improve human relations. When human relations improve the school becomes the best place for teacher, students and parents to work and co-ordinate. All this ultimately gives better result and improves over all standards.

To improve the Professional Environment: Professional environment includes the people, infrastructure, working conditions and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow such ethical codes of a profession the environment remains calm, congenial and relaxed for effective working.

The Professional Excellence: Every profession has a unique work culture and work climate. The work culture is strengthened when the professionals of the profession act and interact in professionally ethical manner i.e. so they do not cross each other's way or contradict bluntly instead cooperate and motivate. All this develops a smooth co-ordination and effective functioning thereby bringing professional excellence.

To follow norms and principles of the profession: Norms and principles of a profession are nothing but rules and regulation already framed in advance for effective functioning. These rules change with time and situation. Professional ethics binds us to our job and helps us to differentiate between professional development and self-interest. It also prepares us for extra responsibility which wehave to shoulder from time to time. Professional ethics are self-binding for better professional output.

Professional Ethics in Teacher Education:

The following are some professional ethics for teacher educators:-

Punctuality: Punctuality among the teacher educators is the reflection of self-discipline and devotion to work. Student teachers are impressed with the teacher educators, they learn from them. They should be punctual so that the trainee teachers learn the same from them. It is a very important aspect for a teacher. If a teacher is not punctual in his work, he cannot say students to be punctual. Therefore punctuality must be a part of teacher education.

Dutifulness: Dutifulness or social responsibilities are indispensable characteristics for teachers. Giving and taking are inseparable and inter-related with each other. The sense of feeling which reminds man to lend hands or hold responsibility for the fellowmen is called 'Dutifulness'. Dutifulness implies, the fulfillment of obligations and performance of functions or service, motivated purely by a sense of one`s own convictions without any fear of punishment or hope of any reward, but only for love. This dedication to service will promote progress and make subscription to the growth of man.

Respect for the profession: It is obligatory on the part of a teacher to respect the profession even if he is in it by chance and not by choice. By showing his respect for the profession he makes others respect the teaching profession which ultimately makes all the teachers respectable. The teacher educators should always share the positive and bright side of the profession because discussing negatives will only result in rejection and at the same time one should not forget that every profession has negative as well as positive.

Respect for the institution: Not to be overlooked, there is one aspect of respect that deserves a little attention, and that is respect for institution to which one belongs.Respect for the institution looks very similar to respect between individuals, and like an interpersonal relationship cannot be forced. In teacher education institutes respect for the institution of the teacher educators is an another important ethic.

Respect and admiration for Co-Staff: Teacher must be able to adjust himself to the social surroundings with full adaptability. As such he must have the quality of leadership in dealing with others. He must be careful and considering consistent and through his words he must possess sense of humour so delights others.He must also have a good cordial relation with the colleagues, respect and admiration for them.

Truthfulness: Truthfulness is very much important as it is directly related to a person's moral character. A truthful person is respected, trusted, regarded by people everywhere i.e. in the family, office, society, among their children etc. Even after a truthful person has died, his truthfulness blossoms in the society and their children enjoy this in their career. The quality of truthfulness shines like sun-light forever. So, in training institutes the habit of truthfulness should be grown among the trainees.

Honesty: Honesty is defined as fairness and straightforwardness of conduct. Synonyms include sincerity, integrity and trustworthiness. They're all good qualities to find in a person and certainly worthwhile to learn. After all, honesty is the best policy. However, teaching that concept to youngsters can be a challenge. There's a fine balance between preaching and teaching when it comes to basic morals and behaviors.

Good Behavior towards Students: Ideally, building healthy and supportive teacher-student relationships would become part of the curriculum in teacher training.Teacher shouldtreat all students with love and affection. Teacher educators play a very crucial role to make them understand about the importance of good behaviuor towards students.

Use of Rights: While living in a society one has to interact regularly with the members of the community. All the interactions should be based on ethical norms which are guided by the legal rights and duties. All such rights and duties ensure that no one interferes in the personal sphere or liberty of other individual and performs one's own duty in the best possible manner. The correct training of practicing rights and duties have to be conducted by the teacher for smooth functioning of the society.

Motivational Attitude: Teacher should motivate the student not only to study subject but also for life. Without motivation, achievement decreases drastically. Motivation succeeds in difficult times and hence, the teacher should encourage students in all the possible ways. So, motivational attitude must be an ethic for teachers.

Studious / Good Learner: Every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession. Every teacher shall participate in the various educational programmes and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive.

Dressing Sense: Teacher educators play a role model for student teachers. When they wear something inappropriate, they're basically saying that students can wear whatever they want as well. However, when a

student ends up wearing something like the teacher does, they end up getting in trouble. So, teacher educatorsshould be responsible enough to choose clothes that suit them and look modest.

Positive Attitude: Having a positive attitude of a teacher is very important as a role model for students. Without positive attitudes and perceptions, students have little chance of learning proficiently. So, positive attitude is an another ethic of teachers. It can be established by the teacher educators in training institute.

Innovative: When a teacher teaching the students he use to have an old method of teaching, but if according to the students and requirements, he change her teaching methods and styles of teaching that is more important or he can improve his teaching methods accordingly. This is a very good quality of a teacher. So teacher educators should be innovative in teaching method according to situation.

Maintaining Secrecy: Every profession deals with various kinds of restricted information, it may be concerning policy matters, student's records, examination performance, setting up of question paper, checking of answer sheets etc. All such information should be guarded with maximum care. It should not be discussed with any unauthorized person except concerned authorities and neither be disclosed before appropriate time. While maintaining one's own secrecy teacher should not interfere in others affairs.

Apart from the above mentioned obligations there are innumerable obligations which a teacher has to take care of.

Conclusion:

Like every profession, in teacher education also teacher educators should develop professional ethics and code of ethics to correct himself and get self-satisfaction by developing his conduct, behavior and personality. Teachers and teacher educators develop professional ethics by imposing responsibility on himself and by showing obligation towards students, parents, society, higher authority and profession.

References:

1. www.google.com
2. **National Council for Teacher Education 2010 "**Code of Professional Ethics for School Teachers".
3. http//www.ethics in professional education.com
4. Kannan, G :A PROSPECTIVE STUDY OF PROFESSIONAL ETHICS IN TEACHER EDUCATION,Shanlax International Journal of Education
5. **Chobbe, RavindraMaruti;** PROFESSIONAL ETHICS OF TEACHER EDUCATORS QUALITY ENHANCEMENT**, International Journal of Educational Research Studies**
6. Aruldoss, J. (1981). Professional ethics of college teachers. M. Phil. MKU. Third survey of Research in Education, 1978-1983, M. B. Buch, NCERT

MORAL AND ETHICAL DIMENSIONS IN TEACHING AND TEACHER EDUCATION: A REVIEW

Dr. Piku Chowdhury
Assistant Professor, Satyapriya Roy College of Education, Kolkata.

ABSTRACT   *This paper is a humble attempt in exploring the concept of academic misconduct, the moral and ethical dilemmas inextricably intertwined with teaching as a profession and the teacher educators' role in developing teachers well quipped to counter the menace. The work done in this area is reviewed to gain a contour of the grey zone related to ethical practices in teacher education and to provide avenues of further research in this area.*

Keywords: academic misconduct, teacher education, moral dilemma

Research literature for some 60 years has focused on the problem of academic misconduct among college students (e.g., Baird, 1980; Bowers, 1964; Campbell, 1933; Drake, 1941; Haines et al., 1986; Harp and Taietz, 1966; Parr, 1936; Stern and Havlicek, 1986). Articles on the topic have even ap peared in popular magazines (e.g., "Cheating in Colleges," 1976; Mano, 1987; Selwall, Drake, and Lee, 1980; Wellborn, 1980). Although most researchers agree that academic misconduct is a "threat to academic integrity, consensus as to the "magnitude of such a threat" has not been reached (Karlins, Michaels, and Podlogar, 1988, p. 359). However, it is generally recognized that colleges and universities should take measures to "ensure that it [academic misconduct] is not ignored or tolerated" (Fass, 1990, p. 181). To date, most studies involving the academic misconduct of students in higher education have dealt with students in general. Fewer studies to deter mine the extent to which students in particular fields engage in misconduct have been conducted. These studies include investigations of academic misconduct among students in psychology (Hetherington and Feldman, 1964), medicine (Sierles, Hendrickx, and Circle, 1980), nursing (Harnest, 1986; Hilbert, 1985; Smith and Daniel, 1992), marketing (Tom and Bonn, 1988), communication (Pratt and McLaughlin, 1989), and engineering (Singhal, 1982). An extensive search of the published literature indicated that studies investigating the academic misconduct behaviours of college students in education were virtually non-existent.

Review of Literature on Academic Misconduct: Academic misconduct has been defined as "dishonest acts connected with coursework, such as cheating on tests, examinations, and assignments" (Rich, 1984, p. 69), as well as employing other questionable or deviant behaviours, including illegally obtaining examinations, plagiarizing all or part of a course assigned paper, falsification of information, and the theft and mutilation of library materials (Daniel, Blount, and Ferrell, 1991). Academic misconduct, more commonly referred to as cheating, has been regarded as "a form of deviancy resulting from an acceptance of the institutionalized goals but not the institutionalized means" (Harp and Taietz, 1966, p. 366). Rich (1984) asserted that cheating not only "violates institutional regulations and decreases the value of a diploma or a degree," but also "corrupts students' freedom to learn, and violates the free and open pursuit of truth" (p. 69). Likewise, Michaels and Miethe (1989, p. 870) acknowledged that "cheating is considered a significant problem because of its frequency, and because it interferes with conventional learning and evaluation processes." The cheating phenomenon is by no means a new occurrence. In fact, this social problem dates back to antiquity when even the threat of death did not stop some ancient Chinese applicants for civil service positions from cheating on the civil service examination (Barnett and Dalton, 1981). However, according to Lamont (1979), academic misconduct in higher education was not a serious problem in America during the first half of the twentieth century "because the pacesetting schools fostered a climate of strict academic integrity" (p. 72). At these universities, a teacher's moral sense could strongly influence students, honour systems functioned effectively, and the threat of punishment was a powerful deterrent. For instance, in the early 1900s, Dartmouth students who gave or received help on an examination were expelled; Yale dismissed Henry Ford II for submitting a ghost-written paper (with a bill from the "ghost" enclosed). By contrast, nearly a half century later, Harvard initially discharged, but later reinstated, Edward Kennedy because a friend took a Spanish exam for him (Lamont, 1979), suggesting that institutional policies regarding academic misconduct had somewhat softened. During the 1950s, recognition of the growing dimensions of cheating began to evolve as the result of surveys to determine the existence and frequency of

the problem among college and university students. By 1965, a nationwide study of 99 institutions (Bowers, 1964) indicated that even students at elite universities such as Yale, Columbia, Penn State, and Stanford were engaging in some form of academic misconduct on campus (e.g., cheating on tests and assignments, plagiarism, falsification of information, mutilation of materials). In the 1970s, the problem seemed to have become even more serious as evidenced by polls at Michigan and Dartmouth which indicated that over 60 per cent of the students had violated the institutional honour code at least once. It was during the 1970s that students persuaded themselves that they had "to beat the system to survive" (Lamont, 1979, p. 74). In an effort to explain the rapid escalation of the cheating phenomenon, many theorists have examined social causes. Fass (1986) asserted that college students of the 1970s and 1980s grew up in an era marked by scandal involving public servants, major corporations, and various highly visible private citizens. According to Fass, these scandals influenced the students' perceptions of acceptable standards of behaviour in the workplace and caused them to question the integrity of their teachers, their parents, and other authority figures. Fass (1986) argued that something must be done to reverse these current trends, asserting that institutions of higher learning should include education about the importance of ethical behaviour. Unless students learn to respect and adopt the intellectual ethics of their colleges or universities, they cannot be expected to exhibit respect for ethics in their future professional communities or personal relationships. Moreover, Michaels and Miethe (1989) have noted that academic misconduct may generalize to other organizational settings, reasoning that those who cheat in college may rely on similar adaptations in carrying out their responsibilities in their careers. Consequently, Fass suggested that academic misconduct should not be ignored or tolerated, and that academic and professional ethics must be promoted if an institution of higher learning "is to be regarded as a community in which it is legitimate to hold students to the highest standards of behaviour in their academic work" (Fass, 1986, p. 35). Behaviours That Constitute Academic Misconduct Researchers over a period of years have identified various behaviours that are regarded as academic misconduct. Cheating on tests and assignments is perhaps the most classic behavior that has been considered to constitute miscon duct (cf. Campbell, 1933; Parr, 1936; Stang, 1937). Various forms of plagiarism and misuse of resources serve as a second category of behaviours judged as violations of academic integrity. In fact, Harp and Taietz (1966) found that plagiarism was perceived as the most frequent form of academic deviance by professors at one Ivy League college. Typical behaviours ascribed to this "vast twilight zone of chicanery outside the examination hall" (Lamont, 1979, p. 77) include obtaining/purchasing of term papers from fraternity/sorority files, "term paper mills," or "ghost writers" (Hawley, 1984; Lamont, 1979; Stavisky, 1973), turning in papers as one's own work that are written by someone else (Hawley, 1984; Lamont, 1979; Stavisky, 1973), direct copying or paraphrasing of existing scholarly work into term papers without giving the original author credit (Robinson and Moulton, 1985; Standing and Gorassini, 1986; Stavisky, 1973), and "dry labbing" of experimental results (Lamont, 1979). In a comprehensive study of 5,000 students in 99 American colleges and universities, Bowers (1964) confirmed the common perception that "academic dishonesty" consisted of cheating and plagiarism, noting that most behaviours fell within these two general categories. Harp and Taietz (1966) concur, noting from their research that cheating on tests and plagiarism arc the behaviours most frequently agreed upon by college professors as constituting "forms of cheating." Lamont (1979) and Levine (1980) include these two areas as well as the theft and mutilation of library materials as components of academic misconduct. Fass (1990, pp. 173-174) provides one of the most comprehensive lists of behaviours constituting academic misconduct, including (a) unethical behaviour during examinations, (b) inappropriate use of sources on papers and assignments, (c) inappropriate use of writing assistance and tutoring, (d) dishonest collecting and reporting of data, (e) unethical use of academic resources, (f) tampering with the work of others, (g) questionable practices regarding computer usage, (h) allowing misuse of one's academic work by others, and (i) failing to adhere to academic regulations. Similarly, Robinson and Moulton (1985, pp. 88- 92) suggest there are "many forms of cheating," including plagiarism, cheating on exams, and manipulating computer grading systems. Interestingly, Robinson and Moulton add an additional dimension of academic misconduct not addressed by most other scholars who have studied the phenomenon, namely, the forming of friendships or romances with instructors in hopes of influencing grades. These relationships can lead to ethical dilemmas for both students and faculty. The difficulty of impartially grading a student-lover is obvious. Suppose the student deserves to fail or does badly on the final exam after a lovers' quarrel. Suppose the student is competing for a scholarship and the instructor is on the awarding committee. Even people who disapprove of faculty-student romances do not usually see that the same dangers exist in faculty-student friendships. [However,] students can use friendship to try to improve their grades, (p. 92)

Professional ethics has been defined as "all issues involving ethics and values in the roles of the professions and the conduct of the professions in society" (Rich, 1985, p. 21). Recent texts such as Tom's

Teaching as a Moral Craft (1984), Strike and Soltis' The Ethics of Teaching (1985), Rich's Professional Ethics in Education (1984), and Goodlad, Soder, and Sirotnik's The Moral Dimensions of Teaching (1990) illustrate academia's and the public's growing interest in ethics within the teaching profession. Other recent works (e.g., Sichel, 1990; Soltis, 1986) have also stressed the importance of the professional ethics of teachers. Rich (1985) cited several reasons for the increased interest in the ethics of the teaching profession, among which are cases involving violations of ethics by prominent individuals which have been brought to the attention of the public, as well as changes in the demographics of the American work force resulting in a greater percentage of professional people in the population. According to Nucci and Pascarella (1987), another possible reason for increased interest in ethics is that higher education is being expected to assume responsibility for promoting and improving ethical standards and behaviour among students pre paring for professional careers. Moreover, Nucci and Pascarella (1987) argued that the involvement of higher education in the ethics issue is an indication that the control of academic misconduct may currently be perceived as a more urgent problem than in years past. Tom (1984) described the student-teacher relationship as "inherently moral" (p. 76) because of the unequal power relationship between the teacher and the student. According to Tom, the teacher assumes moral responsibility for the student by assisting the student in developing competence and independence. Teachers are also obligated to protect honest students and to uphold institutional regulations (Rich, 1984). Hence, the fact that teachers function as "moral educators" cannot be avoided (Howe, 1986, p. 5). Furthermore, Rich (1985) noted that without high standards of professional ethics, teaching will never be regarded as an "authentic" profession nor will parents want to entrust their children to teachers. Rich implied that the development of a generally accepted code of professional ethics will promote teaching as a "true" profession. If a higher standard of ethical behaviour within teaching is to emerge, individuals training to become teachers must resist engaging in academic misconduct since academic misconduct threatens the personal and professional integrity of the persons entering teaching (Rich, 1984). As Daniel et al. (1991) have noted, college faculty would be wary of placing in the classroom a recent graduate who had purchased a pre- written term paper for a foundations of education course or who had plagiarized the teaching unit developed in the methods of teaching social studies class. Obviously, the knowledge base and skill levels of such individuals would be held suspect, (p. 107) Ellis, Cogan, and Howey (1991) recognized that, "There is something implicit in the role of a teacher that calls for high moral character and positive social values [...] [A] true professional aspires to conduct of the highest ethical standards, shunning even the hint of impropriety" (pp. 35-37). Soltis (1986) also acknowledged the need for beginning teachers to possess a general sense of moral etiquette: When a person becomes a member of a profession, he or she joins a historical community of practice with a telos, a general purpose and one must be committed to order to be a professional. In the tradition of a practice like teaching, certain standards of conduct and of manner develop in support of the telos and become recognized as a desirable part of the moral climate of the practice. In the treatment of students, of subject matter, and of colleagues, honesty, truth, and justice become central virtues of the practice. Since the future of the teaching profession seems to depend on the personal integrity of teachers, a concern for the academic behaviour of teacher education students is warranted.

Moral and Ethical Dilemmas in Teaching: While there is a certain element of optimism, if not even romanticism, about the conceptualization of teaching as an inherently moral and ethical activity, there is also a need to recognize that it is fraught with tensions and challenges that have the potential to lead to morally objectionable situations in schools and to ethically questionable behaviour on the part of the professionals working within them. The interpersonal essence of teaching provides ample fuel to ignite moral conflicts among teachers, between teachers and principals or students or parents, and within individual teachers themselves who struggle to do the right thing amidst the complexity of knowing what is fair or honest or caring in specific situations. Some teachers feel like helpless and silent witnesses of colleagues' conduct they believe to be harmful to students, be it abusive emotionally or physically, negligent, or incompetent. Should a teacher report a colleague whose conduct is harmful to students at the personal risk of collegial ostracism for perceived disloyalty? Some teachers experience moral qualms about dutifully implementing policies and adhering to expected practices they believe similarly disadvantage or injure students, be they related to assessment, discipline, curricula, or school rules. Should a teacher subvert the process of administering standardized tests he or she feels are harmful in ways intended to enhance one's own students' achievement? Some teachers worry that their own responses to classroom situations might result in unintended negative consequences and therefore avoid doing what they might otherwise know they should. Should a teacher misrepresent a student's poor academic or behavioural performance in order

to protect the student from harsh punishment at home? All such teachers grapple, sometimes on a regular basis, with moral and ethical dilemmas that sting the conscience, compromise principles, undermine moral sensibilities, and jeopardize a feeling of professional autonomy.

Whether one defines a dilemma broadly as a moral problem or as a difficult choice between two or more equally defensible alternatives (Nash, 1996), between two equally indefensible alternatives (Young, 1995), or a choice involving doing wrong in order to do right (Boss, 1998), it is clear that teachers experience dilemmas in their professional lives. One of the earliest articles to address this area is Lyons' 1990 study of three teachers faced with dilemmas that, according to Hansen's review of the article (2001b), "challenged the teachers to think that much more deeply about their students as people and about their possible influences on them" (p. 850). Shortly after this in 1993, the special issue of the Journal of Moral Education on professional morality that was referenced previously generated three articles that explored the area of moral and ethical decision making as well as dilemma resolution in teaching. Firstly, using questionnaires and structured interviews with teachers, Joseph and Efron (1993) concluded, "teachers' individual moralities shape the choices they make and the conflicts that concern them" (p. 201). Secondly, in an article on the ethical decisions "at the heart of teaching," Tippins, Tobin, and Hook (1993) referred to complex decisions "embedded in the professional lives of teachers" (p. 221) as being ethical dilemmas. They conducted an interpretive study of a middle school teacher to examine "the ethical dimen sions of science teaching" (p. 221) and question the nature of the ethical dilemmas encountered. Thirdly, in his account of his empirical study of teacher education in Norway, Bergem (1993) examined a range of student teachers' analyses of a moral dilemma in teaching.

Teacher Education's Role in Preparing the Ethical Teacher: In his review of Bergem's study (1992) of Norwegian colleges of teacher education, Oser (1994) remarks that in a moral sense, "Bergem found that no clear and sound rationale guides teacher education, that the practical technological approach to teacher education prevails [...] and that prospective teachers do not acquire a moral vocabulary. In my view, this analysis reflects all of the dark sides of reality in teacher training" (p. 110). This concern that teacher education neglects the teaching of ethics in comparison to what is taught in other professional education programs is a common criticism. A belief that greater emphasis needs to be placed on moral and ethical education continues to prevail among those of us who regard teacher education programs as the initial place to acquaint new teachers with the moral dimensions of their chosen profession (Campbell, 1997a; Freeman, 1998; Hamberger 8c Moore, 1997; Willemse, Lunenberg, 8c Korthagen, 2005; Yost, 1997). Indeed, two entire theme issues of the Journal of Teacher Education (1991, 1997) are devoted to this general topic. Within the teacher education literature are articles that present conceptual and theoretical arguments promoting the inclusion of moral themes in the curricula taught to teachers and pre-service teachers as a way to acquaint them with the moral nuances of teaching (Beyer, 1991, 1997; Joseph, 2003; Sockett, 2006; Yost, 1997); others offer similar arguments but use the language of professional ethics and the development of ethics curricula in teacher education (Bradley, 1998; Bull, 1993; Donahue, 1999; Freeman, 1998; Lovat, 1998; Nash, 1991; Rogers 8c Webb, 1991; Ungaretti, Dorsey, Freeman, 8c Bologna, 1997). Many of these authors use illustrative examples from their own personal experience as teacher educators, as well as evidence from their empirical studies (Cummings, Dyas, Maddux, 8c Kochman, 2001). Other sources, as mentioned, connect the moral and ethical nature of teaching to the teacher's role as a moral educator and the need for teacher education programs to acquaint student teachers with this important responsibility. Such contributions to the literature reflect both theoretical positions (Berkowitz, 1998; Sanger Osguthorpe, 2005; Weber, 1998) and the results of empirical studies (Jones et al., 1998; Mathison, 1998). And, some of the articles mentioned above (Berkowitz, 1998; Beyer, 1991, 1997; Donahue, 1999; Joseph, 2003) adopt conceptual frameworks that suggest or support an orientation within teacher education programs towards social justice perspectives.

