**CHAPTER V**

**SUMMARY AND CONCLUSION**

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CHAPTER V
SUMMARY AND CONCLUSION

5.1 Research Problem and Introduction

Teacher Education is one of the fields that can bring out changes in the society and promote value-cherished activities in the society. In recent times, there is value deterioration in the field of teacher education. Training given in the field of teacher education by the teacher educator to student teachers is also given without maintaining the quality level. Therefore, Teaching Profession is lacking behind when compared to other Professions. The value-based ethical behaviour related to ethical judgmental activities are not perfectly performed by the teacher educators. Therefore, the teaching profession it is considered as a profession with has two important things, one is serve, and serve with conscious understanding and efficient its sound knowledge and experience. It has the highest quality to arrive value-based ethical behaviour and judgmental activities, the teachers, students-teachers, and teacher-educators must be aware of philosophy of education and philosophy of teacher education. The teachers must be a role model for their students, society, therefore, the value-based ethical behaviour, and the teacher educators must perform judgmental activities perfectly, and teacher trainees may follow the same. Ethics cannot be shaped and sustained in isolation, the heuristic process requires a supportive environment in which public opinion play a significant part. In the field, teaching the component of dynamics should be worked out and appreciated. Student-teachers efficiency, value-based ethical behaviour, and judgment among others are deemed on commonly essential characters of public life and for maintaining harmonious social relationship. Thus, to value-based ethical behaviour and judgment system of student teacher’s conduct must be built in a proper way particularly in teacher training institutions.

Teacher’s play an important role in the shaping the minds of young generation. As such, the (Teacher Trainees) Student- Teachers, who are the future teachers, plays a vital role in moulding the society. In the present situation, the Colleges of Education are emered everywhere and student teachers are getting training all the training colleges. In such a circumstances, the proper training must be given to student teacher. However, unfortunately, training is not properly given
to student-teachers and the teacher educators are having commitment and responsibility. In order to rectify these problems related to student’s teachers by taking special care, otherwise, the future society will face lot of problems and problem free situation cannot be found in future.

Teaching Profession is a Noble profession. Teachers are considered as second Father and students are following them as role model. During the time of getting Teacher Training, all Student Teachers must undergo and get all sources of Training. One of the needed Training is getting Training in Ethical value based activities to promote ethical behaviour and their related Ethical Judgment. The Ethical behaviour and Judgments will definitely develop value-based activities, which will reflect on students studying in High School/Higher Secondary Schools also. Therefore, the investigator made an attempt to find out at what extend the Ethical value based activities and their related Judgments commonly occur and student teachers and how it should be developed at secondary level.

5.2 Necessity and Significance of the Present Study

We live in a changing society that is rich in diversity. However there is sufficient common ground on values to Integrity, Equality, Impartiality, Fairness, Justice, Caring, Compassion, Sensitivity, commitment, the pursuit of truth and the respect of self and others, Ethical principles underlie in most professional codes are mainly based on these values which promote the professional standard of teacher educators.

The Teaching profession itself expects high standards of Ethical Behaviour from its members Ethical standards can guide and encourage. All teaches to strive to active these high standards of Ethical Behaviour and service provision. The aim of such standards supports teachers and their professional status and therefore, the present is a needed one.

In the present scenario, ethics at work is a serious concern, unethical activities such as misconduct, stealing theft and sexual hormones alcoholic use and falsifying records occur among employees (researches in ethical resource centre Washington 1995) said that the unethical behaviour is revealed in different
aspects. Therefore, this unethical behaviour may lead to many problems in the field of teacher education. Therefore, the study is considered as essentials one.

If future employees like student-teachers are perfectly encouraged by the educational organization, they can have better confidence to work and develop ethical behaviour. The future students may follow the same. If not, unethical behaviour will be a role model to student-teachers and that behaviour will be reflected on students also organization. Therefore, ethical behaviour and judgment is very important for both employees and organization. The unethical behaviour of the teacher educator’s will not promote and integrity. Therefore employees or student-teachers of any human industry is based integrity of the nation, and therefore is essential for future students and that will built on nation in future. If teachers’ behaviour are ethical and they develop ethical judgment, students of future generation will also actively participate by exercise their ethical behaviour and judgment. All these ethical related issues will automatically be transferred to future generation. In order to promote better future, the student-teacher’s ethical behaviour and judgment are essential and necessary one in the present context.