The field of ethics in teaching as a moral profession is a robust and compelling one. It captures the interest and imagination of scholars, researchers, and practitioners alike because it is so very important and integral to the world of education. It cuts to the core of human relationships, speaks to the dependent vulnerability of students and the professional dedication and dignity of teachers, and rekindles the memories of all of us who ourselves have been students and of many of us who have been teachers. The purpose of this review article has been to explore selected themes that have emerged in the scholarship since its reinvigoration in 1990 that contribute to the discourse around the moral and ethical dimensions of teaching. In reflecting on these themes of the moral nature of teaching, the moral role of teachers, professional ethics of teaching, and the ethical dilemmas in teaching, as well as the associated areas of moral and character education, teacher education, social justice, and educational administration, several questions have occurred to me that I would like to put to the field for future contemplation. They are: Some have noted

that the shadow of moral relativism negatively dominated much of the scholarship in the late 1960s, 1970s, and 1980s (Clark, 1990; Fenstermacher, 2001; Hunter, 2000; Reitz, 1998; Soltis, 1986; Watras, 1986). Now that it seems to be disappearing, at least insofar as its influence on the primary themes explored in this review, is there greater overall agreement among those of us studying the field about what the moral essence of teaching really is, or not? And, what might this mean for the advancement of a clear professional ethics in teaching? Will schools of teacher education embrace the teaching of applied professional ethics and the moral complexities of the teacher's role and responsibilities as a curricular priority in ways that might have a significant impact on the practitioner field? Will an emphasis on social justice paradigms overwhelm the field of ethics in education in ways that influence not only the scholarship but also the practice of teaching and teacher education? Will research consider from a variety of perspectives and in a more focused sense the inevitable connection between the moral education of students and the moral accountability of teachers? What can be learned from the ethics literature on teaching to enhance educational administration? Conversely, does the principal leadership and school administration literature have relevance for the professional ethics and moral work of teachers? These questions evidently are not conceptualized as research questions. Rather, they are thoughts about potential areas of exploration for ongoing and future research, emerging from the review done in this paper.

REFERENCES

1. Adams, M., Bell, L. A., & Griffin, P. (2006). Teaching for diversity and social Justice (2nd ed.). London and New York: Routledge.
2. Aurin, K., 8c Maurer, M. (1993). Forms and dimensions of teachers' professional ethics? Case studies in secondary schools. Journal of Moral Education, 22(3), 277-296.
3. Ayers, W. (2004). Teaching the personal and the political: Essays on hope and justice. New York: Teachers College Press.
4. Ball, D. L., 8c Wilson, S. M. (1996). Integrity in teaching: Recognizing the fusion of the moral and intellectual. American Educational Research Journal, 33(1), 155 192.
5. Barcena, F., Gil, F., & Jover, G. (1993). The ethical dimension of teaching: A review and a proposal. Journal of Moral Education, 22(3), 241-252.
6. Bebeau, M. (1993). Designing an outcome-based ethics curriculum for professional education: Strategies and evidence of effectiveness. Journal of Moral Education, 22(3), 313-324.
7. Beck, L., & Murphy, J. (1994). Ethics in educational leadership programs: An expanding role. Thousand Oaks, CA: Corwin.
8. Beckner, W. (2004). Ethics for educational leaders. Boston: Pearson.
9. Begley, P. T., & Johansson, O. (Eds.). (2003). The ethical dimensions of school leadership. Dordrecht, the Netherlands: Kluwer.
10. Bergem, T. (1993). Examining aspects of professional morality, journal of Moral Education, 22(3), 297-312.
11. Berkowitz, M. W. (1998). Obstacles to teacher training in character education. Action in Teacher Education, 20(4), 1-10.
12. Berkowitz, M. W. (2000). Civics and moral education. In B. Moon, S. Brown, & M. Ben-Peretz (Eds.), Routledge international companion to education (pp. 897-909). New York: Routledge.
13. Beyer, L. E. (1991). Schooling, moral commitment, and the preparation of teachers, journal of Teacher Education, 42(3), 205-215.
14. Beyer, L. E. (1997). The moral contours of teacher education. Journal of Teacher Education, 48(4), 245-254.
15. Boostrom, R. (1998). What makes teaching a moral activity? The Educational Forum, 63(1), 58-64.
16. Coombs, J. R. (1998). Educational ethics: Are we on the right track? Educational Theory, 48(A), 555-569.
17. Cummings, R., Dyas, L., Maddux, C. D., 8c Kochman, A. (2001). Principled moral reasoning and behavior of preservice teacher education students. American Educational Research Journal, 38(1), 143-158.
18. Delattre, E., 8c Russell, W. (1993). Schooling, moral principles, and the formation of character. Journal of Education, 175(2), 23-43.
19. Dewey, J. (1909). Moral principles in education. Boston: Houghton Mifflin.
20. Donahue, D. M. (1999). Service-learning for preservice teachers: Ethical dilemmas for practice. Teaching and Teacher Education, 15(1999), 685-695.
21. Fallona, C. (2000). Manner in teaching: A study in observing and interpreting teachers' moral virtues. Teaching and Teacher Education, 16(2000), 681-695.
22. Fenstermacher, G. D. (1990). Some moral considerations on teaching as a profession. In J. I. Goodlad, R. Soder, 8c K. A. Sirotnik (Eds.), The moral dimensions of teaching (pp. 130-151). San Francisco: Jossey-Bass.
23. Fenstermacher, G. D. (2001). On the concept of manner and its visibility in teaching practice. Journal of Curriculum Studies, 33(6), 639-653.
24. Freeman, N. K. (1998). Morals and character: The foundations of ethics and professionalism. The Educational Forum, 63(1), 30-36.

25. Fullan, M. (2003). The moral imperatives of school leadership. Thousand Oaks, CA: Corwin.
26. Goldblatt, P. F., & Smith, D. (2005). Cases for teacher development: Preparing for the classroom. Thousand Oaks, CA: Sage.
27. Goodlad, J. I., Soder, R., 8c Sirotnik, K. A. (Eds.). (1990). The moral dimensions of teaching. San Francisco: Jossey-Bass.
28. Goodman, J. F., 8c Lesnick, H. (2001). The moral stake in education: Contested premises and practices. New York: Longman.
29. Goodman, J. F., & Lesnick, H. (2004). Moral education: A teacher-centered approach. Boston: Pearson Education.
30. Grant, G. (1993). Discovering how you really teach. In K. Strike 8c L. Ternasky (Eds.), Ethics for professionals in education: Perspectives for preparation and practice (pp. 135-147). New York: Teachers College Press.
31. Gross, J. (1993). The legal context of professional ethics. In K. Strike 8c P. L. Ternasky (Eds.), Ethics for professionals in education: Perspectives for preparation and practice (pp. 202-216). New York: Teachers College Press.
32. Hamberger, N. M., 8c Moore, Jr, R. L. (1997). From personal to professional values: Conversations about conflicts. Journal of Teacher Education, 48(4), 301- 310.
33. Hansen, D. T. (1993a). The moral importance of the teacher's style. Journal of Curriculum Studies, 25(b), 397-421.

Developing Professional Ethics and Professional Code of Ethics for Teacher Educators

Dr. Bhabesh Pramanik[1] & Prof.Niranjan Maity[2] & Prof.Aparna Mondal Seth[3]
Acting Principal, Institute of Education, Haldia.
[2,3]Assistant Prof., Institute of Education, Haldia

ABSTRACT *Every profession is expected to evolve a set of ethical principles to guide the conduct and behavior of its professional members. Ethics are tends in a way which has been established and maintained over the years. Every profession has different work culture and work climate according to the professional ethics are decided. Teaching is considered as the noblest of all professions. The professional ethics of teaching are decided by the society and it is also the contribution of great exponents of the same profession. Obligation is a responsibility which an individual imposes on her/himself. It is ethical and in the line of duty. Any professional when follows rules and regulation correctly- it interprets the progress of the humanity. In teaching profession it is the key word of Teacher Education.*

Keywords: ethical principles, behavior, work culture, work climate, professional ethics, Teaching, society, exponents of the same profession, Obligation, the progress of the humanity, Teacher Education

Introduction

"Scientific statements of facts and revelations, indeed, cannot produce ethical directives. However, ethical directives can be made rational and coherent by logical thinking and empirical knowledge" (Einstein, 1953).

'Ethics' encompasses a variety of approaches to the understanding and examination of moral living. Morality is the distinction and content of right and wrong. Common morality is based on social codes or rules which can be erroneous and incomplete. Morality is the end-result of ethical deliberation about problems that need decisions and require action.

In education, conflicts about morality may arise during the development of scientific knowledge and application of learned knowledge in practice. Differences in the concepts of education and morality interface among individuals or groups of people, for example, between an education professional and a religious bigot, or among education researchers and a cultural or community group.

According to the Association of American Educators Advisory Board when ethical conduct toward students are concerned the first principle is- **"**The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self. The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic."

Professional code of ethics

Professional associations have accepted the role of identifying and espousing the key values of their members based on the social contract and trust. This role includes activities such as ongoing reform of the profession, serving as a vehicle for communicating professional standards, and integrating the ethics of the profession into the values of society at large. The method commonly used by professional organizations to communicate ethical standards to professional members and to society is the "code of ethics."

The two key attributes are confidentiality and loyalty-

1. **Confidentiality:** Maintain confidences despite vital interest to others.
2. **Loyalty:** Exhibit allegiance to either an employer or to the broader community.

The ethical standards for the teaching profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and learning. Teachers in their position of trust demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public-all stakeholders of the

educational community.

The **purposes** of the ethical standards for the teaching profession are to:

- Inspire members to reflect and uphold the honour and dignity of the teaching profession.
- Identify the ethical responsibilities and commitments in the teaching profession.
- Guide ethical decisions and actions in the teaching profession.
- Promote public trust and confidence in the teaching profession.

The **ethical standards** for the teaching profession are (Figure 1.):

1. Care: The ethical standard of care includes compassion, acceptance, interest and insight for developing students' potential. Teachers express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

2. Respect: Intrinsic to the ethical standard of respect are trust and fair-mindedness. In their professional practice, they show respect for spiritual - cultural values, social justice, freedom, democracy and the environment.

3. Trust: The ethical standard of trust embodies fairness, openness and honesty. Teachers' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

4. Integrity: Honesty, reliability and moral action are embodied in the ethical standard of integrity. Continual reflection assists teachers in exercising integrity in their professional commitments and responsibilities.
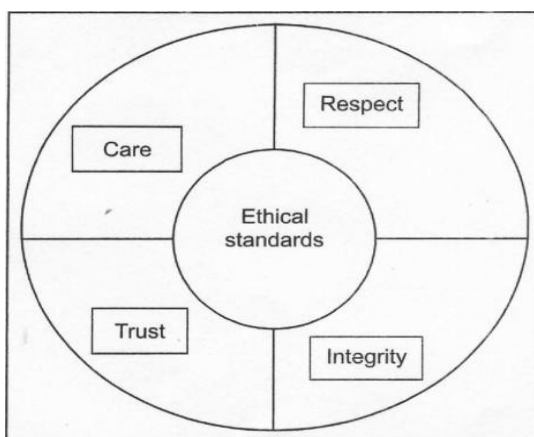
Figure 1. Components of ethical standards in teaching profession.

Teacher as a Profession

Teaching is considered as the noblest of all profession. A profession is an occupation or job that need special knowledge e.g.; teaching, engineering, medicine, law etc. It implies special knowledge ,strong motivation and high esthetical standard.

Now a day 'teacher's professional development is an important issue in the area of teacher-education. It is stated in several ways. There should be professionalization of teaching at every level i.e. from primary stage to the higher education. Teachers should develop her/his professional excellence. There are some fundamental questions related to profession development such as what is teaching profession? How is it different from other professions? Up to what extent teaching can be accepted as a profession? How can professional development be measured? These questions have answered in this chapter for the awareness of this issue.

Meaning of Profession

In very simple words it is a way for earning live. It is very board term to cover most of occupations, but it is very specific related to specific job.

According to Webster's New World Dictionary of the American language "A profession is a vocation or occupation requiring advanced training in some liberal art or science and usually involving mental rather than mental work, as teaching, engineering, writing etc."

The American National Education Association suggested eight criteria of a Profession; a profession involves activities that are essentially intellectual, commands a body of specialized knowledge, requires extended professional preparation, demands continuous in-service growth, afford a life carrier and permanent membership, sets up its own standards, exults service above personal gain, has strong closely professional organization.

Van Dallen & Brittel held that a profession differs from other occupation, in that, workers strictly observe these practices. Members recruit and admit only the best quality men & women to their ranks.

Current status of Teaching as a Profession

Teaching profession requires education and training for job role. In this profession a teacher tries to impart knowledge, develop skills and attitudes towards his students. Teaching is considered as noble-profession. Many people understand the importance and complexity of the teacher's work. They understand that it requires competencies which can only be developed by through professional-preparation. At the same time, many others, perhaps remembering the meager preparation of their own teachers, regard teaching as a job that requires only a good general education.

Evidences that shows teaching has become a profession

At the outset it should be pointed out that the term profession has been so loosely used that its meaning has become ambiguous:

1. The U.S. census Bureau lists forty-nine" professional, technical and kindred occupations" in the United States. Many of the listed occupations doubtless would not meet the technical or generally accepted requirements of a profession.
2. The office of education, U.S. department of health, Education and Welfare lists twenty six professions on the basis of recognized professional accrediting agencies filled with it as follows : Architecture, Bible, Business Administration, chemistry, chiropody, dentistry, Education, Engineering, Forestry, journalism, law, library, service, Medicine, Music, Nursing, Occupational therapy, Religious Education, Social work, Technical institute, Theology and veterinary medicine.

Characteristics of Teaching Profession

The chief characteristics of teaching profession are-

1. **Social service:** Teaching profession has a unique, definite and essential social service to perform. The professional is motivated by a desire to serve mankind.
2. **License to practice**: Now a day's Central Teacher Eligibility Test (CTET) has been launch for the teaching in the school at the central level, while states have different test i.e., Teacher Eligibility Test (TET).
3. **Autonomy:** There is a high degree of autonomy in making decision about how to perform one's task. Members are free to solve certain problems.
4. **Personal responsibility**: There is broad personal responsibility, for judgment made and act performed. A large measure of autonomy implies an equal amount of personal responsibility towards student society and nation.
5. **Life time work:** Teaching is a life time work. Teacher serves the nation as well as builds the nation the nation in the real form. They are the real hero of the nation. They help the student and shape the future of youth without their selfishness.
6. **Continuous study:** Teacher continues to study and keep their knowledge up to date.
7. **A code of ethics:** Professional teacher are required to maintain certain code of ethics including standards.

Developing professional ethics and professional code of ethics

Every profession is expected to evolve a set of ethical principles to guide the conduct and behaviour of its professional members. The ethical principles provides the base of differentiate between desirable and undesirable conduct of behaviour.

Ethics are tends in a way which has been established and maintained over the years. It is time tested and socially accepted; it deals with moral principles usually accepted voluntarily by an individual or a group. The code of professional ethic may be defined as a set of self-imposed professional ideals and principles necessary for the attainment of self-satisfaction and professional excellence, professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities.

Every profession has different work culture and work climate and accordingly the professional ethics are decided by the society. The definition and parameter of professional ethics varies from society to society and from time to time. With change in social set up, pattern and dimension of the society the ethics also change. In fact at the same time professional ethics will differ from place to place and hence there is no distinct line to distinguish ethic.

Need of Professional Ethics

The needs of chief professional ethics are-

(1) **For self-correction:** Man and her/his thinking keep changing. It is human to tend towards comfort ability, selfishness, laziness and money. It is difficult to follow and abide by truth, hard work, simple living, honesty etc., as a result individual turns towards the easier ways of life without thinking what effect will it have on her/him and society. Man society turns selfish and unethical. Professional ethics correct us if we are doing any wrong.

(2) **For self-satisfaction** : Self-satisfaction is more related to our inner self, our feelings and thought process, when we follow the ethical code of society and profession we are regarded as hardworking, honest, dutiful, righteous etc. Professional ethics enable a person to all this gives self-satisfaction and to judge her/himself and decide and not accept what others decide for her/him.

(3) **To guide the conduct and behavior:** The behavior of the students is mauled by the teacher and teacher's behaviour by professional ethics. It is supported by philosophy and psychology of teaching. By following professional ethics, the teachers conduct and behaviour becomes respectable and socially acceptable.

(4) **To shape the personality:** Teacher keeps developing this personality by adding to her/his knowledge and by refining her/his actions. The professional ethics in teaching profession emphasize the teacher to follow pre-established norms in his thought and in actions, even in one's dressing up, speaking, and etiquettes etc.

(5) **To set up ideals for students:** Students come to school not just to study the subjects and books but also to learn to behave and polish their personality. If a teacher is behaving in a very positive and appropriate manner the students follow her/him and want to come like her/him. Hence by behaving in ethical manner teacher becomes ideal for students.

(6) **Improvement of Human Relation:** It guides to keep in mind the social betterment, respect for other, sense of brotherhood, tolerance, co-operation etc. Positive human relation improves the school as the best place for teacher, students and parents to work.

(7) **Development of Society:** School is the outcome of social necessity, the society makes the then the school makes the society. It is a cycle which grows bigger and bigger with time. If the professional ethics are forgotten the individual as well as the society starts moving in wrong direction.

(8) **The Professional Excellence:** Every profession has a unique work climate. The work culture is strengthening when the professionals of the profession act and interact in professionally ethical manner. A smooth co-ordination and effective functioning thereby brings professional excellence.

(9) To **Improve the Professional Environment:** Professional environment includes the people, infrastructure, working and working hours. Professional ethics ensure that due place and respect is given to the seniors, to the higher authorities, responsibility and working hours. When we follow it the environment remains calm, congenial and relaxed for effective working.

(10) **To follow norms and principles of the profession:** Rules and regulation are generally framed for effective functioning. Professional ethics binds us to our job and helps us to differentiate between professional development and self-interest. It also prepares us for extra responsibility which we have to shoulder from time to time. Ethics are self-binding for better professional output.

Professional Obligation

Obligation is a responsibility which an individual imposes on her/himself. A professional when follows rules and regulation and correctly interprets it for the progress of humanity. All this is done selflessly without any pressure. Teacher has obligation towards:
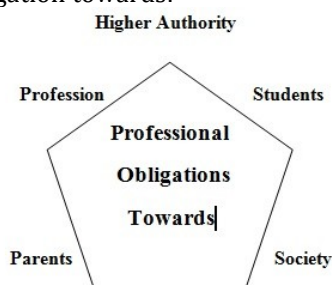

Figure - 2 Various Professional obligations

1. Obligation towards students

Students and teachers are integral part of any educational process. Teachers teach whereas student learns. Unless there is dedication on the part of teacher and sincerity on the part of the students the whole educational process cannot be effective. It is expected that teacher of today will be go beyond limit for the betterment of child.

- **Sincerity in Teaching:** It is obligatory on the part of the teacher to teach effectively and to the fullest in the best possible way in require time with the help of available resources.

- **Motivating the students**: Teacher should motivate the student not only to study subject but also for life. Without motivation, achievement decreases drastically.

- **Providing Emotional Stability:** Students are highly emotional by nature and very often situation comes where a normal student may also get emotionally unstable.

- **Psychological Holding of Students Impulses:** In day-today activities students may display very strange habits or actions. The teacher should make an attempt to understand the motives and feelings behind particular action and deal with it psychologically so that the action of the student gets positive direction.

- **Conscious Workers:** There are some works which a teacher has to perform besides teaching-
    a) **Important in everywhere**: These works appear suddenly in day to day affairs which are important for the school as well as the student whereas, no such work is mentioned in the duty book of profession.
    b) **Help the students in taking Decision:** Teachers educate and inspire students for better life, development and progress. All this is very much related to what students think and decide in day today routine. The decision which students take should have logical base and aim in view.
    c) **Development of Leadership Qualities**: Every student when prepared for life has to act as a leader in different situation. Teacher provides such opportunity to the students by making them participate in stage activities, morning assembly etc. teacher also demonstrated leadership qualities by exhibiting it her/himself.

2. Obligation towards Parents

Parents send their children to schools with a hope that their children will do better. Teacher helps the child in achieving the desired goals of society as well as of parents. Hence, it becomes obligatory on the part of the teacher to remain in touch with the parents for the wellbeing and educational growth of the child. Some of the obligations towards parents are as follow:

- **Providing Information about Performance:**
  Parents usually do not come to know how their ward behaves and perform in the class in routine manner. Teacher should inform the parents about the behaviour and performance towards studies.

- **Guiding Parents in Deciding the Future:**
  Parents usually have knowledge of only a few fields/profession which they have acquired personally or from friends or relatives. Professional arena is expending every day. A teacher should guide parents about the professional/ educational options available for better future.

- **Informing about the Attitude and Aptitude :**
  In present time parent are not able to judge the attitude and aptitude of their child owing to busy schedule of lack of awareness. Whereas, the teacher observes the children every day, individually, as well as in group which is of great importance in understanding the personality of child?

- **Helping parents in providing Conducive Home Environment:**
  Students find difficulty to share their problem with parents due to various reasons. In such situations when a teacher learns of such problems he/she should call the parents and share the situations and suggest them various ways to improve the home environment.

- **Counseling of Parents:**
  Parents generally treat their children according to their own assumptions. They impose their mind set on their wards without considering the change of time and situation. When a teacher does counseling of parents he discuss so that parents, teachers and students are able to make education more meaningful.

- **Giving Proper Direction to Hobbies and Interest:**
  Parents find hobbies and interests as wastage of time. Teacher convinces the parents on the perusal of different hobbies and interest as it is of great importance and benefit for all round development of Childs

personality.

- **Establishment of good relationship between School and Parents :**
  It is obligatory on the part of the teacher to keep informing parents about the ways of working of school and new activities introduced in the school etc. all this makes the parents feel closer to the school and a better relationship is built.

3. Obligation towards Society

School is the outcome of the need of the society. It means at helping the younger generation in improving. The school is also said to be the society in miniature. It is the teacher who as a craftsman craves the future of society and nation.

- **Providing Good Citizens:**
  When a child is sent to school he becomes a student who is taught various subjects and also the ways of life. The teacher has to install all the desired qualities by means of education which makes the students a good citizen.

- **Making a student responsible towards rights and duties:**
  While living in a society one has to interact regularly with the members of the community. All the interactions should be based on ethical norms which are guided by the legal rights and duties. The correct training to be conducted by the teacher for smooth functioning of the society.

- **To follow the social norms:**
  Every society is governed by social norms which have been developing since the society originated. These social norms are established for the smooth and effective functioning of the society. It develops respect for the social norms.

- **Setting up Ethical Standards:**
  Ethical standard guides an individual and society towards betterment. Children of today are the citizens of tomorrow unless they are ethically erect. Teacher can install ethical qualities in the students by means of moral lecture, demonstration and other related activities.

- **Development of Religious Tolerance:**
  India is multi-religious country with more than seven religious binding and dividing the people. Teachers makes the students understand the similarity of different religious by taking the students to worship places of different religions.

- **Integration of National Feeling:**
  A nation cannot progress unless its people are integrated. In India language and culture dominate the society along with other differences. All these differences need to be carefully understood and tolerated or wise the nation would disintegrate.

- **Balancing the community relationship:**
  When a teacher makes the students realize the importance and contribution of every independent individual or a community and its relationship with others- a balance is created between society and students try to balance the existing relationship.

- **Living in Harmony with nature:**
  Every community depends on natural environment. Protecting the nature and safe guarding is a common duty of ever individual. Students are taught about the advantages and the role of nature in leading a healthy life by means of education and activities like growing trees, reducing pollution, spreading awareness etc.

4. Obligation towards the Profession

It is expected from a teacher to act, behave and display excellent model in the society so that the society gets new dimensions and meaning in life.

- **Safe-guarding and Enhancing the Professional Mechanism:** Teacher has to display a very noble behaviour in and outside the school. Her/his manners and appearance should always reflect simplicity, wisdom, and humanity.

- **Respecting the Profession:** It is obligatory on the part of a teacher to respect the profession even if s/he is in it by chance and not by choice. By showing her/his respect for the profession s/he makes others respects the teaching profession.

- **To be open to professional growth:** The teacher should always make an effort towards the professional growth by attending in service training, seminars, workshops etc. organized by concerned educational board for educational enhancement.

- **Contributing towards the growth of profession:** With growing experience and knowledge the teacher realizes certain facts concerning the student, education and educational process. S/he should contribute his

thoughts in the form of article and research paper in various journals.

- **Maintaining congenial atmosphere at work place:** It is the duty of every professional to maintain congenial atmosphere at work place so that the profession is liked by each and everyone involved in it. It can be done by being friend, guide and philosopher to students, respectable to seniors.

- **Inspiring people to join the profession:** Whenever a teacher comes across an individual who is capable and interested in joining the teaching profession. S/he should be guided to the fullest and inspired, so that good people with required attitude and aptitude join the profession.

- **Active Participation:** Every teacher should become active member of professional organization, consisting as professional obligation. At the same time s/he should participate actively and contribute to the maximum in every professional meeting.

- **Maintaining Secrecy:** Every profession deals with various kinds of restricted information, it may be concerning policy matters, student's records, examination performance, setting up of question paper, checking of answer sheet etc. All should be guarded with maximum care.

5. Obligation towards the Higher Authorities

"Higher Authorities" is the section or the group of people who have entrusted with the task of formulating and managing the rule, regulations and policies for the development of the institution. In a way if they are legislature than the teachers are the executive who enforce or execute the programmes formulated by the higher authorities.

Abiding by the rules and regulation:

The teacher should abide by the rules and regulations of an institution framed by the higher authorities from time to time so that mere is uniformity, even growth and development throughout and discipline among the staff, then only teachers will be able to enforce discipline among the students. Without discipline progress is not possible.

Acting as a link between higher authorities and student:

From time to time higher authorities formulate educational as well as non-educational policies for all round development of students. The professional obligation of a teacher is to understand these policies in true spirit and effectively propagate it for achieving the desired result.

Providing strategic information:

Higher authorities are not in the direct contact with the students and the actual happenings. Hence they depend greatly on the teachers to know about the exact situation and information so that they are able to effectively plan policies.

To effectively implement the policies and programs:

Drawing or framing a programme or policy is a theoretical aspect. The success of any policy depends completely on the co-ordination of the policy makers, managers, evaluators and teacher as executor. The teacher has a great role in it and has to act as a helping hand.

Being respectful to higher authorities:

It is often observed that the teachers and the staff members do not show due respect to higher authorities. Staff members often discuss newly implemented policies or programmes and criticize the higher authorities and sometime even share it with students.

A teacher can become a professional in real sense if s/he fulfills all the obligations and remembers that a profession is above the professional and in no case s/he should allow her/his human instinct and feeling to come in the way of her/his profession. So all over we can say that a teacher has greater duties and responsibilities to perform for the betterment of the society. Professional ethics and mannerism should go hand in hand so that the teacher is available to move ahead as a real professional in changing time.

Ethics of Professional Practice and Educational Research

Professional groups strive to establish standards of practice that ensure high quality of services to the public. Professional codes of ethics are guidelines that attempt to assure the moral behaviour of professionals within acceptable ethical conduct and defined standards of professional practice. To maintain scientific integrity, research studies investigating education issues must be designed to comply with basic standards of professional practice, including, ethical behaviour.

Conclusion-The future of professional ethics in teaching

A generation ago, Sockett (1990, p. 243) argued that a code of ethics was "something to be hammered out as professionalism develops... as we discover what best practice is..." Clearly, it is time for an attempt to be made. A code of ethics can encourage discussion on the issues and improve how people deal with ethical dilemmas. On the other hand, if this code can encourage professional bodies to adopt their own codes, perhaps

largely based on this design, then perhaps it has accomplished more than it would as a free-standing set of rules.

References

1. Arora, G.L. (2002) Teachers and Their Teaching Delhi, Ravi Books.
2. Batra, P (2005), Voice and Agency of Teachers: Missing Link in National Curriculum Framework 2005, Economics EPW, Oct. 1-7 pp 4347-4356.
3. Mehrotra, R.N. (1979), Teacher Education: A Trend Report in Buch, M.B.(Ed), Second Survey of Research in Education, SERD, Baroda.
4. Misra, K.S. (1993) Teachers and Their Education. Ambaia Cantt, The Associated Publishers.
5. Mohan,R.(2013), Teacher Education, PHI Learning Private Limited, Delhi.
6. Namrata, (2014), Teacher Education, R.Lall Book Depot.Meerut.

Web References

7. http://www.edu.gov.on.ca/eng/teacher/employ.html
8. http://www.thejournal.com/magazine.

Report

9. National Knowledge Commission Report, 2007 Government of India,
10. Curriculum Framework for Teacher Education, draft 2006, (NCTE), New Delhi.

Value Oriented Teacher Education in India: A Synoptic View

Dr. Raj Kumar Nayak

Associate Professor, P.G. Department of Education, Fakir Mohan University, Vyas Vihar, Balasore
Visiting Expert N.C.T.E. (NRC) Inspection Team, Life Time Member of AIAER ,The Global community,
IATE, Editor of "Global Evolution Bi-Annual" (Management& Teacher Education) Research Journal
Editor and Advisor Of " Pahal Horizon" Bi Annual Journal, ISSN :2456-4842,
International Research Journal.

ABSTRACT *In the age of globalisation, teacher education has adopted scientific materialism but has ignored the holistic human values due to western scientific progress. In this process, development of conscience is being overlooked where competence without developing character is creating people with arrogance, insensitivity and intolerance. Traditional teacher education emphasise on acquisition neglecting internalisation. Value oriented teacher education has been emphasized in various policy documents in India and present two year B.Ed. teacher education curriculum accommodates value along with ethics and harmony and, address them as desired in NCF 2005. Education for value and peace in present course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. Banaras Hindu University has also suitably incorporated value education in B.Ed. curriculum. Appropriate foundation, teaching learning cycle, pedagogy, and evaluations are other factors necessary for strengthening of value education. Value oriented education is getting adequate attention in India as evident in current teacher education curriculum but it needs further strengthening by incorporating desired methods and regular monitoring. Present paper examines value oriented teacher education as emerging need, analyzes its Indian context especially curriculum framework and pedagogy, describes foundation, teaching learning cycle, pedagogy, and evaluations aspects to strengthen the value-oriented teacher education recommending its implementation in true spirit with sincere concerted efforts.*

Keywords:

Introduction

Teacher education has now assumed great social importance and has, therefore, been the target of severe criticism. The Kothari Commission pointed out 'teacher education suffers from three types of isolation namely isolation from university life, isolation from schools and isolation from one another. But worse is the facts that it suffers from isolation from society, an average training teacher seeks the immediate and short term of goal of a job and employment but does not think of his real career and contribution to community. It is due to the serious lacunae in terms of values which are missing in teacher education.' In the age of globalisation, teacher education has also adopted scientific materialism but has ignored the holistic human values due to western scientific progress based on value-free postulates (Lulla, 1990). The International Commission on Education set up by UNESCO (1972) has also stated that education suffers basically from the gap between its content and the living experience of its pupils, between the system of values that it peaches and the goals set by society, between its ancient curricula and the modernity of science.

Value-Orientation as a need in Teacher Education

Globalization has not only brought about an upheaval in the economic scenario worldwide, but it has also influenced every aspect of human life and relations by increasing market culture and by replacement of commitment and responsibility to society/family by emphasis on individual competence resulting increased conflicts in human life. The ever-increasing global demand for skilled professional has led to overemphasis on competence, resulting more stressed, strained, fragmented, dehumanized objects. Education is affected by the vagaries of modern life in many ways. In this process, development of conscience is being overlooked where competence without developing character is creating people with arrogance, insensitivity and intolerance. In the name of holistic approach, emphasis has shifted to extra-curricular activities, personality development and leadership training courses with all aim to develop more skills. Conflicts have turned counseling workshops a lucrative business and youths gripped by the mentality

of instant culture throng career guidance workshops for the best option. Value education is an integral part of the school curriculum but is the least in demand and the most neglected part of it (Shee, 2008).

The process of globalization in India commenced along with new economic reforms in 1991 and influenced all walks of life including education under these circumstances, education in general and teacher education in particular need to be revitalized (Kishan, 2007). Regarding the acceptance of globalisation, two main approaches exist -supply and demand approach, and economic-efficacy approach. The first focuses on the demand learners themselves make of the educational system and promotes the 'marketisation' of educational systems, whereby education is considered as a sort of commodity to be sold, bought and consumed, using the market-place as the analogue of the educational set-up (Hartley, 2002). Within this approach teacher education will be subject to the laws of supply and demand, and its aim will be to make teachers educators 'marketable'. The second approach which attempts to adapt education to this global economic/political/social situation aims at making the learner as economically competitive as possible. Economic-efficacy is understood in this approach to be education's major aim (Welmond, 2002). Rather than adopting a neutralist reformist approach towards globalisation, teacher education programmes should enable teachers to examine the phenomenon critically and help them devise critical-political pedagogies in light of values other than those of the economy (Tonna, 2007).

Traditional Teacher Education Programmes replete with emphasis on *acquisition* indicating mere transmission of knowledge, skills and values from teacher to pupil having only temporary effect. *Internalisation* is like biological assimilation bringing transformation in the pupil reducing gap between preaching and practice. Internalisation of Teacher Education is possible by adopting humanistic approach and by integrating cognitive learning to affective experiences and value orientation (Reddy, 2005). Expert opinion is in favour of value orientation for teacher as they have a crucial position and role. Value oriented education crate value based quality, define institutional ideology, promote ethical behaviour and inculcate socially responsible behaviour.

Value-Oriented Teacher Education: Indian context

National Council of Teacher Education (1978) visualised the role of teacher as a 'community leader' and prepared a new framework of teacher education curriculum based on the values and goals relevant to educational society. Indian culture has given utmost importance to 'value' of power, wealth and success. National Policy of Education (1986) rightly observes, 'the growing concern over the erosion of essential values and increasing cynic in society have brought to focus the need for adjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values'.

Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. Two-year B.Ed. programme corresponding to the emerging vision in teacher education incorporating inputs as suggested in the *NCF-2005* became effective from 2008 in the RIEs and all over India from 2015. Concepts like 'social sensitivity', 'equity', 'equality', 'social justice', 'cultural ethos' have been revisited. The curricular and instructional dimensions are included in process aspect. These newer notions in conceptualization of education have created significant space for academic disciplines, particularly those in liberal arts like sociology and political science. Theoretical inputs drawn from such disciplines, such as critical theory, human rights, peace, inter-dependence and co-operation are considered relevant in education for broadening its theoretical premises and their comprehensive understanding. Such understanding of education is not confined to theoretical significance only, but it has influenced the practical aspects of education as well, both conceptually and operationally. For example, 'critical pedagogy' rather than the simple traditional term 'pedagogy'; teacher's proactive role towards social and civil behavioural change, social action as part of cultural education, to mention a few, introduced fresh orientation to educational substance for transformation of Indian society.

Apart from conceptual and practical learning gained through core courses and pedagogy courses, student-teachers need to develop other dimensions of their sensibilities. They need to experience and internalize the fact that the teacher is much more than someone who teaches a subject. The teacher is also potentially a participant in the wider education system and he/she may play a proactive role both in the community life of the school and also in the broader social context. In this sense he/she is capable of becoming an agent of social development, even of social transformation. In order to empower the student-teachers in these dimensions, it is necessary that they are provided with a range of experiences that will cumulatively enrich them as well as develop their sensitivity. This curriculum framework visualizes and provides for a number of opportunities for developing varied competencies and sensibilities in student-

teachers. In addition to those developed under Core Courses and Pedagogic Courses, Section A visualizes a set of experiences that will enhance the capacity of student-teachers in five essential dimensions: effective and flexible use of language, awareness and effective use of ICT as a tool for learning, awareness of health and sports (including yoga and other physical activities), aesthetic sensitivity and design sensibility and utilization of library and other learning resources. Section B visualizes teacher for social sensitivity. Teachers in schools encounter a wide range of socially-fraught and pedagogically complex situations as well as opportunities for bringing about attitudinal shifts in their students to a variety of social and environmental issues. Whereas, some of these aspects are embedded in their course, work and practical experiences, it is yet desirable that they choose to heighten their experience and understanding of some selected issues/ areas. This is best done through engagement with resource persons who are working in the area of student-teachers' concerns. By engaging in a series of such experiences it is hoped that student-teachers will develop a greater sensitivity to a range of social and environmental issues.

Education for peace in two year B. Ed. course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialization. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. Pedagogical skills for orientation of subject content and teaching learning experience in classroom for promoting peace include (i) Awareness of the epistemic connection of subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility) Social Science (democratic ethos, Constitutional values, and multiculturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision) and (ii) Using textbook contents for highlighting values of peace, particularly anti-peace messages indirect or hidden (NCERT, 2008).

Banaras Hindu University has incorporated value education in present 2 year B.Ed. curriculum- Ist semester under the paper 'Perspectives of Indian Education' based on thought of various visionaries such as Vivekananda 'Man Making Education' and in IVth semester under the paper 'Environment, Peace, Health and Values for Quality Life. The purpose of this interdisciplinary theme for prospective teachers is to enrich their understanding about the natural and social surroundings, health, quality life and the values related to them. It will also enable them to analyze the relationship underlying them and restructure their perspective to support health, happiness and harmony inside and outside. Objective of this course is to enable pupil teachers to acquire basic knowledge and conceptual understanding of interdisciplinary theme on environment, peace, health, quality life and values.The study material with mode of transaction and assignments articulated in such that internee would understand man- nature relation, life-support system, health-happiness-harmony, oneness of life, harmony with social and natural environment and reflect on world around them; analyze the relationships underlying that and enrich life; understand structures and perspective to notice continuity of life and values which underpin them; enrich capacity to introspect as a means to develop self/self-awareness; and establish peace as a necessary condition for reforming education.

Strengthening Value Education

Foundation for value-oriented teacher education by Lulla (1990) includes *(1) Objectives:* Value-oriented education is meant to develop awareness in trainees about self and society; inculcate values of truth, honesty, character, self-reliance and self-discipline in life; provide opportunities for a broader personal outlook and positive social attitude; provide awareness about education and its role in national development and international peace; and make teachers sensitive to the value needs of children and their full adjustment to the society of future. *(2) Courses of Study:* There should be emphasis on practical application of each paper and each topic in the day-to-day life in the school; value learning experiences should also be provided out-of-the class in the community. National Council of Teacher Education (1983) has already suggested a useful paper at all levels of teacher education under the title *Teacher and Education in the Emerging Indian Society*. *(3) Methods of Instruction:* Before the commencement of teacher training programme, there should be an Orientation Programme to lead to them to higher goals of Teacher

Education than mere job preparation. Every day's work should begin with a brief prayer assembly and reading of good thoughts of great scholars, teachers and philosophers. The teacher educator should use progressive methods of teaching including discussion, activities, projects, practicals and independent study and observation. Field trips and co-curricular activities should be frequently organized to develop their personality. Experts in philosophy, yoga, ethics and moral values should be invited to give lectures on Truth, Honesty and Beauty (Satyam, Shivam and Sunderam). The teacher educator should demonstrate the human values through their day-to-day dealings with the trainers. They should be models of politeness, tolerance, love and kindness, discipline and character. *(4)Materials and Media:* Curriculum and text books should also be value oriented and selecting relevant topics and content and follow-up exercises. It should be supplemented with modern teaching aids. Biographies of great personality should be read and discussed to thrash out the values they upheld and propagated. Exhibition and display of value oriented writings, pictures and posters should be held regularly. Visits to places of art, beauty and culture should be part of training. *(5) Evaluation:* It is necessary to have a broad-based evaluation for testing value education. Oral, group discussions, and practical observation by a panel of judges should be given due weightage besides the written tasks, essays and tutorials.

Teaching-learning cycle evident in value teaching model adopted by UNESCO-APNIEVE (Sahoo, 2005) include (1) *Knowing (Conceptual level)* as reflected in instances of simple awareness of the value with reference to self, others, one's culture and history of country etc.; (2) *Understanding (Structural level)* comes through critical analysis of related concepts, beliefs, issues and processes involved with reference to self, others, culture and country; (3) *Valuing (Affective level)* consists of the identification with the value and maturity attained through exposure to context and experience, reflecting on the value, appreciating it deeply enough to relate to oneself and others, respecting the issues involved and accepting or imbibing at a level of internalisation which will further lead to action in that value domain; (4) *Acting (Action level):* On being guided by a value which is imbibed upto the level of commitment, decision-making follows towards the action to be stipulated and towards implementing the decisions. Value is so internalised that it becomes a medium of communication in related situations.

Pedagogical approaches used in inculcation of human values (Charles, 2000 and Stephenson, 1998) include: (1) *Direct Pedagogical Approach:* Approaches of this variety are more directly pedagogical and believes in values being 'taught' rather than 'caught'. Hence a conscious effort is made by the teacher to use the science of teaching in the given time-table. This approach is more appropriate on the levels of 'knowing' and 'understanding' levels of cycle. Specific aims of the direct approach are generating awareness of personal and other values and value classification. (2) *Critical Inquiry Approach:* This approach is closely to Value Clarification Approach (Raths et al.,1966) where children are helped to 'discover what is right through constant critical enquiry' and through 'harnessing the inherent energies for the pursuit of sound values' at all levels of cycle. Procedure for implementation of this approach is: *Posing Dilemma→ Expressing View Points→ Questioning View Points* and, (3) *Integrated Concurrent Approach:* Value education is most effective when it is related to the contest of the learning experiences exposed in the classroom and outside leading to spontaneous incorporation of value inculcation. The main focus is on inquiry, experimentation and action in the institutional climate. A suggested procedure for implementation of this approach is- *Preparation of Value Education Units→ Listing of Key Principals, Concepts→ Receiving Concrete Examples→ Gathering Relevant Information→ Providing Experiences for Desired Value*

Other techniques of imparting value orientation worth to mention are experimental approach, value classification technique, value sheet technique, role-playing technique, case method and attitude development technique.

Evaluation concept in value education includes understanding, observing, feeling, communication and action processes which suggest performance-based evaluation, behavioural modification and attitudinal changes in the students. In light of theoretical interpretation of the concept, it is imperative to have a continuous process of evaluation, which needs to be operationalized and monitored meticulously. Various techniques are used for the evaluation of value oriented education. Some important techniques are observation technique, checklist, rating scale, interview technique, questionnaire, socio-metric technique, projective technique and anecdotal records. Various types of tools are available for evaluating value attainment (Lakshmi and Sailaja, 2008). Some of them worth to mention are Kohlberg's Moral Judgement Interview, Defining Issue Test developed by Rest (1974), Value Judgement Battery (Vimla, 1993), Test of Factual Claim, The Value Reasoning Test, Value Criterion Test.

Conclusion

In light of globalisation and present scenario of education in India, value oriented education is the need of our times. The younger generation will be able to face the future squarely if they are fully equipped by the value-committed teachers. Value oriented education is getting adequate attention in India as evident in current teacher education curriculum but it needs further strengthening by incorporating desired methods and regular monitoring. Teacher training institutions have to strive and work hard for the value oriented training programmes.