Student-teachers are future nation-builders and their role model is essential for the students who are going to become the participant of national development. If teacher perform ethical behaviours related teaching profession, the same will be reflected in future. In this aspect, the study has its own essentiality.

Ethics ensure a particular standard of professional life. To maintain the standard of professional life in future, student-teachers need to perform ethical action and take ethical judgment in their profession. In this context, the study is a needed one.

If future society is to be strengthened, student-teacher must realize their social responsibility which is one of the important components of ethical behaviour, that should be revealed by the student-teacher for the welfare of the future society. In this aspect, the study is an important one.
The study also gives some insight for the teachers, how to perform the ethical value-based activities and the preference for the most ethical value-based judgment. It make student-teachers learn how to prefer most ethical value-based behaviour that is needed for ethical judgment, the same skill may be learned by their teachers and students and they will make a good ethical judgment in future. Therefore, it is a beneficial and needed one for both student-teachers as well as students who are going to become the future citizens of the country.

The National Curriculum Framework (NCF) (2005), Stated, and insisted different demands and expectations on the Teacher education, Which need to be implemented among Student-Teacher to Continue Teacher education. Further In a school system, the quality and extent of learner achievement determined by Teacher Competence, Sensitivity, Ethical behaviour and Judgmental activities and Teacher Motivation. Ethical Behaviour and judgment values need to be emphasized in Teacher education, because it promotes innate captures of the student teacher and thereby they make use of their creative ideas in a constructive way and therefore the study is a need based one.

In present scenario, Teacher need to help their Students in service future, how to learn, how to do service in future, how to develop study skills, how to conduct Teaching activities in a proper way, how to evaluate and assess information and also how to ask question, If teachers activities are not in a proper way then their students will also be in an improper way in performing their attitudes and there by the need and goal of teacher education will not be attained Therefore, the present study is considered as a need based one.

The present study clearly reveals that, Unethical dimensions resort to immoral activities and if gets unnoticed by guiding forces, it tends to inadvertently become an undistinguishable component of one’s over all characters, like ethical behaviour and judgmental activities in teacher education and therefore the present study has its own significant value.
5.3 Brief Summary of Research Procedure

Research refers to a systematic attempt to gain a better understanding of knowledge process, and it is an empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena. The search for knowledge through objective and systematic method of finding solution to a problem is research. In the present study, the teacher educator and student-teachers may gain insights for promoting their social responsibilities and ethical behavior and judgement.

The objectives of the present study is

1. To identify ethical values-based behavior among Student Teachers of various Colleges of education.
2. To find out the extend of ethical value-based performance of Student-Teachers in relation to their attitude and social responsibility.
3. To find out the extend of Judgmental practices of the Student Teachers on the basis of ethical values.
4. To identify the significant relationship, if any, between ethical behaviour and ethical judgment of Student-Teachers in college of education.
5. To find out the significant differences, if any, between the different groups of biographical variables such as Sex, Type of College of Education, Nature of the Colleges of Education, Educational Qualification, Subject areas, Teaching Experience, Marital Status, Religious Group, Communal groups and Residential places in ethical behavior and judgment.
6. To offer suggestions to enhance the ethical value-based performance and judgmental practices of Student-Teachers of various colleges of education.

Based on the above objectives the hypotheses of the present study are framed with the help of previous literatures

1. The ethical value-based performance of Student-Teachers are found to be at low level.
2. The extend of ethical value-based judgmental practices of student-teachers related to their academic aspect were also found to be at low level.
3. The judgmental Practices of Student teachers are based on their ethical values.

4. There exist a significant relationship between ethical behaviour and ethical judgment among Student teachers.

5. There exists a significant difference between the different groups of biographical variables such as Sex, Types of Colleges of Education, Nature of College of Education, Residential place, Educational Qualification, Subject areas, Teaching experience, Marital status, Religious groups, Communal groups in ethical value -based behaviour and judgemental practices.