References:

1. Charles, E.A. (2000). Value Education: A Manual for Teachers, Mumbai: St. Xavier's Institute of Educational Society
2. Hartley, David (2002) Global Influences on Teacher Education in Scotland. Journal of Education for Teaching, 28(3): 251 - 255.
3. Kishan, N.R, (2007). Global Trends in Teacher Education. New Delhi : Aph Publishing Corporation
4. Lakshmi, G.B. Sailaja, V.V. (2008). Evaluation Techniques for Value-Oriented Education, In Vanaja & Bharathi (ed.) Value-Oriented Education, Hyderabad: Neelkamal Publishers
5. Lulla, B.P. (1990). Value-Oriented Teacher Education, Teacher Education in India. New Delhi: NCERT Publication
6. NCERT (2008). Syllabus for Two Year Bachelor of Education B.Ed., The author, New Delhi: National Council of Educational Research and Training.
7. National Council of Teacher Education (1978). Teacher Education Curriculum, New Delhi : NCERT Publication
8. National Council of Teacher Education (1983). Teacher and Education in the Emerging Indian Society. New Delhi: NCERT Publication
9. National Policy of Education (1986). New Delhi: Ministry of Education
10. Raths, L. et al. (1966). Values and Teachings: Working with Values in the Classroom, Charles E. Merrill, Columbus Ohio.
11. Reddy, A.S. (2005). Transforming the Teacher Education from Acquisition to Internalisation. Teacher Education, 34(1):23-27.
12. Sahoo, R. N. (2005). Conceptualising the Value of Compassion, Journal of Indian Education, 31(3): 87-94.
13. Shee, Sumita (2008). Values are Caught not Taught. In Vanaja & Bharathi (ed.) Value-Oriented Education, Hyderabad: Neelkamal Publishers
14. Stephenson, J. et al. (1998). Value in Education, London: Routledge.
15. Tonna, M. A. (2007), Teacher education in a globalised age, Journal for Critical Education Policy Studies, 1(5).
16. UNESCO (1972). Learning to Be, New Delhi: Sterling Publishers
17. Vimla,S.(1993). Development of Value Judgement Battery, J. Ind. Edu, 29(4).
18. Welmond, Michel (2002). Globalization viewed from the periphery: The dynamics of teacher identity in the Republic of Benin. Comparative Education Review, 46(1):

CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS IN TEACHER EDUCATION

Dr. Balabhadra Jena
Lecturer,
P.G. Department of Education, Fakir Mohan University, Balasore.

ABSTRACT *This paper deals with continuing Professional development inregards to teacher education. The development of teacher teaching learning process develops with continuing efforts of teacher educators for students academic development. Through the three dimensional training intervention proposed in the paper, we take conscious steps toward empowering teacher educators with personal, facilitative and professional attitudes and competencies that will help them contribute to the preparation of teachers with such attitudes and skills. In doing this we are responding to the concerns expressed by most of our recent policy documents like preparing reflective, student-centered, with democratic attitude and practice, being able to respond to students' emotional needs and thus, are able to create a positive and nurturing learning climate. The path is long and arduous as some of the aspects that we deal with militate against strongly held habits, beliefs and attitudes held away from our conscious mind in the subconscious. But the effort is worth it! There is always light at the end of a tunnel.*

Keywords: *Professional development,teacher educator,MHRD,Training,empowerment of teacher*

The MHRD, Government of India, document on 'Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education: Guidelines for implementation (2012) has given clear policy directives for continuing professional development and capacity building of teacher educators across all levels of education (Ch. XI; 2:39(f)) : DIET faculty (4:32), academic staff of CTE (5:6), and faculty of IASEs (6:7). The document envisages faculty development to be a continuous process in order to upgrade the knowledge and skills of their faculty and ensure that the nation's children have access to quality teachers and quality education in its schools. How best can we discharge this function and make our efforts bear the desired results and explore newer and effective ways form the core of discussion in this paper.

-Thomas Vadaya

The Present Scenario

Continuing professional development of teacher educators has always been in place. But today it has got a renewed mandate under Teacher Education Mission. The question is how seriously it is being pursued and with what results. We only need to look at the results to decide what processes need to be put in place. Anything that we do needs to be goal oriented. Are our present efforts giving us the results in terms of the goals? If they do not and yet we continue with them, it smacks of ritualism. If we do the same things over and over, we only get the same results. So if we want different results, we need to change our actions!

There are a couple of things that I would like to point out with regard to our present efforts with the continuing education of teacher educators. First of all, it is a top down approach. The authorities decide what the teacher educators need to learn. It is something that is done to them. Therefore, most educators resist it and yet go through with it lest they invite negative consequences for themselves. If this is the case, it goes against the very fundamentals of what learning is. For any serious learning, the learner engagement is an absolute necessity. If we further reflect on the scenario, this is how education is practiced in schools – pushing information and knowledge on students who are unwilling to learn!

Secondly, the approach to training is mostly didactic and prescriptive. It may sound very erudite and one may get the feeling of becoming knowledgeable. But its take home effect and the ability to put it into practice is negligible. Just getting informed does not suffice for the purpose of professional development.

Thirdly, often professional development efforts are clinical and find fault with the present practices. This will only serve to further dis-empower the teacher educators. If this is so, it would be like the treatment becoming worse than the disease itself. This is not to deny the fact that there are things that need to be changed.

What is professional development?

Professional development is not a quick fix, one shot affair. No one is a full blown professional at the end of a professional education degree like that of a B.Ed., M.Ed., or Ph.D. Neither are we just "born teachers ". As teacher educators we are in the process of "becoming" effective teachers. We need to discover who we

are and what we stand for, our intentions both for ourselves and for the profession of our choice, and how we want to express ourselves as persons and contribute to the causes we have espoused. We do this through ongoing and consistent study, through our deliberate practice as well as reflection on our practice and through our dialogue with our peers and mentors. Becoming an authentic educator is also about discovering our unique gifts, building our strengths, learning from others, cultivating our best qualities, nurturing ourselves, raising our levels of awareness, connecting with our passion for teaching, fostering meaningful relationships with students and peer groups.

Taking into consideration the description of professional growth as given above, we may define it as a range of learning activities through which professionals improve and broaden their knowledge, skills and attitudes and develop their personal qualities necessary for the execution of professional duties. In order to translate the ideas contained in the definition for the development of both the person of the educator and professional competence, I propose training of the educators in all the three areas of their activity, namely,

1. Development of the person of the educator – Intra-personal skills

All of us have a personal or 'inner side' as well as an 'outer side' that is represented by our actions and behaviors. The two are intertwined. It is the inside that is the cause of the outside. The reality of our experience is totally subjective. All our actions and the results that we produce are in terms of the persons that we are. That is, all our behaviors are 'inside – out ', but the illusion under which we live is the 'outside – in 'paradigm, that is, we believe that our behaviors are caused by others and the situations! The tipping point is when we realize that all our behaviors are caused from the inside, and give away our 'outside – in' explanation. Doing so is totally transformative and empowering.

There is a lot of work that we need to do with our inner side, which consists of our thoughts, beliefs ,feelings and emotions, drives, motivations, aspirations, interests, values and principles, attitudes and commitments and so on. This is the engine/energy that drives us to do or not to do or how to do things. Working with the inner side leads to self-growth and self-empowerment. Education has neither acknowledged its importance so far nor attempted to develop it in a systematic way. Maslow had acknowledged that the problems that we face both as persons and as humanity is because people are not growing as persons.

2. Development of interpersonal / facilitative attitudes and skills

Teaching is as much or even more about learning to relate to students as it is about imparting knowledge and skills. Therefore, it goes without saying that the teacher educators' interpersonal skills and attitudes, what we usually refer to as facilitative skills, are crucially important for an effective educator. When students resist learning, whether it is in the primary classes or postgraduate classes, it is often that they are resisting the teacher! If we observe the use of teacher power in the classroom, it is most of the time authoritarian or patronizing, both of which inhibit and suppress students. If education is the cultivation of the whole child, the teacher needs to have the skills of facilitation for students' overall growth and learning. Often it is the socio-emotional issues that the students are faced with that stand in the way of their academic learning.

3. Development of academic and pedagogic competence

Learning to teach is a lifelong developmental process and one gradually discovers one's own style through training and learning through reflection as well as critical inquiry. Training is a process that amplifies and provides a context for learning in the three main areas, namely,

- Subject contents and how to apply them (the knowledge base of teaching),
- Skills of teaching and learning the best practices (the Pedagogical base of teaching),
- Attitudes and values (the facilitative base of teaching)

Training and Development

Training is one of the major ways that we employ in order to enhance the capacity of teacher educators. Therefore it is necessary that the training is made meaningful and meet their needs. In order to make training meaningful, it should be based on the identified needs of the trainees, that is, what they need and want to know. That is, the training goals must be what they want to learn and do. Besides, the training methodology must be experiential and participatory in approach. We are dealing with adult professionals who have their own experiences and ideas and are responsible for their learning. The *experiential – participatory methodology* is suitable to engage them and exploit their experiences and provide ways to translate ideas and principles into action. The emphasis is on learning and not on teaching, following the true spirit of facilitation. By having the participants work in small groups, the methodology prepares the learners for cooperative learning as well.

Teacher Educators as Leaders

Each one of the teacher educators needs to experience that he/she is a leader. The leader is one who says, 'the buck stops here', takes the initiative and influences his or her immediate sphere of activities. By doing this we change the prevailing environment of negativity and passivity. Our individual and collective energies are sucked up because of negativity. Instead of succumbing to the crippling negativity and the prevailing culture of blame and victimhood, teacher educators need to see themselves as change agents who will bring about the long awaited - educational transformation. The entire edifice of education rests on the foundation of teacher education and each one of us in teacher education needs to affirm and live by this thought every single day of our life. We have today the technology of training that can initiate a transformation movement.

Capacity and Credibility

I am convinced of the importance of having capable teacher educators. Along with capacity, we also want our teacher educators to be credible. Capacity and credibility are two different things. Capacity is about what one is capable of, what one can do or achieve. It refers to one's potential. Credibility is about the choices that we make, the actions that we take and the results that we produce. We demonstrate through our actions and results what we are capable of. It is what makes the educator inspiring and worth following. Therefore, we want our teacher educators to be both capable and credible.

Action Plan

On the basis of the foregoing discussion, I propose a three-phase training for the entire body of Teacher Educators in order to orient them toward greater personal and professional capacity building and performance. The training will begin with the SELF in the first phase, then deal with, the OTHER, the interpersonal aspects in the second phase, and move on to the PROFESSIONAL side in the third phase. The training will be holistic in nature, helping Teacher Educators integrate knowledge, skills and attitudes in the process of living and working every day. A brief description of each with a partial listing of topics under each phase follows.

Phase I : Self Discovery and Self Empowerment

The focus of this phase of training will be on helping Teacher Educators discover the unique persons that they are and their call to greater fulfillment and happiness through service and contribution.

- Who I am as a person: self awareness. Mindfulness.
- My unique purpose in life and how it relates to my profession as a Teacher Educator. My personal vision and mission.
- Why do I behave the way I do? Transactional Analysis (TA) and Neuro – linguistic programming (NLP) approach.
- The 'Inside-out' versus ' Outside-in' paradigm of human behavior.
- Cause and Effect : the Proactive versus Reactive modes of behavior.
- Belief and belief change.
- What motivates me?
- Attitudes and Mindsets.
- Stress / self management
- Self confidence and Self Mastery.

Phase II : Relating and Empowering Others :The Art and Science of Mentoring and Facilitation

Teaching is as much relating to students in empowering and facilitative ways as it is imparting knowledge and skills. This phase of training will focus on practicing skills and attitudes of effective communication, interpersonal relationship and problem solving skills. A tentative list of topics are given below.

- Attending
- Listening
- Rapport building
- Empathy and related skills
- Respect / Unconditional positive regard
- Genuineness / Authenticity
- Concreteness and use of Open questions for processing experience
- Confrontation
- Self- disclosure
- Immediacy issues in interpersonal relationships
- Problem solving

The rationale for the first two phases of training is built around the idea that we need these skills to live our lives effectively (intra-personal skills) and to relate to others in nurturing ways (interpersonal skills) to enable them to grow and learn. There is a skills deficit in most people in these two areas. They do not form part of any formal education in any substantial way. And they are the foundation for both personal and professional excellence.

Phase III : ' Sharpening the saw' **- Enhancing** Professional Attitudes and Skills

This phase of training will deal with updating professional knowledge and skills. In order to keep pace with the developments in the world of knowledge in any field it is imperative that we are constantly keep learning. In fact this must occupy the greater part of a teacher educator's profession. Some suggested topics are given hereunder.

- My vision as a teacher educator
- Working in teams / creating engaged teams
- Teacher educator as a leader
- Facilitative approach to supervision and feedback
- Commitment
- Socio-Emotional Learning (SEL)
- Experiential Paradigm of teaching and learning: Reflective thinking, Critical thinking, Creative thinking, Constructivist approach
- Professional learning communities
- Devising a code of conduct for teacher education

Conclusion

Through the three dimensional training intervention proposed in the paper, we take conscious steps toward empowering teacher educators with personal, facilitative and professional attitudes and competencies that will help them contribute to the preparation of teachers with such attitudes and skills. In doing this we are responding to the concerns expressed by most of our recent policy documents like preparing reflective, student-centered, with democratic attitude and practice, being able to respond to students' emotional needs and thus, are able to create a positive and nurturing learning climate. The path is long and arduous as some of the aspects that we deal with militate against strongly held habits, beliefs and attitudes held away from our conscious mind in the subconscious. But the effort is worth it! There is always light at the end of a tunnel.

REFERENCES TO BE STUDIED

1. Agrawal J.C. (2005). Education for Values, Environment and Human Rights. New Delhi: Shipra Publication,
2. Haseen Taj (2005). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. N. Ramnath Kishan (2007). Global Trends in Teacher Education. New Delhi: APH Publishing Corporation.
4. National Council of Educational Research and Training (2011). Education for Values in Schools – A Framework. New Delhi: NCERT.
5. Sahoo, P.K., Yadav, D. and Das, B.C. (2010). Professionalism in Teacher Education. New Delhi: Concept Publishing Co.
6. Gulati, S. (2004). Teaching techniques on Value Education. New Delhi: NCERT.
7. Venkataiah(1998). Value Education. New Delhi: APH Publishing Corporation.
8. Prem Singh, G.J. (2004). Towards Value Based Education. University News. Vol. 42 (45): P.11-12.
9. Stephenson, J. et al. (1998). Value Education. London: Routledge.
10. Ruhela S.P andNayak R.K. (2011) "Philosophical and Sociological Foundation of Education" Agrawal Publication,Agra
11. Ruhela S.P. and Nayak R.K.(2011) "Value Education and Human Rights Education" Neel kamal Publication Pvt Ltd., Hyderabad, Telengana
12. Nayak R.K. (2009) "Value Education" International Publishing House, Near Govt. Inter College, Meerut 250001 (U.P.)
13. Nagoba, Basavraj S. and Mantri, Sarita B. (2015). Role of Teachers in Quality Enhancement in Higher Education. Journal of Krishna Institute of Medical Sciences University, 4(1), 177-182.
14. Parker, L.D. (2012). From Privatised to Hybrid Corporatised Higher Education: AGlobal Management Discourse, Financial Accountability & Management, 28(3), 247–

NEED OF THE HOUR: VALUE-ORIENTED EDUCATION IN TEACHER EDUCATION

Soumita Chatterjee
Assistant Professor,
The Institute for Academic Excellence.

ABSTRACT *It is well remarked by CS Lewis that, "Education without values, as useful as it is, seems rather to make man a more clever devil."*

Values are those standards or codes of conduct, which are conditioned by one's cultural tenets, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideals and attitude with a view to realize the cherished ideals and aims of life. And the main purpose of education is the development of an all-round and well-balanced personality. Value education is thus concerned to make morality a living concern for human beings. But now-a-days our India has become a nation of violence, criminal offence, terrorism, extremism, corruption etc. To remove all these from our society, value-oriented education is concerned. Since a teacher has a great responsibility as compared to other professionals and as students look upon the teacher as an embodiment of perfection, there is a great need of inculcating values in pupil teachers through teacher education. If teachers can gain those morals or values in life, then only they can foster those values among children through teaching various subjects. Then our bygone generations should understand the importance of acting responsibly and respectfully when using forums, social media or mobile devices and also learn to recognise different cultures and way of thinking. The present paper is an attempt to discuss the meaning of value education and its need in teacher education such that our future man makers can adopt high ideals, values and impart those in their students' mind for the development of our nation and reforming the society.

Keywords: Value education, Moral values, Ethics, character building, Social media.

Introduction

All human beings are directed to some end, some purpose or some goal; the goal attempted to make life happier, to elevate man to intellectual heights, to pour in more and more knowledge. So, he has to follow certain morals or values. Value-education is thus concerned to make morality a living concern for human beings. It can be an activity that can take place in any organization during which people are assisted by others, which may be older, in a position of authority, or are more experienced to make explicit those values underlying their own behavior in order to assess the effectiveness of these values and associated behavior for their own and others long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and other. Value education can take place at home, schools, colleges, universities, B.Ed. colleges, jails and voluntary youth organizations as well. CV Good also says that, "value education is the aggregate at all the process by means of which a person develop abilities, attitudes and other forms of behavior of the positive values in the society in which he lives." Since, Teachers are one of the main pillars of sound and progressive society. They bear all the responsibilities of teaching and are the main source of knowledge and value for children. So, affective education is a significant dimension of teaching, which is concerned with the values, feelings beliefs of attitudes and emotional well-being of children.

It is very difficult to examine that what value pupil teachers taking teacher education hold and how these values changes throughout their course of study. As pupil teachers will nurture our next generation, so it is very important that value education must be included in teacher Education.

Since, the role of value education is very important to shape the nature and behavior of the students. Values are integral to the process of education. Values are the guiding principles of life that contribute to the all-round development of the students. A nation with people with strong and good character is always a strong nation. Value education makes students to be aware, think, reflect, question if required, criticize, feel, concern, to will and act on one's convictions on all that critically concern the welfare of human beings. It isprocess of inducing learning, process of absorption. And teacher plays a very important role in transmitting cultural values in the hands of the students by organizing various activities.

Value and Education

Values are those standards or codes of conduct, which are conditioned by one's cultural tenets, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by

integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims of life. High values lead to objective, fair and correct decision and actions that ensure the welfare of all concerned while low values plays exactly the opposite role. Values are essential for the development of the whole person, recognizing that the individual is computerized of physical, intellectual, emotional and spiritual dimensions. The Kothari Commission emphasized the role of Teacher and the school in imparting values.

Education is the all-round development of an individual or well-balanced personality development of students and also to develop all dimensions of the human intellect so that our students can help make our nation more democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. That means, value and education are the two sides of same coin. Also value-education is a many sided endeavor and in an activity during which young people are assisted by adults or older in many organizations such as in school, family, homes, clubs, religious places and other organizations etc. to make explicit those underlying their own attitudes to access the effective of these values of their own and others long term well-being and to reflect on and acquire other values which are more effective for long term well-being. Despite many educators and description regarding value education, it cannot be denied that continuing research will make the description of value education more adequate. According to Vijaya Laxmi Pandit, "Education is not merely a means for earning a living or an instrument for the acquisition of wealth. It is an initiation into life of spirit, a training of the human soul in the pursuit of truth and the practice of virtue." Hence, for the all-round development of the students value education is necessary.

Objectives of value Education

Human values refer to a trinity system of ethical, social and individual values. Truth, beauty and goodness are the ethical values. They are the eternal values and the core of value system. Traditionally, there was no secular value education, but in this modern world, when the world today is engulfed with social tensions and conflict, there is an imperative need for imparting value education to school students by both parents and teachers. Therefore the objectives for value education may be as follows-

A) Developing respect for the dignity of individual and society.
B) Developing a democratic way of thinking and living.
C) Developing tolerance towards and understanding of different religious faith.
D) Evolving the evaluation criteria on value education.
E) Clarifying the meaning and concept of value education.
F) Suggesting measures for better utilization of value-education.
G) Enabling pupils to make decisions on the basis of sound moral principles.
H) Developing sense of brotherhood at social, national and international levels.
I) Finding out the interests of pupils in relation to different aspects and activities of value education.
J) Full development of child's personality in its physical, mental, emotional and spiritual aspects.
K) To avoid peer pressures.
L) Inculcation of good manners, responsible and cooperative citizenship.

Present Scenario

India is one of the countries having diversities of race, religion and languages. In spite of this, historically the entire society has been bound by cultural unity. But in recent years unfortunately in India disputes in the name of religion, region and language have been raising their ugly heads time and again. The values which are the backbone of national unity such as National integration, international co-operation, emotional integration have been neglected for meeting selfish ends by both individuals and groups, leading to a value crisis. The society is rusted with crime, corruption, exploitation and rowdyism. People are becoming morally weakened personalities. They engage themselves in descriptive and destructive endeavors. Nowadays, in news channels it is also heard that in many cases some school teachers are also involved in such crimes. Cases of kidnapping, eve teasing, gang rape of girls and women, forgery, murders, doctors cheating their patients, killing of brides for dowry are on the increase. Corruption has become a universal phenomenon. Human beings are becoming more and more selfish. Copying has become the order of the day in the public examinations and it is being encouraged by some teachers, parents and school management just for earning a lot of money.

Actually, in the times of yore, the parents and grandparents used to live together as joint families and they taught values to the grandchildren. But in today's world the burden of syllabus as increased and the students are facing the heavy loads of books and syllabus. The teachers are struggling to finish the prescribed syllabus. Therefore, the teachers are deprived of time and students have forgotten moral values.

Also, in a world of busy scheduled jobs, the parents are unable to inculcate values at home. Thus, no one is showing interest in imparting values. Thereby the youth are indulging in anti-social activities. In such circumstances, there is an urgent need to redeem the society from the clutches of such social evils and develop a value system. And in this respect education is the most potential weapon to fight against this value crisis through its all forms such as formal, non-formal and informal education. The National Policy on Education approved bythe Parliament of India in 1986 highlighted the urgent need for value education in view of the growing erosion of essential values and increasing cynicism in society.

Role of the teacher

Teacher is supposed to be the ethical watchdog of the society. He is the role model for his students and also for the society. His role is very vital in molding the future of a country. So, it is considered the noblest profession. In a nut shell, a teacher in real sense is one who himself practice the human values. He should walk his talk to leave an everlasting impression in the minds of students. Teaching is not a job, it is an attitude. He is the source of information, a guide, a mentor, a surrogate parent, a motivator, a philosopher at the same time. Teaching is the only profession which always deals with the future. His secret of teaching values is to inspire and kindle the quest among the students by means of his own example of character and mastery of knowledge. So, a good teacher should possess a sound psychological knowledge of the different parts of the being, of the different qualities that come into play in various actions and the right laws of the development of capacities and values of an integrated personality. It requires specific training before entering the profession. And teacher education also refers to the policies and procedure designed to equip perspective teachers with the knowledge, attitudes, behaviors and skills they require to perform their task effectively.

Value-Oriented Education in Teacher Education

In today's school and colleges, we see teachers not only making money by fair means but are also involved in smoking, drinking, gambling in addition to being involved in unfair means of getting money. Thus, Teachers need to be oriented in value education in their preservice training. Value education should be made one of the major components in the programme of teacher education. As we want our teachers to be value oriented and to be rightly equipped as vehicles of values for the benefit of our children and youth. But values can't be taught in the same way as lessons of information. Trainee teachers should be given such a type of training to develop the same in their students. The curriculum should be so designed to give training in the development of values. Regular assemblies, talks on moral values, yoga meditation and co-curricular activities should be made a common feature in the teacher training colleges. The following strategies can be used to inculcate values:

a) Debates and discussions on issues and problems of our country like equality, democracy, regionalism, religion, pollution, culture and population etc.
b) Campaigns against diseases
c) Evocation Approach- The students are encouraged to make spontaneously free, non- rational choices, without thought or hesitation.
d) Inculcation approach- A positive and negative reinforcement by the teachers helps value inculcation.
e) Service during calamities
f) Anti- illiteracy drives
g) Constructive works
h) Productive work
I) Seminars, workshops & orientation programs
j) First-aid programs
k) Awarding prizes
l) Cleanliness
m) Celebration of birthdays of great men
n) Celebration of national days and festivals, dramas depicting values;
o) Student participation or self-government in the institutions.

Conclusion

To conclude, value education is a lively dynamic bipolar process of transformation where one pole is the teacher and other is the child as student. The teacher possesses some beliefs, ideals and values and these influence the child. One of the emerging needs of the school system is to plan for developing a definite outlook on values in students, teachers and parents. There is a need to create an educational climate through planning and organizing value education strategies.

It is obvious that success in value education depends upon the enthusiasm and commitment of teachers, management and government. And teacher education institutions are instruments of change in the value systems of the society as recommended by various education commissions. The teacher who teaches the value education must first acquire the knowledge of moral and value education. If they are somehow lacking behind this standard then how can we expect the proper teaching of value education to students who are our hope for making a Swaccha Bharat, the trainee teachers should first learn it and keep a moral character in his whole life. Adaptation of innovative activities in teacher education such as forming into nature clubs, refraining from polluting, writing related articles, short stories, folk songs, poems, television or radio serial depicting the values etc.; are to be emphasized wherever possible. The process of inculcating values involves building awareness, development of faith in values, practices or habit formation by making them know the strengths and limitations. Teacher education for effective implementation of ethical considerations is essential to develop a sense of humanism. With the very essence of it, the same can be transmitted to the present and future generations for a meaningful dialogue among civilizations.

References

1. Vanaja,M. and D. VijayaBharathi, (Ed.) (2008). Value-Oriented Education Initiatives at the Teacher Education level. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. KalitaKirtinath(2015). Need of Value Education and a Teacher's Role.The international journal of Social science & Humanities Research. Vol.3, issue- 4.pp: (566-571).
3. Piyasa M. Value Education: Meaning, objectives and needs/ india.
4. Alexander Mohan, S. (2016). Role of Teachers in inculcating values among students.Vol-1, issue-2.
5. Singh, K.Y.(2011). Value Education. New Delhi: A.P.H. Publishing Corporation.
6. Ghosh, S.(2014). Role of value education in Teacher Education.Issue- 08, Vol- 01.
7. Pathania, A. Teacher's Role in Quality Enhancement and value education. Academe Vol- XIV, No.1, Jan, 2011.
8. Website: www.values education.edu.all, www.unesco.org.

Role of Value Education in Teacher Education

Tapasi Giri

Assitant-Professor,
The Institute for Academic Excellence (B.Ed & D.El.Ed)

ABSTRACT   *Ancient Indian Education was value based. Dealing with values and moral issues is recognised as an integral part of teachers' roles and teacher education. Now, education has an enormous role to play in the social, intellectual and political transformation of the world. Parents, communities and government have always expected schools to develop students who would contribute to the society in which they live. Effective teaching practices in imparting value education have ranges from storytelling, exhibitions, skits, one act play and group discussions to various other formats. In the information technology age, it can be hard to get a grip on the evolving roles of teachers in inculcating values in the minds of the children who are the future citizens of India. To inculcate values, the necessary curriculum and skills required for a teacher educator is immensely important. The role of the educators become more challenging & rewarding, in terms of inculcating the values among the learners. The proper assimilation of these values by a teacher educator can be done through their positive role and prescribed means. The role of teacher in promoting multicultural values, educational and social justice are directly related to school education and value based education. Keeping in view the need of the value inculcation in prospective teachers, this article addresses the issue of teachers' training for value education, curriculum based on value education which needs some changes that will serve the required values of the society and the country for the betterment of the next generation and our country.*

Keywords: Value Education, Teacher Education

Introduction

Every human being is born neutral and is like a clean slate and no mindset. The home is the first place to learn and be inculcated with values. The school is the second setting in which you can nurture and celebrate values. The National Policy of Education (NPE); 1986;envisages the need to make education a dominant device for nurturing school and moral values in society. According to John Dewey (1948);"To Value means to prize; to esteem; to appraise ;to estimate."It means the act of cherishing something; holding it dear and also the act of passing judgement upon the nature and amounts of values as compared with something else. The National Curriculum Framework(2005)Reflects "Education for peace seeks to nurture ethical devepment; inculcating values; attitudes and skills required for living in harmony with oneself; with others including Nature. In today's Industrialization has led to the emergence of high life style and raised the standard of living of people. It has made man rich in materialistic sence but deteriorated the ethical fiber in the society. People crave for money; Power and pelf. Corruption in religious; economic; social; educational field is rampant. We come across many social evils in the society. Children due to their exposure to mass - media are turning juvenile delinquents. Due to lack of values they adhere to whatever is shown in the TV and on net running their life. Family disorganization has made them astray. Parents are busy pursuing their careers and children are taken care by day care centers. Due to this value education is not imparted to these children. Value education is essentially 'Man Making 'and 'Character Building '.Teacher education is essentially a value -laden activity concerned with the overall development of the teacher.

Objectives of values Inculcation

Pre -service teacher education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. A focus on values; some of the specific objectives are given below :

1.To inculcate moral; spiritual; psychological and cultural values in the students.

2.To provide opportunities for students to think about and to clarify their own values and compare them with those of others.

3.To identify values relevant to the content activities involved in the subject.

4.To develop the individual who will have a broad background in humanistic and scientific knowledge.

5.To develop individual skills and talents for excellent service for self -actualization and for the common welfare of others.

6.To develop instructional materials and lesson plans with which values can be taught effectively.

7.To recognize ways in which education tends to encourage the acceptance of certain social values such as tolerance; spirit of cooperation and team work.

Need and Importance of value inculcation

Values are standards or principles considered important in life. They come from within and also by practicing. Without the knowledge of values society cannot sustain. Values tell a man to differentiate between good and bad;what one should do and what one should abstain from. They make our life meaningful.

Due to dearth of values in the present generation the curriculum must give prominence to values education. value education is very relevant in almost all the fields concerning human activity. In today's multi -cultural and multi -racial society; with its changing social norms and expectations; it can be difficult for a young person to know what is right. So; it is necessary to give importance to human values in the present era of globalization. The values present a true perspective of the development of any society or nation. Value education is important to help everyone in improving the value system that he or she holds and put them to use. It's our duty to uphold the various types of ethics in life; such as cultural; universal; personal and social values. The values make the personality of the person and deside the growth of the individual; family; society; nation and the humanity.

The advance in science and technology in the last century and the rational inquiry underlying it; has accelerated the processes of social change reducing the world to a global village. The world of today is torm as under with violence; greed; looting; extortion; hatred and jealousy. All are fighting for a name; for power and for money. The socio -cultural and spiritual life of man has to bring peace; progress and welfare for both the individual and the society.

India has a very young population and it is growing at a very fast pace. Teachers are very important in the overall development of any nation through their impact the educational system. Today; Educational institutions fail to maintain the teaching -learning climate. The role of a teacher today is that of a friend; philosopher and guide; while his prime responsibility rests in the restoration of the higher values of life among the present generation. Teacher education institutions are expected to create committed and dedicated teachers; teacher educators in real sense.

Value acquisition goes on constantly in the school through various activities like instruction;relationship between pupils; Co -curriculur activities etc. So education has a major role in inculcating basic values of humanism; socialism and national integration among the children and it presents a challenging task before the teacher and taught. Teacher's education is the process which nurtures prospective teachers and updates qualified teacher's knowledge and skills in the form of continuous professional development. The role of a teacher; at this critical juncture; then assumes paramount importance as it is the teacher who can impart moral education to his pupils.

Quality teaching and Values Education

It is in probing this question; 'what is Quality Teaching? ';that the inherent connection with values Education becomes particularly and perhaps surprisingly stark. Quality Teaching hasbeen defined in various ways within different projects. Among the differences; however; there is a discernible pattern that has stretched the conception of 'teacher 'beyond its former constraints. In a word; the teacher's job is well beyond preparing students for 'get the answer right 'standardized testing; but to engage the student's more sophisticated skills levels around such features as 'communicative capacity 'and 'self -reflection. '

These are the underpining philosophies of teaching which must be understood in order for the modern values education pursuit to be truly saturating of our schooling systems; religious; independent and public. Especially in relation to the public system;it is only through these linkages with the most updated educational theory and teaching philosophy that the words of the Adelaide Declaration on the National Goals for schooling in the Twenty -first century; and the even Sharper words of the 2003 Federal Government Values Education Study (DEST;2003)and the 2005 National Framework for Values Education (DEST; 2005);will truly capture the hearts and minds of the average teacher.

In a word; it is a values -laden notion that marks out the single most important features of teacher impact; with the chestnut areas of content and method coming next in priorities. One is reminded many years on of the caution against instrumentalist approaches to education that were provided by the eminent John Dewey in the early days of public education. He said that to depend overly on subject knowledge and methods was fatal to the best interests of education. He would also be very much at home; and possibly even feel vindicated; by the priority being given at present to Values Education in the broad and comprehensive way it is being conceived. Values Education becomes the firm basis for training in issues of personal and social morality; such as; for example; around drugs education and the addressing of mental health issues for youth; including around matters of depression and suicide.

Role of pupil Teachers in inculcating values

The theoretical knowledge of virtue must be supplemental by adequate practice of good character; the school concepts like the school traditions; the tone of the school; co -ordination between staff and students; activities and opportunities provided by the school. Co -curricular activities afford opportunities for the training of character. A set off moral and ethical value is internalized by him and form part of an enlightened conscience that acts as an internal control on his character. The institutes of Teacher Education should take responsibility to prepare their students to achieve these goals.

The commitment and responsibility of teachers is very essential to make the excellent teacher -student relationship and maintain peaceful school atmosphere. Teachers should be a model to the student in his character; behavior and all virtuous things. The teachers are expected to advise and guide the pupils regarding their general behavior in school and outside the school. The role of the teacher differs in various stages of education. For instance; the role of nursery school teacher is different from that Of a university professor. The ethics of teachers function as a class does not change level -wise or area -wise but expectations within a given group do. Teachers must plan their programme in such manner as to assist children in developing desirable sentiments. The teacher can help to build a good self -image of the child. The child should be helped to look upon himself as honest; upright and reliable. There should not be any gap between their preaching and practice.

Teacher plays a vital role to develop the values among children to be good human beings. The rise of science and technology has not only wasted the spiritual side of our life but also snatched away the finer sensibilities holding considerabe thoughts in our hearts. A value based approach must form the backbone of educational system and also the teacher education system. Today we are facing so many problems like - terrorism; poverty and population problem. It is necessary to inculcate moral values in curriculum. Therefore; following are the proposed ways by which values can be imbibed among prospective teachers during classroom teaching and learning process :

1.Teacher educators should inculcate in the minds of Pupil-teachers that a child is born with values; a teacher need to uncover them.

2.Value education cannot be circumscribed by textbook material but should be left to the initiative and inspiration of the teachers in finding the learning resources.

3.Teachers should develop knowledge and ethical values among students and creat educative environment which could generate fraternity among fellow teachers and teacher educators.

4.Teachers must consider the values that undergird the scientific endeavours and attempt to prepare curricula and methods that reflect these values.

5.At present; the edifice of faith; trust; fellow -feeling; loyalty; mutual help; fair play; sacrifice; obedience to law; are crumbling rapidly under the weight materialism.

6.The practice of the values by the teacher is more important than mere inclusion in the syllabus. Teacher educators must develop competencies in teacher trainees to teach on the basic of the accepted principles of teaching and learning.

7.Teacher is considered as a fountain of all knowledge and a source of great ideals. He is the torch -bearer society.

8.Value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school's philosophy.

9.The content of the lesson should be value oriented. All the values can be imbibed and inculcate through a suitably prepared language text and supplementary readers.

10.After the lesson stimulus; whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.

11.A teacher is a teacher everywhere in the school and; outside of the school. Basically this should be reflected in his behavior.

12.Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in child.

13.Values should be the top priority in a child's education. Recognizing that values are key to character building. Strong values and socio -emotional competencies will help a child succeed in any field.

Conclusion

Education is a value and school is an instrument to realize it. The value frame provided by home; community; school; peer group; media and society are different and often contradictory. The genuine objective of education like development of personality; moral character; creative self-expression;

democratic citizenship; nurturing of talent have suffered serious neglect in schooling. Only value -oriented education will promote individual and social welfare; love; peace; good will and understanding. Teacher has an important role in inculcating moral values in students. Thus Teachers play an important role in the nation building by character building of the students. The best and the greatest profession in the world is that of a teacher; because the future of a nation depends upon the type of teachers who shape the future generations. Education for values needs to be pursued with will; commitment and the hope for transformation and change. According to our Indian tradition and culture teacher has a pivotal role in the process of teaching and learning. Without human values we can't survive in the world in the peaceful manner and we can't enjoy life. In a global scenario of erosion of values; it would be difficult to have individuals in society who would strive to halt the process of value deterioration. The professional ethics for teachers is in itself a complete programme of value education for teachers. Therefore; for the sustainable human development as well as for the social growth; there is a need of value based education. So; the teachers and teacher education institutions; may Ponder over the 'erosion of moral values among pupils and their 'actual restoration 'which seems difficult but is in no way impossible.

Bibliography

1. National Council of Educational Research and Training (2011).Education for Values in Schools -A Framework. New Delhi :NCERT.
2. Sahoo; P.K.; Yadav; D. and Das; B. C. (2010).professionalism in Teacher Education. New Delhi :Concept Publishing Co.
3. Gulati; S. (2004).Teaching techniques on Value Education. New Delhi :NCERT.
4. DEST (2005).National framework for values education in Australian schools. Canberra :Department of Education; Science and Training.
5. Dr. Gururaj karajagi; Role of Teachers and Parents in imparting Values
6. Jyoti kumta; Value Education :What can be Done .
7. www.sssieducare.org/valueeducation

Value Education and Its Role In Teacher Education

Sumana Maity & Rajib Samanta

Bhagabati Devi Primary Teachers' Training Institute (D.El.Ed & B.Ed College),
Khakurda, Belda, Paschim Medinipur

ABSTRACT   *Education has become materialistic and an undue emphasis given to knowledge oriented education. Education leads to the development of lopsided personalities and pushes back the religious, moral and spiritual values of our great tradition. As a result there is no harmony between the outer life of actions and the inner life of emotions in the modern man. Because of this situation, we find the crisis of character and the deterioration of values like social economic, culture, moral, religious spheres of human beings. The growing erosion of essential values and the increasing cynicism in society stress the need for value education. Education should foster universal and eternal values like compassion, courage, honesty, tolerance, peace and truthfulness to develop balanced individuals and the create a better human society. Value education is related to those activities, which are good, useful, and valuable from the educational point of view and considered as educational values in education . Learning values for the pleasure of the individual and the welfare of the society. The teacher has to play a very important role in the inculculation of value oriented education in the new generation. This is the because of the 21th century has seen remarkable development in science and technology explosion in population in human desire.*

Keywords: *Value, Value Education, Teachers' Role*

INTRODUCTION

"Could I climb to the highest place in Athens, I would lift up my voice and shout, fellow citizens why do you turn and scrap every stone to gather wealth and give so little care for your children to whom one day must you relinquish it all?"- Socrates

Friendrich Nietzshe (1844-1900) a German philosopher, used the word 'Value' in 1880 in the plural to denote moral attitudes and beliefs that were personal and subjective. But in modern democratic society, values include all important religions beliefs, moral attitude, philosophy of life and political ideologies. Etymologically, value means the quality of an individual thing which makes an individual or thing important, respectable and useful. According to Philosophical standpoint, a value is directly related to a view point or thought.

Value crisis is a global phenomenon of our time. Rapid scientific growth and technological advancement resulting in industrialization have threatened our age – old moral standards. This atmosphere of valuelessness is leading to disintegration, though we notice at the same time best of progress in certain other field. It is the right time therefore for us to rise to action and make conscious efforts to reverse the trend and lead to the right direction.

What is value Education?

Value education is related to those activities, which are good, useful and valuable from the educational point of view and considered as education values or values in education. Learning values for the pleasure of the individual and the welfare of the society is called value education. It is education which develops a sense of discrimination between the good and the evil. Value education for becoming and involves the total personality of the individual. It is essentially man making and character building.

Objectives

1. Develop the physical, mental intellectual and aesthetic aspects of the individual .
2. To inculcate a scientific attitude and create democratic, moral and religious values.
3. To develop international understanding.
4. Value education remain firm on secularism and special justice.
5. Helping children to have faith in some supernatural power and order that is supposed to control this universe and human life.
6. Enabling children to make decisions.
7. Developing tolerance towards and understanding of different religious faith.
8 . Inculcation of a spirit of patriotism and national integration.

Need of value education

Need and importance of education based on value …

1. Moral development : education based on values needed for fostering moral qualities (humanity ,truthfulness ,honesty ,respect ,tolerance, sympathy ,courtesy)

2. Cultural development: Education based on values is fully helpful in the development of culture. Values make the culture dynamic.

3. Social development: Value education helps in developing the positive and social attitudes by creating awareness among the younger generation about the ills of the society.

4. Solving conflicts.

5. Cooperative living: Education based on values inculcates a sense of cooperation and fellow feeling.

6. Development of democratic qualities: Based on values develop democratic qualities .These democratic values are essentially needed for the success of democracy.

Strategic plan

Value education in teacher training programmes the following strategies should be followed

1. Role playing
2. Simulating
3. Problem solving
4. Discussing situation, stories
5. Studying Biography of great man
6. Day to day life situation
7. Celebrating the birthdays of great national and spiritual leaders

Importance of Value Education

Man and values are inseparable. Education makes a man strong. Values make his life wholesome and perfect. But due to the explosion of population, knowledge and human desires, we find erosion in values in social, cultural, spiritual, economic, political and religious fields. In order to preserve and maintain values, value education is important.

Modern knowledge oriented education system only gives importance to knowledge oriented education rather than the development of desirable behavior. As a consequence, educated person often commit crimes and indulge in barbarous activities. The youth of today lead a reckless life. The practice of violent culture affect our individual and social life adversely. Self centered attitude of human beings reflects social disintegration. Above all the new generation are feeling disinterested towards national interest. The lack of value education is the cause of all these social injustice. If anything can bring redemption of all these social evils only value education can do this.

Role of the teacher in value education

The teacher has to play a very important role in the inculcation of value oriented education in the new generation. Teaching is not a job, it is an attitude. Teacher is a source of information, a guide, a mentor, a motivator, all at the same teaching is the only one profession which always deals with the future the role of a teacher in the challenging social scenario is becoming very challenging. Teachers' role –

1. Faith in basic human values.
2. Cultivate the basic human values in students.
3. Develop faith in democratic socialistic and secular values.
4. Help the conservation of environmental resources and preservation of the cultural heritage.
5. Encourage students.
6. Organize different co-curricular activities.

Create a loving atmosphere, trust and security in school.

Pupil Teachers To Be Trained In Value Education

The pupil teachers have to be trained to function as an agent who stimulate/ provoke, inform and sensitive the learner with reference to vale situation in life through involving the learners actively in discussion. The teacher should make them think and reflect on human action and events. The teacher should also expose students to the work of art, beauty in nature and human relationship. This action of moral worth develops their moral sensibilities. Students acquire sensitivity to values and ideals by living in and coming into contact with the teaching learning atmosphere.

Conclusion

        The environment of different educational institution depends on value system being followed. Decline in value system leads to decline in educational standards. We have to follow values that may contribute to the proper functioning of our educational institution. It is the need of the hour to make all possible learning. IT is the duty of the educators, the educational administrators and the people that they should support value based education and devote their time energy and resources to make this education a success.

References

1. Aggarwal. J.C. Theory and Principles of Education. Vikash Publishing House, New Delhi, 2002
2. Aggarwal. J.C. and S.Gupta, Great Philosophers and Thinkers of Education, Shipra Publication, New Delhi,2006.
3. Bhitia, K.K and C.L. Narang, Principles of Education,Tandon Publication,Ludhiana,2006.
4. Chakrabrti,A.K. Principles and Practice of Education, Suriya Publication, Meerat 2004

Human Relations in Educational Administration

Dr. Siddhartha Sankar Mishra
Principal, Bhagabati Devi Primary Teachers' Training Institute (D.El.Ed. & B.Ed.), Khakurda,
Paschim Medinipur, 721445,

ABSTRACT   *Human relations in an institute show / exist in varied form. The human resources comprise of student, teacher, administrative staff, management and principal. The learning programme or process is purely built on personal relationships between these resources. Even political leaders, inspectors and local bodies have their access to the educational administration. All human being responsible at their own positions and place have cordial relationships with each other. It gives an effective and efficient impact on educational process. Every organisation wants to improve its efficacy in order to survive and compete.*
Present work has made an attempt to study on inter-personal relationship and organisational effectiveness. Study revealed that cumulative effect of organisational relationship and effectiveness enhance understanding between staff and attracting, retaining, developing, motivating, communicating to contribute their best to the organisation.