6. Urban Student-Teacher’s ethical behaviour and ethical judgmental practices are better than the Student-Teachers of rural areas.

7. Student Teachers belong to Educational Qualification of having Research Degree in performed better value-based ethical behaviour and ethical judgment than others.

8. Student-Teachers belong to Hindu and Christian religious groups’ performed better than Muslim religious group ethical judgment process.

9. Student Teachers belonging Backward Communal groups and other Communal groups perform better than scheduled caste and Tribe.

The investigator used the following stages for conducting the research process. They are

Stage i Ethical Behaviour and Ethical Judgment Variables are defined in an operational form to provide the objective measurement.

Stage ii Selecting a suitable Method to study the Student-Teachers Ethical Behaviour and Ethical Judgmental activities or performance in various Colleges of Education.

Stage iii Appropriate research tools have been developed by the investigators by making use of the resources that are available in the locality and these tools were used for collecting data from the respondents. In order to ensure the Validity, the researcher used the unbiased questionnaires.

Stage iv The investigator identified various Colleges of Education on their nature and type for collecting data in a distributive way.
Stage v The investigator identified the needed target population for the study and collected sufficient samples from the student-teachers, who are undergoing the training in various colleges of education located in Pondicherry Union Territory.

Stage vi The process of collecting data from the respondents. When the data were collecting, then the identifying of response errors in the process of data collection and used a few measures to control them and Attempts have been made to minimize the threats of possible confounding variables that could influence the survey results.

Stage vii: Measurements are taken to enhance the objectivity of the data.

Stage viii Analysis and interpreting the data with the help of relevant Statistical Techniques.

Stage ix Presentation of the finding.

In this study, normative survey method was used as an appropriate method. The main purpose of their method is to revealed what is the present situation exists among student-teachers regarding the ethical behavior and judgment. Regarding the prevalent conditions or current performances, the investigator collected first hand information from student-teachers of various college of education- and their ethical value based performances were identified by the investigator by conducting the present study.

Followed by the research method the investigator constructed the following questionnaires

There are 1) Questionnaire on Identifying the Ethical behavioural activities of Student Teachers. 2) Identifying the Student- Teacher’s opinion on judgmental process carried in different situation.

Then the investigator himself used the questionnaires in few colleges and collected the data. Based on the collected data, the validation process is done to validate the research tools for data collection. The investigator himself visited all the B.Ed colleges and collected the data for analysis. After collecting the data, the investigator used the reliable and valid tools. The investigator did the work of editing, classifying, tabulating and recording the data in order to ensure perfect interpretation of data. The entire collected data were analysed by making use of the statistical packages for social science through computer.
The investigator used appropriate statistical procedures in order to get accurate and reliable inferences from Data analysis and interpreted the data for the present study. Mean and Standard Deviation, Correlation Technique (r-value), ‘t’ test (Test of Significance) Scores were computed by the investigator for Identifying the ethical performance and ethical judgment of student-teachers of the present study and their dimensions.

**In the present study, the investigator identified few delimitations they are:**

I. The Study was confined to the area of in and around Pondicherry union territory.

II. The Study was conducted only for the Student-Teachers who are undergoing training in 16 colleges of education.

III. The Student-Teachers ethical activities and social responsibility alone were incorporative in the items and the same are identified the ethical behaviour and ethical Judgment.

IV. The Survey Method alone was considered and questionnaire alone were considered as a Research Tool to collected data from the student-teachers, and

V. Student-Teacher ethical behaviour are Identified only in two aspect

1. Idealistic aspect and 2. Realistic aspect

**5.4 Summary of Major Findings**

1. The Student-Teachers Realistic Judgment based responses are at below average level except in the category of Compassion (77%) and at the same time unethical based Judgment occur at the maximum level in the dimension of Service (ie 24%) and Equity (21%).

2. It is found that, the lower Ethical performance and poor judgment occur in the dimension of Honour, Self-Respect, Compassion, responsibility, Service, Fairness, Diversity and Equity among Male and Female Student-Teachers.

3. The Student-Teachers of different age groups of 21-25, 26-30, 31-35,36 and above are found to be poor in their Ethical behaviour and Judgment in the dimension of Honour, Self-Respect, Compassion, Responsibility, Service, Fairness, Diversity, and Equity.
4. The Student-Teachers belong to Co-operative college and Self-financial college of education and their performance revealed that the Ethical behaviour is slightly higher than Ethical judgment. An equal level of performance occurs in the dimension of Fairness. While, Government college Student-Teachers performance level shows slightly higher level of performance in Ethical Judgment than Ethical behaviour activities.

5. The Student-Teachers of Co-education college and Women’s college revealed that the performance is very poor in the dimension of Honour, Self-Respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity in relation to Ethical behaviour and Ethical Judgment.

6. The Student-Teachers belong to Urban and Rural area in the dimension of performance in Ethical behaviour and Ethical judgment, revealed that they belong to very poor performance group in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity.

7. The Under Graduate and Post Graduate Student-Teachers percentage scores revealed that the high and lower level performance occur in the dimension of Ethical behaviour and Ethical Judgment. whereas the Student-Teachers who have Research Degree and their percentage scores slightly differ in their performance of Ethical behaviour and Ethical judgmental process.

8. It is found that, the lower level of Ethical performance and poor Ethical Judgmental activities occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity, and Equity among different subject groups Student Teachers.

9. It is found that, the lower level of Ethical behaviour performance and poor Ethical judgment occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Diversity and Equity among Student-Teachers with and without teaching experiences.
10. It is revealed that, the lower level of Ethical behaviour and Ethical judgment activities occur in the dimension of Honour, Self-respect, Compassion and Responsibility among the married and unmarried Student-Teachers.

11. It is found that, the lower level of Ethical behaviour and poor Ethical judgmental activities occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity among the Student-Teachers of Hindu, Muslim and Christian religious.

12. It is found that, the lower level of Ethical behaviour and poor Ethical Judgment occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity among SC, BC, and OC Student-Teachers. whereas the equal Ethical behaviour performance and Ethical judgment activities occur in the dimension of Fairness and Diversity, at the same time Ethical judgmental activities are better than the Ethical behaviour of Student-Teachers in the dimension of Honesty, Integrity, Service, Diversity and Equity.

13. In overall view, there exist negative significant relationship between Ethical behaviour and Ethical Judgment among Student Teachers during the period of their training at Colleges of Education. Ethical behaviour is performed that, their ethical value-based behaviour is not supporting their fundamental activities.

14. In Ethical Judgment related to Self-Respect performed by Female Student-Teachers are better than Male Student-Teachers.

15. In Ethical Judgment related to Honour, Integrity, Tolerance, Equity, Service, Compassion and Responsibility Performed by Student-Teachers belong to Government College of Education is better than the Student-Teachers of Co-operative College of Education and self-Finance College of Education.

16. Ethical Behaviour related to Self-Respect performed by Student-Teachers residing in Rural area better than Student-Teachers residing in Urban area. Whereas the Student-Teachers residing in Urban area performed better Ethical judgment than Student-Teachers residing in Rural area.
17. In The Ethical Behaviour related to Responsibility performed by Student-Teachers belong to Research Degree group are better than the Student-Teachers of Under Graduate Degree and Post Graduate Degree groups.

18. In Ethical Judgment related to Self-Respect, Tolerance and Fairness performed by the Student-Teachers belong to Social Science group is better than Student-Teachers of all other groups.

19. In Ethical Judgment related to Service performed by the Student-Teachers belong to English group offered better than Student-Teachers belong to Tamil, Physical Science, Biological Science and Social Science groups.

20. In Ethical Judgment Performed in the dimension of Honour Student-Teachers without teaching experience offered better than Student-Teachers of Teaching with experience.

21. The Ethical Behaviour related to responsibility and Integrity performed by Student-Teachers belong to Christian religion is better than Student-Teachers of Hindu religion, Whereas the Student-Teachers belong to Hindu religion and Christian religion offered better Ethical Judgment than Student-Teachers of Muslim religion.