Keywords: Human relations, Interpersonal relationship, Educational administration

Introduction:

Schools and colleges are to develop personal abilities of the individuals, to inculcate the accepted values and beliefs to prepare pupils for the next stage of education or for employment. In this sector give and take or teach and learn is the main maxim of administration, where at both ends human beings are involved giver as well as taker i.e. human beings. This way approach to the management of educational institutions markedly depends upon human relationship (Thamarasseri, 2016). The learner and educator though share a common platform and have common purpose, but all this process is interactive and integrative effort of every individual from every group to frame a holistic model. The need of teachers and schools are complementary. If they don't match, both suffer. Human relationship helps education to achieve effective results. An educational administration is oriented with teaching, nurturing, simulating and providing a healthy and supportive learning climate for students. The effective use of motivation plays a significant role in student teacher, teacher principal, principal community, and principal administration relation.

Interpersonal relationship is the vital components of human relationship. Interpersonal relationship is formed both the influences of social, cultural and also other factors. The background can differ from family, school, teacher, friendship, relation with associations, club, neighbourhoods and places of work. It may be regulated by law, mutual agreement between employee and employer, habit, behaviour and also by the society. Interpersonal relationship usually shows some level of interdependence. Interpersonal relationships have a tendency to influence each other, share their thoughts, feelings, and engage in joint venture. Impact of relation of one member influences other members.

The integration of people into a work situation motivates them to work together effectively, providing them social, psychological and economic satisfaction. Human relations are motivating people in organizational settings to develop teamwork which accomplishes individual as well as organizational goals effectively.

Human relations can be mostly applied to society as well as to organizations or in educational institution. It is also required for the needs of members, resolving management conflicts and improves workplace culture. Human relations create cost effectiveness, good contacts among the people and competitiveness in the working environment.

Educational institution is a formal organisation that requires essential elements of administration, which are necessary ingredients for the smooth running of schools. Some of these elements are clear statements of aims and objectives, hierarchy of authority, unity of commend, delegation of authority, division of labour and effective communication and co-ordination. It therefore requires human beings to coordinate these activities for the attainment of educational goals. This realization requires delicate approach in human resource development and effective management (Okorie, 2011).

Importance or need of interpersonal relationship at workplace:

Organization consists of a group of people with similar aims, objectives, goals and insights who cooperatively joined hands together to achieve what individuals cannot achieve in isolation under an effective coordinating mechanism. Valued interpersonal relationship can influence organizational outcomes by increasing institutional participation, establishing supportive and innovative climates, increasing organizational productivity (Berman et al., 2002; Crabtree, 2004; Ellingwood, 2004; Song and Olshfski, 2008).

> ➢ Need friendship in workplace: Teaching or non-teaching staff spends time in institution around 8 to 9 hours and it is practically impossible for him / her to work all alone. We need to talk and share our feelings, thought, strategies, critical decision with each other otherwise an individual working in isolation is more prone to stress, anxiety and monotony. They hardly enjoy their work and attend office just for the sake of it. We must have friends at the workplace who can give us honest feedback (Velmurugan, C., 2016).

> ➢ Regular interaction to improve healthy relationship: Regular interaction between staff is very much important for healthy relationship. A single man alone can't take all decisions alone. Different strategies must be discussed on an open platform where every staff has the right to express his/her opinion.

> ➢ Improve organisational culture: Healthy interpersonal relationship directly influence on organizational culture. Misunderstanding, confusions, conflicts lead to negativity at the organisation. This circumstance spoils work environment.

> ➢ Motivation of Authority: After the completion of any job we need authority to appreciate and motivate from time to time. Authority also tells us about the mistakes. Principal and management act as a mentor who plans, guide and execute any job properly. Motivation also increases interpersonal relationship.

> ➢ Feel group members as a family member: Create we-feeling within the staff is very much essential. Our organisation is a FAMILY; this massage is created by the Principal and authority to improve interpersonal relationship. It always pays to have individuals around who really care for us. We need colleagues to fall back on at the time of crisis. If you do not talk to anyone at the workplace, no one would come to your help when you actually need them (Velmurugan, 2016).

> ➢ Better time management and proper job distribution: To complete any job within a stipulated time period all staff work together. An individual working all alone is overburdened and never finishes his job within deadlines. Group or collaborative work is very important. Interpersonal relation enhances group work and vice versa. Proper job distribution according to their interest, skill, competency, specialization is very much needed.

> ➢ Develop Democratic Administration: A more democratic approach to administration in teaching, leadership strategies, decision making, etc. Staff members are enthusiastic about coming to work every day and genuinely excited to be a part of the school team and for decision making. In this campus, the principal sets a tone of encouragement and embraces the concept of employees as important individuals who are capable of influencing the school in a positive manner through their own unique skills. It is a pleasant environment. If staff members are happy, motivated and satisfied with the school environment, they in turn are highly productive and achieve successful results as a team (Thamarasseri, 2016).

> An administrator who can be democratic and fair, and who can meet the emotional needs of his staff will surely be a success. If he/she is democratic he/she will make rules in cooperation with the staff and will treat them as equals. he/she will not be judgemental in his / her relations but rather helpful by seeing the other fellow's point of view. He/she will open all channels of communication freely. He/she will try to meet the emotional needs of his men by accepting each one as he/she really is; knowing his/her problems and ambitions he/she can coordinate them with the goals of the school; he/she provides affection by showing interest in everyone's welfare; and lastly he/she provides room for achievement. He/she sets a good example for them to follow.

> ➢ Human relation administration is task-and-person oriented: Human relations in administration is an innovative practice as a means of ensuring maximum cooperation from the staff for the purposes of realizing organizational goals. It is to give an opportunity for individual development and self-actualization through better organization of human relationships. Human relations emphasizes more on the humanitarian aspects which seek to satisfy the needs of the worker, minimize his frustration, and increase the level of his job satisfaction. Human relations are task-and-person oriented. A good administration also aims at so. As a school principal, he must expect

efficient performances from his teaching and non-teaching staff but at the same time be conscious in realizing that they are human beings whose welfare and problems must be catered for. The school administrator (principal) therefore enthusiastically works hard towards making sure that the welfare of teachers and students are protected, his/her teachers are duty conscious and result oriented (Okorie, 2011).

Interpersonal relationships at work place have a positive impact on both organizational and individual variables. Research has established that friendships at workplace can improve individual employee attitudes such as job satisfaction, job commitment, engagement and perceived organizational support (Cherniss, 1991; Ellingwood, 2001; Jehn and Shah, 1997; Morrison, 2004; Riordan and Griffeth, 1995; Robinsion et al., 1993; Song and Olshfski, 2008; Zagenczyk et al., 2010). In addition, employee's negative work attitudes can be prevented when peers act as confidantes to discuss bad and unpleasant work experiences (Anderson and Martin, 1995; Morrison, 2004; Odden and Sias, 1997; Sias and Jablin, 1995; Song and Olshfski, 2008). In today's corporate world, there is a need for work to be done as quickly as possible, and for this purpose, working professionals need to have good relationship between each other. Healthy professional relations can be maintained by effective workplace communication and team work. Interpersonal relationships gradually develop with good team participation with other members. On the other hand, these relationships may deteriorate when a person leaves the group and stops being in touch.

Managing Conflict in Interpersonal Relationship at Workplace:
A state of disagreement among individuals is known as conflict. Conflicts play an important role in spoiling relationship among employees at the workplace and must be controlled at the initial stages to expect the best out of individuals. In workplace we try to manage conflicts in interpersonal relationship in different ways (Patricia, 2015).

i) For individuals, organization should always come first and all other personal interests must take a backseat.

ii) An individual ought to respect his colleagues: Treat your fellow workers as members of your extended family.

iii) Avoid lobbying at the workplace. Do not favour anyone just because you like the individual concerned or you know him personally.

iv) A sense of competition is essential among employees but make sure you adopt healthy means to prove yourself. Jealousy, backbiting, criticism, leg pulling give rise to disagreements among individuals and spoil their relationships.

v) Think before you speak. Do not hurt anyone. There are several other ways to express your displeasure at work. Do not overreact at workplace. Stay calm and composed.

vi) Be polite to everyone. A simple smile goes a long way in managing conflicts and strengthening interpersonal relationships at workplace.

vii) Do not jump to conclusions. It is always better to sort out differences politely rather than fighting and spoiling relationships. Voice your concerns in an open platform and try to reach to a conclusion mutually acceptable to all. Do not always see your own personal interests.

viii) Learn to control your emotions.

ix) Communicating effectively reduces the chances of errors and eventually manages conflicts amongst employees at the workplace.

How to improve interpersonal relationships in organizations:
Interpersonal relationship refers to a strong association among employees either working together in the same team or same organisation. Employees must get along well for a positive and healthy environment at the workplace. Human contact can be thought of as a two-pronged need; the need for attachment and the need for affiliation. These are two distinct, yet interrelated needs.

Attachment: It is the need to form special close relationships

Affiliation: It is the need to be with other people in general – a sense of belonging to a larger group.

For developing a positive and healthy interpersonal relationship the following aspects are important.

a) Managerial Role: Previous studies suggest that management involvements may be influential in promoting friendships at work. Appropriately socializing newcomers (Allen, 2006), promoting a climate of openness and fun at work, initiating social activities both inside and outside of the workplace

(Berman et al., 2002) and providing ongoing team building efforts are all strategies that encourage valued relationships at work (Patricia, 2015).

Another viable strategy for stimulating valued interpersonal relationships at work is to involve employees in the recruitment and selection process through increased use of employee recommendations (Henly, 1999; Marsden and Gorman, 2001). The adoption of both selection and recruitment strategies may help employees develop greater interpersonal relationships at work.

b) Sensitivity Training: Interpersonal friction is common among people in organization. Sensitivity training is one technique where attempt is made to resolve interpersonal friction.

- ✓ Interact with your team members on a regular basis
- ✓ Avoid Comparisons among your team members. Do not shout on any of your employees in public.
- ✓ Remember a Manager's role is not just to sit in closed cabins for the whole day
- ✓ Managers must be accessible to their team members
- ✓ Intervene immediately in case of conflicts among your subordinates
- ✓ Sit with individuals, counsel them and motivate them to discuss different academic & administrative issues.
- ✓ Ask your team members to have their lunch together
- ✓ Employees performing well must be appreciated and suitably rewarded for them to deliver results every time.
- ✓ Never be partial to anyone:

c) Employees Roles: Employee's role in ensuring an improved interpersonal relationship in workplace includes:

- ✓ It is important for employees to stay positive at workplace.
- ✓ Try to adjusting at workplace
- ✓ Never under estimate your fellow workers.
- ✓ It is unethical to spread rumours around in the workplace. Backbiting, leg pulling, criticism are the biggest reasons of displeasure among employees.
- ✓ An individual should be responsible.
- ✓ Avoid being overconfident.
- ✓ Think before you speak.

Factors affecting interpersonal relationship at workshop:

A. Employee Demographics and the Work Environment: Many theories support the suggestions that demographic characteristics impact social relationships between individuals (Sacco and Schmitt, 2005). Social categorization (Tajfel, 1981; and Turner, 1987) and social identity theories (Tajfel and Turner, 1986; Turner, 1982) present that people categorize themselves and others into in-groups and out-groups according to salient characteristics, including race and sex.

B. Personality: The five-factor model of personality (Barrick et al., 2001; Hogan, 1991; Hough and Furnham, 2003) including - openness, conscientiousness, extraversion, agreeableness, and emotional stability, provides a meaningful theoretical framework for suggesting the possibility that positive traits guide to the development of interpersonal relationships at work. Last three dispositional tendencies (extraversion, agreeableness, and emotional stability) represent core elements of interpersonal behaviour and represent interpersonal traits that have been demonstrated to be positively related to social unity (Barrick et al., 1996; Van Vianen and De Dreu, 2001). More specifically, each trait supports the development of social ties with others.

C. Organizational Culture**:** The organization's culture influences the general nature of employee relationships. Institutional cultures encourage family-like closeness within the members. The more sociable and personal the culture, the more people are likely to share non-work information and feelings.

D. Belief: Relationship do not grow and develop until individuals believe each other. Increased faith leads to the sharing of more personal information between the parties, which enhances regenerative interaction patterns and contributes to improved problem solving and productivity**.**

E. Compatibility: Two individuals in relationship must be well-matched with each other. Individuals from similar backgrounds and similar goals in life do extremely well in relationships.

F. Communication: Communication plays an essential role in all types of relationships whether it is personal or professional. In professional relationships as well, colleagues must communicate well for a better bonding.

Relationship between organizational effectiveness and human resource management:

The main aim of the human resource management is using the salaried staff in an organization effectively and salutary for the organization's benefits. Thanks to this productive work environment. For this an organization can reach its goals and continue its functions (Burma, 2014).

Acquaah (2004) states that human resource management practices enhance organizational effectiveness and performance by attracting, identifying, and retaining employees with knowledge, skills, and abilities, and getting them to behave in a manner that will support the mission and objectives of the organization. When opportunities for growth and enhancement of skills are available, people will be stimulated to give their best, leading to greater job satisfaction and organizational effectiveness. Thus, the effectiveness of Human Resource Management practices depend on how it produces the appropriate attitudes and behaviors in employees, in addition to its implementation. It is important for a firm to adopt HRM practices that make best use of its employees.

Effective areas of educational administration and role of principal:

The scope of school management focuses on the mandatory working areas of school management needed for the attainment of educational goals and objectives. It is the duty of any school administrator to acquire and manage human, financial and material resources for the effective implementation of the school programmes and for the maintenance of the school. Lipham and Hoeh (1974) as was cited in obi, 1998; mentioned that school managers are expected to play the following roles:

a) Staff management, b) school facilities and equipment management, c) keeping accounts, d) delegation of duties, e) public relations and f) personnel discipline.

➢ Staff management: According to Lipham and Hoeh (1974) as was quoted in Obi, 1998; staff recruitment, selection and duty of staff should be designed to maximize the degree of role-personality compatibility in the employment process to the improvement of staff, which includes leadership in supervisory activities that will bring about increased effectiveness in leadership and maximum personal satisfaction of every staff member. To meaningfully supervise the staff the administrator must be aware of when, why, what and how to evaluate them. This approach focuses on using supervision as an approach to monitoring educational activities in order to correct mistakes rather than inspection method, which is tilted towards positive approach for erring staff (Okorie, 2011).

➢ Students' administration: Educational institutions are built for the interest of students and rendering those services which affect the welfare of the students. Only principal alone cannot provide these services. It is a collaborative work. Akumah (2008) highlights the following: school attendance and its related problems, orientation of new students, admission, classification, assignment of students to educational programmes, evaluation and reports of pupils' progress, guidance and counselling programmes and so on. Teachers are assigned to perform some of these functions while the principal performs supervisory functions in ensuring that there is quality delivery in school programmes. School climate must be such that will allow every student to increase his feelings of satisfaction, sense of belonging, identification and achievement in the present and projected life situations. An atmosphere is conducive; the students will function better and at the end will benefit from their learning experiences. There is warmth student teacher relationships needed for betterment of the Institution. Small unit more effective than large: It is easier to administer a small school than a big one because here are fewer people to know and deal with and there is more chance of knowing the people better in a small group. However, in bigger libraries there are division chiefs and section heads who will help the principal in administration. On the choice, there, of these heads rests the success of the function of coordination and cooperation. Keen relationship will be developed with the small group.

➢ Public Relations or School Community Relations: At the various levels of our educational system, the participation of the community in school administration has been officially recognized and well-established. Principals will ensure and maintain effective interrelationship with the community and external bodies like Parent Teacher Association, Alumni Association, local bodies, associate schools, internship schools and other relevant groups. Maintaining good rapport with the community where the school is located has added advantage in form of mental support and cooperation.

The principal has varied duties and responsibilities. The progress of the school depends upon him and he owes a duty towards all the workers of the schools, the students, the teachers and the guardians. This is to say he / she has to see that the school work is carried on efficiently (Chaube and Chaube, 2005).

Recommendation:

The following recommendations are necessary for effective administrative processes in educational administration.

- ➢ That management intervention may be instrumental in promoting friendships at work, by initiating social activities both inside and outside of the workplace.
- ➢ Individual need to get along well with their fellow workers for a positive ambience in workplace and also for healthy interpersonal relationship.
- ➢ Administrators need to be properly guided through training and skill development in order for them to be able to provide leadership or direction that ensures smooth interrelatedness and interaction of all staff and students.
- ➢ They should be able to grip management approach that emphasizes flexibility without compromising job ethics.
- ➢ Staff motivation by providing a variety of rewards as way of stimulating performance needs to be emphasized.
- ➢ Administrators should be more concerned in creating a sense of involvement, closeness and cooperation in institutions.
- ➢ Administrators need to participate more often in service training to upgrade their skills in human management.
- ➢ The external supervisors need to provide more supervision support services during their exercise as this would enable institutional administrators show supportive behaviour to their staff.

Conclusion:

Interpersonal relations positively impact individual attitudes, opinions and organizational outcomes (Morrison, 2004; Allen 2006 and Okorie, 2011). Interpersonal relationship has an impact on organizational effectiveness in institution where people spend nearly one third of their lives. If they do not have smooth relationship, it affects their attitude and overall behaviour also (Velmurugan, 2016). It represents the leader (Principal) as being in the centre and the coordinator of the various functions. To a large extent, the manager can make a great difference between organizational success and failure. This also suggests that good leadership qualities can be learned or acquired by training and education (Okorie, 2011).

References:

1. Acquaah, M. (2004). Human factor theory, organizational citizenship behaviors and human resources management practices: An integration of theoretical constructs and suggestions for measuring the human factor. Review of Human Factor Studies, 10 (1), 118-151.
2. Akumah, E., (2008) Educational Administration: Managerial issues and problems. Enugu: Celex Publishing Co.
3. Allen, D.G. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? Journal of Management, 32(2), 237-256.
4. Anderson, C.M., and Martin, M.M. (1995). Why employees speak to coworkers and bosses: Motives, gender and organizational satisfaction. The Journal of Business Communication, 32, 249.
5. AXS Digital Group (May 30, 2011), A Human Relations Approach to Administration., retrieved on 11.03.2016 from http//www.examiner.com/article/a-human-relations approach-to-administration.
6. Barrick, M.R., and Mount, M,K. (1996). Effects of impression management and self-deception on the predictive validity of personality constructs. Journal of Applied Psychology, 81(3), 261-272.
7. Barrick, M.R., Mount, M.K., and Judge, T.A. (2001). Personality and performance at the beginning of the new millennium: What do we know and where do we go next? International Journal of Selection and Assessment, 9(1/2), 9-30.
8. Berman, E.M., West, J.P., Richter, J., and Maurice, N. (2002). Workplace relations: Friendship patterns and consequences. Public Administration Review, 62, 217-230.
9. Burma, Z.A. (2014). Human Resource Management and its importance for Today's Organizations, International Journal of Education and Social Science, 1 (2), 85-94.
10. Cherniss, C. (1991). Career Commitment in human service professinals. A biographical study Human Relations. 44, 419-437.
11. Chaube, S.P. and Chaube, A.,(2005) School organisation, Vikas Publishing House Pvt Ltd.
12. Crabtree, S. (2004). Getting personal in the workplace: Are negative relationship squelching productivity in your company? Gallup Management Journal. 1-4.

13. Ellingwood, S. (2001). The collective advantage, Retrieved June, 2010, from http://www.gallupjournal.com/GMJarchieve/issue3/2001915c,asp.
14. Elton, M. (1953). The Human Problems of an Industrial Civilization. New York, Macmillan.
15. Henly, J.R. (1999). Mismatch in the low-wage labour market: Job search perspective the low-wage labour market: Challenges and opportunities for economic self-sufficiency. Washington, DC: U.S. Department of Health and Human Services.
16. Hogan, R.T. (1991). Personality and Personality measurement. In M.D. Dunnette and L.M. Hough (Eds), Handbook of Industrial and Organizational Psychology (2nd Edition ed., Vol. 2, pp. 873-919). Palo Alto, CA: Consulting Psychologists Press.
17. Hough, LM., and Furnham, A. (2003). Use of personality variables in work setting. In W.C. Borman, D.R. Ilgen and R.J. Klimoski (Eds), Handbook of Psychology: Industrial and Organizational Psychology (Vol. 12, pp. 131-169). Hoboken, NJ: John Wiley. http://www.managementstudyguide.com/interpersonal-relationship.htm.
18. Jehn, K.A., and Shah, P.O. (1997). Interpersonal relationships and task performance; An examination of mediating processes in friendship and acquaintance groups. Journal of Personality and Social Psychology, 72(4), 775-790.
19. Marsden, P.V., and Gorman, E.H. (2001). Social networks, Job Changes and recuriment. In I. Berg and A.L. Kalleberg (Eds). Source book of labour markets: Evolving structures and processes (pp. 467-502). New York: Kluwer Academic/Plenum.
20. Morrison, R. (2004). Are women tending and befriending in the workplace? Gender Difference in the relationship between workplace friendships and organizational outcomes. Sex Roles, 60, 1-13.
21. Obi, E., (1998), Educational management theory and practice, Enugu: Jamoe Enterprise (Nig).
22. Odden, C.M., and Sias, P.M. (1997). Peer communication relationships, psychological climate, and gender. Communication Quarterly, 45, 153-166.
23. Okorie, U.A., (2011), Human relations approach to junior secondary school administration in Ebonyi state: The role of the Principal, Multidisciplinary Journal of Research Development, 17 (4), 1-8.
24. Patricia, O., (2015), Improving Interpersonal Relationship in Workplaces. IOSR Journal of Research & Method in Education (IOSR-JRME), 5 (6), 115-125.
25. Robinsion, S.E., Roth, S.L., and Brown, L.L. (1993). Morale and job satisfaction among nurses: what an hospitals do? Journal of Applied Social Psychology, 23, 244-251.
26. Riordan, C.M., and Griffeth, R.W. (1995). The opportunity for friendship in the workplace: An underexplored construct. Journal of Business and Psychology. 10, 141-154.
27. Sacco, J.M., and Schmitt (2005). A dynamic multilevel model of demographic diversity and misfit effects. Journal of Applies Psychology, 90(2), 203-231.
28. Sias, P.M., and Jablin, F.M. (1995). Differential superior/subordinate relations, perceptions of fairness, and coworker communication. Human Communication Research, 22, 5-38.
29. Song, S., Olshfski (2008). Friends at work: A comparative study of work attitudes in Seoul City Government and New Jersey State Government. Administration and Society, 40(2), 147-169.
30. Tajfel, H., and Turner, J.C. (1986). The social identity theory of intergroup behaviour. In. S. Worchel and W.G. Austin (eds), Psychology of Intergroup Relations: 7-24. Chicago: Nelson-Hall.
31. Thamarasseri, I., (2016), The implications of human relationship approach to educational administration, International Journal of Education & Applied Sciences Research, 3 (6), 1-11.
32. Turner, J.C. (1982). Toward a cognitive redefinition of the social group. In Henri Tajfel (ed). Social Identity and Intergroup Relations: 15-40. Cambridge: Cambridge University.
33. Turner, J.C. (1987). Rediscovering the Social Group: A Self-categorization Theory. Oxford Blackwell.
34. Van Vianen, A.E.M. and De Dreu, C.K.W. (2001). Personality in teams: Its relationship to social cohesion task cohesion, and team performance. European Journal of Work and Organizational Psychology, 10(2), 97-120.
35. Velmurugan, C., (2016), Interpersonal relationship and organizational effectiveness, International Journal of Business Management and Leadership, 7 (1), 1-5.
36. Zagenczyk, T.J., Scott K.D., Gibney, R., Murrel, A.J., Thatcher, J.B. (2010). Social influence and perceived organizational support: A social networks analysis. Organizational Behaviour and Human Decision, 111(2), 127-138.