22. The Ethical Behaviour related to Honour performed by Student-Teachers belong to other communal groups offered better than Scheduled caste and Backward caste, whereas the Student-Teachers of Scheduled caste and Backward caste offered better Ethical Judgment than Student-Teachers of Scheduled Tribes.

5.5 Research Implications

I. The value-based ethical behaviour and judgment of the student-teachers are considered as an important area in the field of Teacher Education. The value-based ethical behaviour and judgmental activities indicate the priority of teaching in different situations.

II. Student-teachers show poor ethical behaviour and poor judgmental activities in their teaching profession, and they are totally different on various dimensions of ethical behaviour and judgment. It also means that student-teachers ethical behaviour and judgment in general will have to consciously make efforts to keep teaching professionals and then mind in their day-to-day
functioning. Teaching profession should focus their efforts around the value-based activities, which are identified through the present study in order to get success and create a meaningful relation to their teaching profession.

III. Student-teachers perform lower ethical behavior and offer improper ethical judgmental activities and not based on their ethical behavior. The value-based ethical behavior and judgment in various dimensions such as honour, self respect, compassion, responsibility service, fairness, diversity and equity may be strengthened among student-teachers of various colleges of Education located at Pondicherry and their ethical values-based activities may be enriched by giving appropriate training in colleges of education. To enrich teachers with adequate skills and values in ethics training must be given in schools.

IV. Among under graduate degree and post graduate degree holder different subject groups and with teaching experience and without teaching experience Student-teachers perform lower ethical behavior and poor judgment activities in their colleges of education and University departments should be shaped through teacher training.

V. The married and unmarried student teachers perform lower level of ethical behavioural and poor judgment therefore, their value-based activities may be promoted in the dimension of honour, self-respect, compassion, and responsibility.

VI. Student-teachers belong to the Hindu, Muslim and Christian religious and communal categories of SC, ST BC, and OC lower level performance of ethical behavior and judgment. Particularly their ethical and moral behavior must be strengthened in the dimension of holy, moral, ethics, acceptance, tolerance Forgiveness, guidance helping to others and they must maintain appropriate Relationships and other social groups to enrich their ethical based behavior.

VII. Student teachers have negative relationship with their own ethical behavior and judgmental process. If their behavior is reflected in negative aspect they cannot be good teacher who offer judgment, based on ethical value-based behavior. Therefore positive mental attitude and positive feeling sensitivity towards positive behavior and equipping their mind to sensitive the things in positive way, will help the student teachers of Pondicherry University Affiliated
colleges of Education to strengthen their positive relationship between ethical behavior and ethical judgment in their professional activities.

5.6 Suggestions to Improve Ethical Value-Based Performance and Ethical Judgment Activities among the Student -Teachers in Training Colleges

Based on the finding of the study, the following suggestions offered by the investigator to improve the student- teachers in value-base performance and ethical judgmental activities, the present study revealed that the student- teachers Realistic judgment based responses are at below average level expect in the dimension of compassion, at the same time unethical judgment occur at a maximum level in the dimension of service.

I. In order to enhance the teacher educators multiple morale realistic nature, the “Case Method Approach” may be followed which is one of most effective ways to do this is the way of performance in compassion. Teachers also need to develop same strategies and skills for diagnosing ethical issues and making sound ethical judgment. Personal ethical model may be prepared and used. In order to increase the level of Realistic ethical judgmental activities among the student-teachers to organise realistic training programme to avoid their unethical behaviour and also, the special training programme on ethical value-based education may be conducted, it might improve the student-teachers realistic ethical judgmental activities.

II. Based on different types of Geographical location- Sex, Age, Rural and Urban, Marital status and Religion of the student-teachers ethical performance are found to be at lower level and poor ethical judgment in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity. Gender-related value-based ethical behaviour and judgmental education may be given to student-teachers and teacher-educators to educate or sensitize to graduate students, they are prepared to recognize the ethics and face the ethical issues involved. The previous study paves a way for developing student teacher’s ethical Behavioural judgment activities. In order to increase the level of ethical behaviour and judgment in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity. Through create, sensitize, recognize the ethics and moral, and face the ethical issues and personal values discussed in their class room and also, invite great expert in the field of ethical
behaviour and judgment for providing guidance, seminar, training for different situation face the ethical issues and their professional life based on Age, Rural, Urban, Marital status and Religious values should be increase for social responsibility as well as their teaching profession.

III. In ethical judgment related to Self-respect performance by Female, student teachers are better than Male student teachers are. Based on previous study, the investigator suggested that, the colleges of education should conduct the educator’s programmes such as seminar, workshops, guidance service, and different programme on value-based ethical behaviour and judgment activities to the teacher trainees and more concentration to Male student-teachers and it may support and develop their ethical judgmental activities in their professional life.

IV. The present study revealed that, the Student-Teachers belong to both Self-financial college and Co-operative college of education were at lower level in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Diversity and Equity in Ethical behaviour and Ethical judgment and Co-operative college and Self-financial college of education and their performance revealed that the Ethical behaviour is slightly higher than Ethical judgment and they shows an equal performance in the dimension of Fairness. While, Government college Student-Teachers performance level shows slightly higher level of performance in Ethical Judgment than Ethical behaviour activities. It is found that, the lower level of Ethical performance and poor judgment occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity among Student -Teachers belong to different types of College of Education. The Student-Teachers of Co-education college and Women’s college in revealed that the performance is very poor in the dimension of Honour, Self-Respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity in relation to Ethical behaviour and Ethical Judgment. The college of education administration should conduct different types of training programme, at national level and local level seminar, conference, and guidance service centers for developing student-teachers ethical behaviour and ethical judgmental activities, it may be influence and develop their ethics.
V. The research finding revealed that the lower level of Ethical behaviour performance and poor judgment occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity among U.G. degree holder P.G. degree Student-Teachers. The Under Graduate and Post Graduate Student-Teachers percentage scores revealed that, the high and lower level performance occur in the dimension of Ethical behaviour and Ethical Judgment. Whereas, Research scholar Student-Teachers who have Research Degree and their percentage scores slightly differ in their performance of Ethical behaviour and Ethical judgmental process. In order to develop ethical behavior and ethical judgment of student-teachers to colleges has to give them value-based special ethical education training programmed, may be conducted and may be judgmental based activities, conducted to create judgmental situation in classroom and discussed how to face the judgmental issues in their teaching profession, and guide them in a proper manure to develop their ethical behaviour and judgment. In this way under graduate and post graduate student teachers can develop their value-based teaching profession in their life.

VI. The present study revealed that, the lower level of ethical performance and poor judgmental activities are in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity, and Equity, among different subject groups of student-teachers. In order to develop ethical behaviour and ethical judgment among different subject groups of student teachers. Previous study suggested that the way to provide special training programme on value-based ethics with difference in their own subjects, conduct subjects oriented value-based ethics education, subjects based cultural programme, social service programme, and national day celebration, to create national integration among the student-teachers. Invite resource person for ethics, morale and values in teacher education, these types of programme may develop their ethical behaviour and judgmental activities of student-teachers.

VII. Present study finding on student-teachers with and without teaching experience, they have lower level of ethical behaviour and poor ethical judgmental activities in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity, and Equity. Ethical activities may be improved in training colleges. In order to develop the student-teachers ethical behaviour and judgment in the dimension of Honour, Self-respect, Compassion, Responsibility, Service,
Fairness, Diversity and Equity. The teachers educational institution may conduct on entrance examination, interview, testing their pervious ethical activities, conduct group discussion with in groups and inter group’s discussion, and to give pre-preparation on internship training, proper guidance and supervision to their training period, and conduct new programmed for developments ethical behaviour and judgments of student-teachers in their professional life.