SOCIO- ECONOMIC AND EDUCATIONAL BACKGROUND OF SAGAR ISLAND

Pradip Kumar Das & Prof. Abhijit Kumar Pal

PTT,Sagar Mahavidyalaya and Reaserch scholar Dept. Of Education, WBSU.

Head of the Dept. WBSU

ABSTRACT *Sagar Island is the southern part of West Bengal and it is isolated from the mainland i.e. West Bengal. It is a holy place to the pilgrimages .In Pous sankranti(last day of Pous month),commonly known as Makar sankranti, a large number of pilgrimages from Bihar,U.P,Uttarakhand,Rajasthan,M.P,Chattish Garh,Jharkhand,Gujrat etc. used to come Gangasagar for holy dip. The communication of Gangasagar was risky for a long time .Actually Gangasagar or Sagar was neglected and deprived from the main land as well as from the administration. The inhabitants of Sagar Island provided shelter and food for the pilgrimages and for the tourists. But they remained dark i.e expected development was not found .Recently the scenario has become changed. In communication, economy, society, agriculture and in education, paradigm shift are found. In this article, a small Endeavour is taken to high light the socio economic and educational background and development of Sagar Island.*

Keywords: Pilgrimage,Holy dip,Paradigm shift, Endeavour.

Introduction:

Sagar island is an island in the Ganges delta, lying on the continental shelf of Bay of Bengal about 100 km (54 nautical miles) south of Kolkata.This island forms the Sagar CD Block in Kakdwip subdivision of South 24 Parganas District in the Indian State West Bengal. The island is large — with an area of 224.3 km^2, lying between 21°36' to 21°56' north latitude and 88°2' to 88° 11' east latitude. It has 43 villages and a population of over 160,000. The largest village is also named "Ganga Sagar" or "Gangasagar". Although Sagar island is a part of Sunderban Administration, it does not have any tiger habitation or mangrove forests or small river tributaries as is characteristic of the overall sunderban delta.

This island, also known as **Gangasagar** or **Sagardwip**, is a place of Hindu pilgrimage. Every year on the day of Makar Sankranti (14th January), hundreds of thousands of Hindus used to gather to take a holy dip at the confluence of river Ganges and Bay of Bengal and offer prayers (*puja*) in the Kapil Muni Temple. Kolkata Port Trust has a pilot station and a light house.

Objectives of the study:

The objectives of the study are as follows-

1. To get an idea about the mythology of Sagar Island
2. To acquire the knowledge about the geographical location of Sagar Island
3. To know the land resources of Sagar Island
4. To know the aquatic resources 0f Sagar Island
5. To know the agricultural resources of Sagar Island
6. To understand the socio-economic condition of Sagar Island
7. To understand the educational condition of Sagar Island

Mythology of Sagar Island:

There are some colloquial mythologies of Sagar Island, of which the most popular one is given below -

A holy man, Kardam Muni, made a pact with Vishnu that he would undergo the rigours of marital life, on the condition that Vishnu would incarnate as his son. In due time Kapil Muni was born as an incarnation of Vishnu and became a great saint. Kapil Muni's ashram was located on the island. One day King Sagar's sacrificial horse disappeared; it had been stolen by Indra.

The king sent his 60,000 sons to find it, and they found it next to Kapil Muni's ashram, where Indra had hidden it. Mistaking Kapil Muni for the thief, the sons accused Kapil Muni, who in his wrath at the false accusation burned the sons to ash and sent their souls to Hell. Later having compassion for the King Sagar's sons, Kapil Muni acceded to the prayers of King Sagar's descendants, agreeing to the restoration of the sons, if Parvati in the form of the river goddess Ganga would descend to Earth to perform the Last Ritual (Hindus also called as"Tarpan") of mixing the ashes with holy water (niravapanjali).

Through deep meditation, King Bhagiratha induced Shiva to order Ganga down from heaven and the 60,000 sons were freed (moksha) and ascended to Heaven, but the river Ganges stayed on the Earth.[1][3]

The date of the descent of Ganga was the date, as is at present the 15th Day of January of the Gregorian Calendar which coincides with that of Makar Sankranti (when Surya enters Makar Constellation, i.e. "Uttarayan" of Hindu Panchangam)

Sagar Island and its importance to the Pilgrimage:

The Gangasagar fair and pilgrimage is held annually on Sagar Island's southern tip, where the Ganges enters the Bay of Bengal.This confluence is also called Gangasagar or Gangasagara. Near the confluence is the Kapil Muni Temple. The Gangasagar pilgrimage and fair is the second largest congregation of mankind after the triennial ritual bathing of Kumbha Mela.

Every year lakhs of pilgrims took the holy dip where the Hooghly meets the Bay of Bengal on the occasion of Makar Sankranti. Almost five-hundred thousand pilgrims thronged Sagar Island in 2008. For the rest of the year about 500,000 people come to the island. According to reports on 14 January 2018, 18-20 lakh people had visited Ganga Sagar in 2018, against 15 lakh in 2017.

Natural Resources and Socio-Economic Status of Sagar Island:

A resource is a source or supply from which a benefit is produced. Resources can be broadly classified upon their availability they are renewable and non-renewable resources. They can also be classified as actual and potential on the basis of level of development and use, on the basis of origin they can be classified as biotic and abiotic, and on the basis of their distribution, as ubiquitous and localized (private resources, community owned resources, natural resources, international resources). An item becomes a resource with time and developing technology. Typically resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Benefits of resource utilization may include increased wealth, proper functioning of a system, or enhanced well-being. From a human perspective a natural resource is anything obtained from the environment to satisfy human needs and wants. From a broader biological or ecological perspective a resource satisfies the needs of a living organism (see biological resource).

The concept of resources has been applied in diverse realms, with respect to economics, biology and ecology, computer science, management, and human resources, and is linked to the concepts of competition, sustainability, conservation, and stewardship. In application within human society, commercial or non-commercial factors require resource allocation through resource management.

Resources have three main characteristics: utility, limited availability, and potential for depletion or consumption. Resources have been variously categorized as biotic versus abiotic, renewable versus non-renewable, and potential versus actual, with more elaborate classification.

Sagar Island such an area which despite its tremendous economic potentiality is lagging behind in comparison with many other areas which are in geo-economic, geo-environmental and geo-hydrological in same region . This study is emphasize on finding out the utilization of natural resource and their impact on present people as well as upcoming people and the reason behind the backwardness , identifying the areas of potentials and highlighting the prospect there in.

Description of the studied area:

Sagar Island lies on the continental shelf of Bay of Bengal having the island area of about 251.59 sq km with 43 villages and with population of over 180408 with population density of 717/ sq km(2001). The study area extended from $21°37'$ N to $21°52'$ N and $88°02'$ E to $88°11'$ E . The Island has scattered Mangrove swamp, waterways and small rivers. Low laying rice production system is pre dominated. Tidal ingression, inundation of cropped land, cyclonic storm often hamper the kharif-rabi production system of Sagar Island, Severe meteorological drought and extreme rainfall event frequently disrupt the crop production. In the last 30 years population increased rapidly in this study area. Majority of them infiltrate from neigh boring districts. In 1991 census the total population density were 149222 and $593/km^2$, which increase to 180408 and $717/km^2$ respectively in 2001. In the 2001 census total population was 203074. Total area of the island is 251.59 km^2 of which 116.83 km^2 is not available for cultivation. 134.76 km^2 has been considered as agricultural land of which 114.47 km^2 areas is un-irrigated. Only 13.31 % land is benefited by irrigation.

Land Resources of Sagar Island:

Soil samping at one kilometre grid interval has been done for study area. Here 296 soil samples have been collected. The analyses of micro and macro nutrients of this area have been completed . in this area physio-chemical property of soil has been analysed. The range of soil PH belongs to 6.3 to 8.2 in normal temperature (22℃). EC varies from 0.34 to 1.75 (dsm^{-1}).therefore org.c (%) varies from 3 to 12.2.

However soil fertility is also discussed here to understand the productivity of soil. In entire region range of clay belongs to 32.1 - 48.3. N varies from 156 to 292 (kg ha^{-1}). P2O5 varies from 22 to 79. K2o goes through 442 to 936. Available potassium (kg ha^{-1}) range is 8.5 to 32.2. Available sulphur (mg kg^{-1}) varies from 5.5 to 37.2. Available zinc (mg kg $^{-1}$) range is 2.5 to 10.2. Basically physiochemical properties and fertility of soil are totally controlled the productivity of soil. Paddy is the principle crop of this entire area. Battle is cultivated for the economic supports of the inhabitants. Other vegetable crops are also cultivated to fulfil the local demand. In winter season Green chill and Watermelon were the main commercial crops in few years ago. But now they are totally ignored for poor production. The study area is considered as a coastal zone. So the soil of that area is clayey in nature , enclosed with saline type sandy-clay soil that spread mostly in the inward side of the boundary walls. This belt of soil remains uncultivated throughout the year.

Aquatic Resources of Sagar Island :

Irrigation system is very poor in this study area. Most of the canals and creecks are full of brackish or saline water. This type of water has no utility for irrigation. Ponds and internal canal are only variable source of irrigation inthis island, which cover 7.51 % and 14.25 % of total cultivable upland and midland respectively . studies of quality of irrigation water indicate that saline irrigation water is the major problem in this study area. Lowest EC value (0.43 - 0.91 dsm^{-1}) is obtained for pond water followed by internal canal water (EC 12.24 to 19.36 dsm^{-1}) and river water (EC 16.09 to 21.96 dsm^{-1}) . the higher EC value of river water might be due to its close connection with the sea. Low EC value of pond water (≤0.92 dsm^{-1}) indicates that it would not lead to soil salinization if used for irrigation purpose. Shallow pump system is totally absent in this area. P.H.E. pump station are also situated for domestic purpose . But they do not supply adequate water . As a result especially summer agriculture system is hampered due to proper irrigation system. No ground water irrigation scheme yet been implement for Rabi crop production.

The fresh drinking water is totally depends on ground water. The dipper aquifers are located in between 180 to 330 meters below ground level (Das. 91) and the fresh water tapped by means of small diameter tube well fitted with hand pump. Dug well produced saline water. Deep tube well set up is very costly. The existing numbers of tube wells are insufficient for the inhabitants. The scarcity between water demand and availability is one of the prime problems of the study area.

Agricultural Resources of Sagar Island :

Agriculture is one of the most human activities. It is still one of the main resource of income. The traditional Agricultural system has been found in this study area. Most of the people (more than 70%) are Corley depend on agriculture. Maximum area is considered as monocarp. Rice- rice crop sequence is principally followed in the area with vegetable and oilseeds in some pockets of upland and medium land . Marginal farmers owned the major share of total cropped area in comparison to small farmers. For both the categories maximum yield as obtained from upland(2.90-10.65 ton ha) while the minimum yield was recorded from lowland (1.82-2.14 ton ha). Cropping intensity was maximum in midland areas are considered as double crop in some pockets of this study areas. Upland and midland areas are considered as double crop in some pockets of this study area . Lowland areas are mostly monocrop except few patches remained fallow during the rabi season. Aman is cultivated in monsoon season. The total area is 12803 hectors covering for Aman cultivation. Total production is 24.302 thousand metric ton and yield is 3429.07 kg/hectors (District Statistical Handbook, 2008). Boro is mainly cultivated in post monsoon season. 73 hectors is covering for Boro cultivation. Total production is 0.250 thousand metric ton and yield is 3429.07kg/hectors (source-census of India 2001). The production of aman paddy is very low and fails to offer decent returns to the farmer 1.5 to 2 tones per hectare against a national average of 3.28 tones per hectare. The income is to the tune of 6000 per acre against an investment of Rs. 4000 per acre in monsoon season. There are three dominant reasons why agriculture will remain subsistence in this study area. Firstly the land holdings are small. There is also land loss to deal deal with. Finally there is a limited potential to develop irrigation facilities, which means multi-cropping cannot be practiced extensively. The growing population has been exerting tremendous pressure as well between 2002 to 2011, the land available for Aman agriculture had sunk from 14700 to 14170 hectares with the rise in population settlements have also increased from 28398 to 42382 (Census of India 2001 and 2011). Therefore total population are also increasing in rapid w3ay. In 2001 total population was 180408. It converted to 206801 in 2011. The average land holding is 0.82 hectare per family and about 0.084 hectare per capita. The national average of operational land holding is 1.33 hec per capita. Apart from all this there are governance deficits and institutional shortcoming that do not allow farmers of our study area to get a better price for whatever little they produce. Development of rural infrastructure with proper marketing an d storage facilities are the

necessary pre-requisite for successful rural agro based industries. Ease of transportation is an integral part of proper infrastructure. In the entire study area this infrastructure is minimal.

This lack sometimes lead to huge losses fr the cultivation. Sagar is famous for the production of watermelon. With no proper storage, transport, credit and marketing facilities their producers do not get any opportunity to sell these non-food grain crops in distant places at competitive prices. There is no cold storage in entire area .

Naturally agriculture is no longer a prefer livelihood option for the younger generation. The asset created by the father has little value for the son, who has to start his struggle all over again. For this he either has to migrate or get trained in skill that will help him earn a livelihood. They have little freedom to choose from available career option.

During hot summer season the average temperature is 35°C and 65 % to 70 % average humidity is the major problem for summer cultivation. In this study area agricultural system is totally depend on monsoon rainfall. To analyze variability of monsoon 30 years rainfall data have been collected. Pre-monsoon and monsoon rainfall graph have been drawn to show actual variability of rainfall. Rainfall is primarily controller of production of aman paddy.

Socio-economic conditions of Sagar Island :

In the last 30 years population increased rapidly in this study area. Maximum no. of peoples are infiltrate from neighboing districts. In 1991 census the total population and the population density were 149222 and 593/Km^2 , which increase to 180408 and 717/m^2 respectively in 2001. In 2011 total population and populatio0n density are 206801 and 821.98/km^2. The total area of the island is 251.59 km^2 of which 116.83 km^2 is not available for cultivation. 134-76 km^2 has been considered as agriculture land of which 1147.47 km^2 areas is un-irrigated. Only 13.31 % land is benefited by the irrigation. Thus a huge amount of lands are still un-irrigated. For a long time this area demands immediate implementation of suitable irrigation system to fulfil the target production of crop.

Only 38 % of the area covering a population of 40 % of Sagar Island are developed indicating that more than 60% of the area and population are backward area maximum no. of inhabitants belongs below poverty line. As a result multi-dimensional poverty is the major problem in this area. The poor suffer deprivation in multiple ways. Low level of income, illiteracy , relatively high level of mortality, poor infrastructure, lack of voice and poor access to resources such as credit, land, water and forests. The H.D.I. index of this study area is 0.55.

Poor health facilities have been found in this study area. Only one rural hospital is situated in this Island. Therefore 3 primary health centres and 1 Nursing home is available here. Only 87 beds are present for the patient. A huge number of patients do not get proper treatment. As a result mortality rate is also greater than other island. Therefore poor people do not take sufficient nutrient. Immunity power is very poor. So they do not resist severe disease. A great number of peoples are suffering from various chronic diseases.

Transport system is still poor in the study area. Only a terminating bus route (30km North-South direction) is considered as the lifeline of the island. Recently few metalled roads also developed under Rajiv Gandhi Sadak Yojona . 8 ferry service also available in this area. Un-metalled road is the main communication network for the villagers . There is no railway line in this area. Government of West Bengal is planning t connect Sagar Island with the main land with a 3.3 km bridge costing around R.S- 6000 million. West Bengal Government is also planning to build a deep sea port in the south western coast of the island.

Educational condition of Sagar Island:

The people live here so far have mostly come from Midnapure a district of west Bengal . Though they are basically agrigarian. They have enough interest in education. Following their demand the Government along with its local wings has already established .So many educational institutions from the primary to higher level. So the children of the families of this island need not go outside for studies. They can take their education from schools and college situated in different parts of this island. Now the scenario of education among the islanders has been widely changed in comparison to the other parts of the country.

Some relevant data of Sagar Island are given below-

- CASTE WISE POPULATION

SL NO	PLACE	TOTAL POPULATION -			
1			SC	ST	LITERACY RATE
	GANGASAGAR TOTAL POPULATION – 2,12,037	F	27,180	402	67.69 %
		M	29,81	452	79.52 %
		TOTAL	56261	854	84.2 %

Sl. No.	Place	EDUCATIONAL INSTITUTE						
1	GANGASAGAR	PRIMARY	UPPER PRIMARY	HIGHER SECONDARY	DEGREE COLLEGE	TRAINING COLLEGE	IT COLLEGE	UNIVERSITY
		126	13	19	1	3	1	-

Sl. No.	Place	HEALTH CENTRE		
1	GANGASAGAR	HEALTH CENTRE	HOSPITAL	NURSING HOME
		42	2	1

Sl. No.	Place	OTHERS						
1	GANGASAGAR	POLICE STATION	POST OFFICE	BANK			LIC	BURNING GHAT
				NATIONAL	PRIVATE	CO-OPERATIVE		
		2	4	1	3	1	-	-

- RELIGION- WISE POPULATION – SAGAR BLOCK

Sl NO.	RELIGION	MALE	FEMALE	TOTAL
1	HINDU	96,431	89,915	186,346
2	MUSLIM	12,600	12,279	24,879
3	CHRISTIAN	64	53	117
4	SIKH	20	10	30
5	BUDDHIST	12	7	19
6	JAIN	7	9	16
7	OTHER	2	1	3

Conclusion:

Different researchers have been assessed the Natural Resources of Sagar Island. With all these previous studies carried out in the area natural resource potential questions still persist with the needed for the better description of different natural resources for the inhabitants of Sagar Island . As the inhabitants solely depend upon the available natural resources for their life subsistence the utilization and consumption for the analysis and assessment. Therefore this study arise the core question – How natural resource can be property utilized for the development of Socio-economic condition of Sagar Island ?

REFERENCES:

1. Sen, A. (1983). Development: Which Way Now? Economic Journal, Vol. 93 Issue 372. pp. 745–762.
2. Koul, L.(2009)"Methodology of educational research" Vikash publishing .
3. Maity, J.(2013) "Sagardwipke jano, purnnatritha Gangasagar, Sagardwiper Palli Gram, Gangasagar a great holy place" Maa Basanti Book Stall,Sagar,West Bengal
4. Online: http://www.sussex.ac.uk/usie/muster/index.html
5. Online: http://en.wikipedia.org/wiki/Social_development
6. http://www.businessdictionary.com/definition/population.html#ixzz3sflNjanP
7. http://www.investopedia.com/terms/s/sample.asp#ixzz3sfmIZsG6
8. http://www.businessdictionary.com/definition/questionnaire.html#ixzz3tFXz6FhU

Professional Ethics and Teacher Education

MANAS KUMAR GIRI
(M. Ed, Student)
YOGODA SATSANG PALPARA MAHAVIDYALAYA
Email: manaskumargiri369@gmail.com

ABSTRACT   *The code of professional ethic may be defined as a set of self imposed professional ideals and principles necessary for the attainment of self satisfaction and professional excellence. Professional ethics refers to the principles, guidelines or norms of morality which a teacher has to follow in teaching profession while dealing with students, parents, community and higher authorities. Every profession has different work culture and work climate and accordingly the professional ethics are decided. Professional ethics are decided by the society and it is also the contribution of great exponents of the same profession. It is mainly to provide a guideline and also to judge any professional individual. The definition and parameter of professional ethics varies from society to society and from time to time, it is dynamic in nature. Training of teachers is an important component of teacher education. Teacher education covers in its amity the whole gamut of activities involved in the accomplishment of the teaching profession. Teacher education denotes a real and holistic perception of teacher for that task they are required to perform and to continuously upgrade their professional skills. Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, in order to befit the teachers to their roles, a sound professional training is needed. Induction training and continuous education thereafter equips the teachers with adequate knowledge and skills to perform their professional functions. Hence, the training of the teachers assumes special importance. Professional training of a teacher implies his mastery in knowledge of the subject, in pedagogy and teaching techniques.*

KEY WORDS: Professional Ethics, Teaching Profession, Induction, Pedagogical Techniques, Teacher Education.

Introduction:

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for ever-advancing technology. However, this definition does little to exemplify precisely how a professional teacher carries himself or herself. Due to the growing autonomy being given to educators, professionalism remains one of the most influential attributes of education today. Teacher professionalism contains three essential characteristics, competence, performance and conduct, which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities. To begin, the characteristic of competence is fundamental in an educator's pursuit of excellence. A discussion on competence focuses on three important ideas these are preparation, knowledge of subject area, and defined pedagogy. The first, preparation, prepares the professional for the adversity of the classroom. From language and cultural barriers to socio-economic differences, all educators face deterrents in the classroom that must be broken down by individualized techniques. Decision making by well-trained professionals allows individual clients needs to be met more precisely and promotes continual refinement and improvement in overall practice. Thus, by bridging these barriers, the educator will be better prepared for classroom management and create an effective learning environment.

Along with preparation, a professional educator with a strong knowledge of his / her subject area has the opportunity to concern themselves with preparing innovative techniques to teach material rather than spending significant amounts of time studying the material. With the advantage of knowing one's curriculum material well, the educator has more confidence in their teachings, having already placed significant though on the material being taught. Thus, a professional is able to do well on how to relate subject matter to the students and their cultures in an original method.

The manner in which an educator carries himself or herself is a reflection on one's classroom, school, community, and educational system. Conduct is a representation of how well one takes care of himself or

herself, from aesthetics to language and behavior. However, these are minor qualities of conduct. Conduct also includes one's ability to initiative and maintains quality communication with all the parties involved in education students, fellow teachers, school board, administration, and parents. It is through energetic communication by a professional that initiates understanding, whether it is a student grasping their potential or the professional voicing their displeasure on a newly implemented regulation. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

Needs of Professional Ethics In Teacher Education

1. For self correction.
2. For self satisfaction.
3. To guide the conduct and behavior.
4. To shape the personality.
5. To set up Ideals for Students.
6. Improvement of Human Relation.
7. Development of Society.
8. The Professional Excellence.
9. To improve the Professional Environment.
10. To follow norms and principles of the profession.

Professional Obligations in Teacher Education:-

Obligation is a responsibility which an individual imposes on himself. It is ethical and in the line of duty. A professional when follows rules and regulation and correctly interprets it for the progress of humanity. It creates a sense of brotherhood which makes others respect that individual and his profession. All this is done selflessly without any pressure.

Teachers have so many obligations in their own professional field, these are:-

I. Obligation towards Students:-

Students and teachers are integral part of educational process. Teacher teaches whereas student learns. Unless there is dedication on the part of teacher and sincerity on the part of students the whole educational process cannot be effective. It is expected that teacher of today will go beyond limit for the betterment of child. Some of the obligations towards students are as follows

1. Sincerity in Teaching.
2. Motivating the Students.
3. Providing Emotional Stability.
4. Psychological Handling of Students Impulses.
5. Conscious Workers.
6. Help the Students in taking decisions.
7. Development of Leadership Qualities.

II. Obligation towards Parents:-

Parents send their children to school with a hope that their children will do better, learn every required language and ability along with the subjects. It is the teacher who helps the child in achieving the desired goals of society as well as of parents. Hence, it becomes obligatory on the part of the teacher to remain in touch with the parents for the well being and educational growth of the child. Some of the obligations towards parents are as follows:

1. Providing Regular Information about Child's Performance.
2. Guiding Parents in Deciding the Child's Future.
3. Informing about the Attitude and Aptitude of Child.
4. Help Parents in Providing Helpful Home Environment.
5. Counseling of Parents.
6. Giving Proper Direction to Hobbies and Interest.
7. Establishment of good relationship between School and Parents.

III. Obligation towards Society:

School is the outcome of the need of the society. It aims at helping the younger generation in improving. The school is also said to be the society in miniature. It is the teacher who as a craftsman craves the future of society and nation.

Following are the obligations of teacher towards the society:

1. Providing good citizens.
2. Making a student responsible towards rights and duties.
3. To follow social norms.
4. Setting up of Ethical Standards.
5. Development of Religious tolerance.
6. Integration of National Feeling.
7. Balancing the community relationship.
8. Living in Harmony with nature.

IV. Obligation towards the Profession:

Teacher profession is considered as one of the noblest professions. It is expected from a teacher to act, behave and display excellent behavior in the society so that the society gets new dimensions and meaning in life. Since society considers teaching a very noble profession therefore obligation on the part of the teacher also increases to a great extent.

1. Safe-guarding and Enhancing the Professional Mechanism.
2. Respecting the Profession.
3. To be open to professional growth.
4. Contributing towards the growth of Profession.
5. Maintaining congenial atmosphere at work place.
6. Inspiring people to join the profession.
7. Active Participation.
8. Maintaining Secrecy.

V. Obligation towards the Higher Authorities:-

"Higher Authorities" is the section or the group of people who have been entrusted with the task of formulating and managing the rules, regulations and policies for the development of the institution. In a way if they are legislature than the teachers are the executives who enforce or execute the programmers formulated by the higher Authorities. For effective functions and development of any institutions, it is important that a teacher coordinates his actions with the Higher Authorities as per the changing need and situation.

1. Abiding by the rules and regulation.
2. Acting as a link between higher authorities and students.
3. Providing strategic information.
4. To effectively implement the policies and programmed.
5. Being respectful to higher authorities.

Objective of Professional Ethics in Teacher Education

Professional Ethics National Curriculum Framework for Teacher Education (NCFTE) (2009) of India states "teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterized by a sufficiently long period of academic training, an organized body of knowledge on which the undertaking is based an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity. These dimensions acquire critical importance in view of several factors. There is, first of all, the traditional idealism, the esteem and importance attached to the role of the school teachers and very high societal expectations from them. Teachers are concerned, in an important way, with the total development of human beings – physical, intellectual, emotional, social, moral and spiritual. While the dimensions of teaching other than the informational and cognitive may have suffered neglect in modern times due to a variety of factors, one cannot deny that they constitute an integral part of the teachers' role and functions. The implication of this is to give due emphasis to developing reflective teachers with Positive Attitudes, values and perspective, along with skills for the every kind of teaching.

Conclusion

Teaching creates all other professions. Teacher is said to be a candle that burns itself to light up the life of others, they should develop appropriate ethics among themselves so that the same values can be developed among students. Teacher is not only guides and guardians in schools but also second parents. We also want to revitalize the image of and respect for teaching as a vacation by increasing public awareness on the value of teachers in society and in national development and to use occasion to call on everyone to contribute in making teaching as an attractive profession and in giving teachers the needed support and assistance.

References:

1. Pandey, S.(n.d). Professionalization of teacher education in India: a critique of Teacher education curriculum reforms and its effectiveness. Retrieve from www.icsei.net/icsei2011/full%20paper/0007.pdf
2. National curriculum framework for teacher education (2009). retrieved from: htpp://www.ncte-india.org/publication/NCFTE_2010.pdf
3. www.google.com

A Correlation Study of Students' Theoretical and Practical Examination Score in Two Year B.Ed. Course

Sujit Samanta
Assistant Professor,
Vidyasagar Teachers' Training College,
Medinipore, Paschim Medinipur, West Bengal, India

ABSTRACT   *The examination of Two Year B.Ed. course consists of four semesters and each semester consists of two aspects; the theory aspect and practical aspect. These two aspects are expected to complement each other. This study aimed at finding the correlation between students' theoretical and practical examination score in two year B.Ed. courses for two session [(2015-17) & (2016-18)] in Vidyasagar Teachers' Training College under Vidyasagar University. A total of 50 students that have taken the two courses were used in this research. Using the Pearson Product Moment Correlation Co-efficient, the co-efficient of correlation obtained are 0.440, 0.677, 0.444, 0.573, 0.453, 0.726, 0.546 and 0.514. These results showed that there is a statistically significant and strong positive relationship between students' theoretical and practical scores as a result of which null hypotheses were rejected.*

Keywords: Two Year B.Ed., Theory, Practical, Correlation

INTRODUCTION: Practical knowledge is knowledge that is acquired by day-to-day hands-on experiences. In other words, practical knowledge is gained through doing things; it is very much based on real-life endeavors and tasks. On the other hand, theoretical knowledge teaches the reasoning, techniques and theory of knowledge. While practical knowledge is gained by doing things, theoretical knowledge is gained, for example, by reading a manual. Practical knowledge and theoretical knowledge are two completely distinct approaches to knowledge. While theoretical knowledge may guarantee that you understand the fundamental concepts and have know-how about how something works and its mechanism, it will only get you so far, as, without practice, one is not able to perform the activity as well as he could. Practical knowledge guarantees that you are able to actually do something instead of simply knowing how to do it.

So in my research, I have tried to measure the correlation between students' theoretical and practical examination score in two year B.Ed. courses for two session [(2015-17) & (2016-18)] of Vidyasagar Teachers' Training College under Vidyasagar University.

LITERATURE REVIEW:

There have not been many papers that have tried to analyze the correlation between student's theoretical and practical scores in the same course. The results appear to be mixed as far as the level of correlation is concerned.

Omole and Ajayi (1999) studied the correlation between the theoretical and practical scores of students in some basic science courses at Kwara State College of Education, Nigeria. A sample of 110 students was used in their research. The correlations obtained were 0.41, 0.56, and 0.66 for Chemistry, Physics and Biology respectively, as a result of which their null hypotheses were rejected. Their results showed that there was a statistically significant relationship between students' theoretical and practical scores.

Mohammad, (2011) studied to find the relationship between students' achievement in theoretical and practical aspects of chemistry MOCK WASC examination 2007-2009 session within Potiskum educational zone of Yobe State Nigeria. A total of 1200 SS3 students drawn from twelve secondary schools was used in their research. Their results showed that students performed better in the theoretical aspect than in the practical aspect of the MOCK examination but revealed that there was no significant correlation between students' achievement in the theoretical and the practical aspects of the examination.

Uwaifo, (2012) studied the relationship between students' theoretical and practical performance in Technology based subjects for a total of 75 students of Ambrose Alli University, Ekpoma, Nigeria. Correlation values of 0.61, 0.54 and 0.44 were obtained in the subjects Technical Drawing, Metal-Work Technology and Wood-Work Technology respectively. Their results showed that there was a statistically significant relationship between students' theoretical and practical performance.

Nawaz et al., (2013) studied the relationship between Post-Graduate Science students' achievements in theoretical and practical examinations. Their study analyzed the exams of students enrolled in a two year master's program in the Department of Basic Sciences (Botany, Chemistry, Zoology and Physics) at the University of Punjab, Pakistan. A sample of 1114 students was used. Their results showed that there is a weak correlation (<0.5) between the theoretical and practical scores of the students in all subjects except Zoology (>0.5).

Jaishree et al., (2014) also inspected the correlation between 40 students that have enrolled in the Bachelor of Dental Sciences (BDS) program in the year 2009 at the University of Maharashtra, Nagpur. The theoretical scores of these students in final year university examinations in the subject of Prosthodontics and Conservative Dentistry were compared with their scores in practical examinations of the same subject. Correlation coefficients of 0.177 and 0.250 were obtained. Their results showed that there was no correlation between students' theoretical and practical scores in the two courses.

With these diverse results, there is clearly no definitive answer as to whether or not there is a strong correlation between the theoretical and practical examinations scores of courses and subjects taken in secondary and tertiary educational institutions. Neither are there reasons to explain this large diversity ranging from strong correlation to no correlation at all. As new information and communications technologies (ICTs) offer ever newer and easier methods of evaluating and testing the performance of students, especially on the practical side, and as the theoretical and practical skills required for different professions keeps on changing, it is necessary to investigate further into the relationship between theoretical and practical examination scores.

METHODOLOGY:

This research is aimed at studying the correlation between the theoretical and practical examinations score in two year B.Ed. courses for two session [(2015-17) & (2016-18)] students' of Vidyasagar Teachers' Training College under Vidyasagar University. The data used is from the examination result obtained for students' of Vidyasagar Teachers' Training College under Vidyasagar University two year B.Ed. courses. The data from two sessions of students with four semesters each was analyzed using SPSS version 20.0 statistical tools. SPSS is a full-featured data analysis package that is specifically designed to handle large and complex data. It is now the most widely used package in both academic and business purpose (Arkkelin, 2014).

Pearson Product-Moment Correlation Coefficient (r) analysis was used to find the relationship between their theoretical and practical examination scores. Correlation is a statistical method that is simple to calculate and interpret which is used to determine a possible linear association between two continuous variables (Mukaka, 2012). Pearson correlation is the most widely used correlation statistic to measure the degree of relationship between linearly related variables and whether and how strongly pairs of variables are related (Web Centre, n.d.). The Pearson correlation coefficient is a single value that measures the strength of the linear relationship between two variables (PennState Eberly College of Science, n.d.). A positive relationship signifies that the two variables increase at the same time while a negative relationship signifies that when one increases the other decreases. Most of the variables show some kind of relationship; however correlation can measure in one figure the degree of the relationship. Pearson correlation is ideal in our research as we want to measure the linear relationship between theoretical and practical examination scores. The main focus is to find out how much the score of a student in a theory exam is related to his/her practical results.

In determining the relationships, the calculated correlation coefficients (r) are tested for significance using $p < 0.05$ level of significance. The p value is taken from similar projects (Ajayi & Omole, 1999), (Mohammad, 2011) and (Ebuoh, 2014). It determines whether or not the null hypotheses would be accepted or rejected. The correlation coefficient (r) was assigned qualitative interpretation based on Table 1 below:

Table 1: Correlation coefficient interpretation

Correlation coefficient	Interpretation
.00 - .19	Very weak
.20 -.39	Weak
.40 -.59	Moderate
.60 -.79	Strong
.80 -1.0	Very Strong

Adapted from Beaumont (2012) and Hauke and Kossowski (2011)

The following research questions were used in this study:

RQ1: What is the correlation between students' theoretical and practical examination scores in B.Ed. 1st semester examination for session (2015-17)?

RQ2: What is the correlation between students' theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2015-17)?

RQ3: What is the correlation between students' theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2015-17)?

RQ4: What is the correlation between students' theoretical and practical examination scores in B.Ed. 4th semester examination for session (2015-17)?

RQ5: What is the correlation between students' theoretical and practical examination scores in B.Ed. 1st semester examination for session (2016-18)?

RQ6: What is the correlation between students' theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2016-18)?

RQ7: What is the correlation between students' theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2016-18)?

RQ8: What is the correlation between students' theoretical and practical examination scores in B.Ed. 4th semester examination for session (2016-18)?

Based on these questions, the following null hypotheses were formulated for this study:

H01: There is no correlation between students' theoretical and practical examination scores in B.Ed. 1st semester examination for session (2015-17).

H02: There is no correlation between students' theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2015-17).

H03: There is no correlation between students' theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2015-17).

H04: There is no correlation between students' theoretical and practical examination scores in B.Ed. 4th semester examination for session (2015-17).

H05: There is no correlation between students' theoretical and practical examination scores in B.Ed. 1st semester examination for session (2016-18).

H06: There is no correlation between students' theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2016-18).

H07: There is no correlation between students' theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2016-18)

H08: There is no correlation between students' theoretical and practical examination scores in B.Ed. 4th semester examination for session (2016-18).

These null hypotheses resulted in the following alternate hypotheses for this study:

AH1: There is a correlation between students' theoretical and practical examination scores in B.Ed. 1st semester examination for session (2015-17).

AH2: There is a correlation between students' theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2015-17).

AH3: There is a correlation between students' theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2015-17).

AH4: There is a correlation between students' theoretical and practical examination scores in B.Ed. 4th semester examination for session (2015-17).

AH5: There is a correlation between students' theoretical and practical examination scores in B.Ed. 1st semester examination for session (2016-18).

AH6: There is a correlation between students' theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2016-18).

AH7: There is a correlation between students' theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2016-18).

AH8: There is a correlation between students' theoretical and practical examination scores in B.Ed. 4th semester examination for session (2016-18).

RESULTS:

The results for this study are shown in Tables 2, 3, 4, 5, 6, 7, 8 and 9 below.

In Table 2, the analysis is for students of B.Ed. 1st semester examination for session (2015-17) and r= 0.440, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Moderate relationship between a student's theoretical and practical examination scores in B.Ed. 1st semester examination for session (2015-17).

Table2: Correlation between students' theoretical and practical scores in B.Ed. 1st semester examination for session (2015-17).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 1st semester examination for session (2015-17).	50	0.440	0.01	Moderate

In Table 3, the analysis is for students of B.Ed. 2nd semester examination for session (2015-17) and r= 0.677, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Strong relationship between a student's theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2015-17).

Table3: Correlation between students' theoretical and practical scores in B.Ed. 2nd semester examination for session (2015-17).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 2nd semester examination for session (2015-17).	50	0.677	0.01	Strong

In Table 4, the analysis is for students of B.Ed. 3rd semester examination for session (2015-17) and r= 0.444, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Moderate relationship between a student's theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2015-17).

Table4: Correlation between students' theoretical and practical scores in B.Ed. 3rd semester examination for session (2015-17).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 3rd semester examination for session (2015-17).	49	0.444	0.01	Moderate

In Table 5, the analysis is for students of B.Ed. 4th semester examination for session (2015-17) and r= 0.444, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Moderate relationship between a student's theoretical and practical examination scores in B.Ed. 4th semester examination for session (2015-17).

Table5: Correlation between students' theoretical and practical scores in B.Ed. 4th semester examination for session (2015-17).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 4th semester examination for session (2015-17).	49	0.573	0.01	Moderate

In Table 6, the analysis is for students of B.Ed. 1st semester examination for session (2016-18) and r= 0.453, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Moderate relationship between a student's theoretical and practical examination scores in B.Ed. 1st semester examination for session (2016-18).

Table6: Correlation between students' theoretical and practical scores in B.Ed. 1st semester examination for session (2016-18).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 1st semester examination for session (2016-18).	50	0.453	0.01	Moderate

In Table 7, the analysis is for students of B.Ed. 2nd semester examination for session (2016-18) and r= 0.726, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Strong relationship between a student's theoretical and practical examination scores in B.Ed. 2nd semester examination for session (2016-18).

Table7: Correlation between students' theoretical and practical scores in B.Ed. 2nd semester examination for session (2016-18).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 2nd semester examination for session (2016-18).	47	0.726	0.01	Strong

In Table 8, the analysis is for students of B.Ed. 3rd semester examination for session (2016-18) and r= 0.546, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Moderate relationship between a student's theoretical and practical examination scores in B.Ed. 3rd semester examination for session (2016-18).

Table8: Correlation between students' theoretical and practical scores in B.Ed. 3rd semester examination for session (2016-18).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 3rd semester examination for session (2016-18).	47	0.546	0.01	Moderate

In Table 9, the analysis is for students of B.Ed. 4th semester examination for session (2016-18) and r= 0.546, at p=0.01. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected and we conclude that there is a statistically significant positive Moderate relationship between a student's theoretical and practical examination scores in B.Ed. 4th semester examination for session (2016-18).

Table9: Correlation between students' theoretical and practical scores in B.Ed. 4th semester examination for session (2016-18).

Examination Score	Sample Size	Pearson Correlation Coefficient	P_Value	Interpretation
B.Ed. 4th semester examination for session (2016-18).	47	0.514	0.01	Moderate

RESULTS AND DISCUSSION:
The results showed a statistically significant positive (Moderate/Strong) correlation between the students' achievements in theoretical and practical examinations. The correlation obtained for all the students that have taken the B.Ed. courses is Moderate/Strong which suggests that there is a Moderate/Strong relationship between the results of the theoretical and practical examinations because theoretical and practical knowledge interrelated to each other. This result is in conformity with earlier findings (Ajayi & Omole, 1999) (Uwaifo, 2012) which means that the score obtained by a student in the theoretical aspect of an examination can be used to predict his/her score in the practical examination of the same course. The fact that both the practical and theoretical examinations are being done together at the same time may explain the high correlation values compared to the other related studies such as (Mohammad, 2011) , (Nawaz et al., 2013) and (Jaishree et al., 2014) where the examinations were likely not done at the same time.

CONCLUSION:
This paper has investigated the statistically significant positive (Moderate/Strong) correlation between students' theoretical and practical examination scores in two year B.Ed. courses for two session [(2015-17) & (2016-18)] students' of Vidyasagar Teachers' Training College under Vidyasagar University. Significantly Correlation between students' theoretical and practical scores in B.Ed. 2nd semester examination for both the session [(2015-17) & (2016-18) is Strong and all other semester (1st, 2nd and 3rd) for both the session [(2015-17) & (2016-18) is Moderate.

REFERENCES:

1. Ajayi, S. O., & Omole, D. O. . (1999). A Correlational Study of Students' Scores in Basic Science Theory and Practical Subjects in Kwara State College of Education.

2. Arkkelin, D. (2014). Using SPSS to understand Research and Data Analysis. Psychology Circular Materials Book1. Retrieved from http://scholar.valpo.edu/psych_oer/1

3. Ebuoh, C. N. (2014). Relationship Between Students ' Performance in Essay and Practical Tests in Senior Secondary School Biology Examination. Academic Discource, 7(1), 1–10.

4. Jaishree, C., Saee, D., & Usha, R. (2014). Pre-clinical test scores as a predictor of students' performance : A retrospective study in final year BDS. JETHS, 1(2), 39–42.

5. Mohammad, G. S. (2011). The Relationship Between Students' Achievement in the Theoritical and Practical Aspects of Senior School Certificate Mock Examination in Chemistry. University of Nigeria Nsukka (unn).

6. Mukaka, M. (2012). A guide to appropraite use of Correlation coefficient in medical research, 24(3), 69–71.

7. Nawaz, N., Mahmood, N., & Akram Rana, R. (2013). Relationship between Post-Graduate Science Students in Theory and Practical Examination: A Dimension to Assess Quality of Higher Education. Bulletin of Education & Research, 26(1), 41–47.

8. PennState Eberly College of Science. (n.d.). Correlation & Significance. Retrieved July 16, 2017, from https://onlinecourses.science.psu.edu/stat100/node/35

9. Psychology Glossary. (n.d.). Ex Post Facto Research Design. Retrieved April 20, 2016, from www.alleydog.com

10. Seo, S. (2002). A Review and Comparison of Methods for Detecting Outliers in Univariate Data Sets. Pittsburg.

11. statstutor. (n.d.). Pearson's correlation. Retrieved from http://www.statstutor.ac.uk/resources/uploaded/pearsons

12. Uwaifo, V. . (2012). A Comparative Study of Students Performance in Technology based Theory and Practical Subjects in Nigerian. International Journal of Scientific & Technology Research, 1(1), 1–3.

13. Web Centre. (n.d.). Correlation-Social Science Research Methods. Retrieved July 16, 2017, from http://www.socialresearchmethods.net/kb/statcorr.php

International Journal of Research and Analytical Reviews

UGC Approved