Based on Communal categories of student-teachers belonging to SC, BC, and OC lower level of Ethical behaviour and poor Ethical Judgment occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity, whereas the equal Ethical behaviour performance and Ethical judgment activities occur in the dimension of Fairness and Diversity, at the same time Ethical judgmental activities are better than the Ethical behaviour of Student-Teachers in the dimension of Honesty, Integrity, Service, Diversity and Equity. Student-teachers self-evaluation and more involvements of ethical, morale, and social education system profile in decision-making processes and may change the leaders in the community. The importance of communication in administration and the team concept of responsibility and authority in the dimension of ethics. In order to develop the ethical behaviour and ethical judgment of student-teachers conduct on ethics and moral value-based educational programme, to focused tolerance, social acceptance, social responses, equality, acceptance, forgiveness, respect others, social and cultural sharing, different communal and social based ethical value. It may totally change them, that may incise the social value, and they may example to others in their life. Self-evaluation of short and long-range objectives of ethical behaviour and judgment of student-teachers and more involvement within the framework of the education system could improve the student-teacher’s ethical behaviour and judgment. if teachers are well-aware and more conscious of their ethical and moral aspect of the professions which include modeling ethical behaviour for the sudden, then ethical knowledge could develop the professionalize the field of teaching.
VII. Teachers must have value-oriented outlook, so they should be enriched with value-oriented education, it should be developed by teacher training institute to enrich teachers, and student-teachers adequate skills and values. In addition, voluntary organization should conduct teachers and student teachers of approach through different agencies for the development of values.

Based on Present finding the investigator, which is given as follows, also offers some more suggestions:

1. UGC and NCERT should make provisions for value-based ethical orientation throughout the country introducing this programme for teacher education universities.

2. A foundation course in value-based ethical education should include in teacher education curriculum.

3. UGC Academic Staff College should conduct orientation course on value-based ethical behaviour and judgmental activates for working professors.

4. Teacher Education University should take immediate steps to introduce the value-based ethics and organise National level and state level seminar, workshop and training programme to the working staff in the field of education.

5. Residential teacher training education programme should be implemented, which would develop ethics and morale development among the student-teachers.

6. State council / board of teacher education should be established in each state for maintaining the standard of teacher training programme.

7. Professional Ethics Committee should be organised in each colleges of education, and the committee to self-direction and self-discipline, have resolved to adopt their code of professional ethics and enforce it on their selves voluntarily to practice their profession accounting to the highest ethical standards.
5.7 **Suggestions for Further Research**

The present research can be further extended in various ways, which would yield real meaning and useful output.

I. Research may be conducted in different levels like primary school teachers to higher secondary school teachers and higher education in college professors to university professors of ethical behaviour and judgment.

II. Research may be conducted among in all kinds of professional trainees as well as working professionals in the dimension of ethical behaviour and ethical judgment.

III. Research should be conducted to non-teaching, administration staff in education departments as well as other professional departments to find out their ethical value-based activities.

IV. A study may be conducted on ethical behaviour and judgment relationship on teacher educators and student-teachers in the field of education.

V. A study should be undertaken on ethical behaviour and judgment of D.T.Ed, Four Years Integrate course and M.Ed. student-teachers.

VI. A study should be undertaken for Identification of the relationship between B.Ed and M.Ed student teachers in the dimension of ethical behaviour and judgment.

VII. A study should be undertaken on ethical behaviour and judgment physical education training who are undergoing various training programmes in physical education.

VIII. A study should be undertaken on ethical behaviour and judgment of college of education principals, DIET-principals, higher secondary school principals.

IX. A study should be undertaken on ethical behaviour and judgment of Montchary student-teachers and teachers.
Conclusion

Ethical behaviour and ethical judgment are considered as dependent variables of the student-teacher’s performance in their teaching professions. The present study revealed that high ethical behaviour and lower ethical judgment occur among the student-teachers in various colleges of education. At the same time, Geographical and other factors of student-teachers of ethical behaviour and ethical judgment in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity, and Equity are at lower level and in other dimensions are at higher level. Therefore improving the student-teacher’s ethical behaviour and ethical judgment in 12 dimensions are considered, as an important and particularly, the teacher’s judgemental process must be strengthened based on their ethical value-based practices. If judgements are not based on ethical values, the future students will suffer a lot based on the improper activities that are carried out by the student-teachers in various schools in which they work in future. At the same time, the teacher’s educators should also know and identify various techniques for giving training to student teachers to promote their ethical value-based activities and their related judgments.