CHAPTER-I
INTRODUCTION

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CHAPTER- I
INTRODUCTION

1.1 Background of the Study

Teacher Education is one of the important fields, which enhances knowledge and gives training to develop skills. Teacher is a person who is imbibing the strong moral background. His behaviour is ethical behaviour and his judgement is ethical judgement. The quality of professional ethics depends on the commitment to the teaching profession. Before going to perform, the teaching profession even eachers must be trained by the teacher educators. It is the duty of the teacher educators to give training to imbibe ethical values among teacher trainees/student teachers.

Therefore, student- teachers must have professional ethics and they should take a pledge to follow the code of ethics which may bring
credit to the entire profession. So that, the future citizens of the society may be enriched with value based education.

Professional ethics allow student-teachers to understand the professional responsibility. The professional ethics is supplemented by ethics at work. Professional ethics indicates the spectrum of values.

Value-based educational system is one of the important field in which teacher has to develop different types of values to develop value enriched ethical behaviour among students. Therefore, teachers will have to provide learning experiences for holistic development of mind, body, intellect and emotions. So the challenge of teacher educator is to prepare teachers to provide holistic education to the children. This would require value-oriented education for teachers before they guide the children at school.

National policy on Education (NPE 1992) Emphasis value-oriented education. The National Council for Teacher Education (NCTE, 2006) is also emphasising value-oriented Teacher Education. The preservation of the culture is connected with Ethical behaviour and judgment activities in teacher education.

The effective Teachers pursue their profession primarily as facilitators of learning and secondarily as conveyers of information. While facilitative teachers do not neglect the traditional teacher-centred methods of delivering instruction, they focus on active learning and other learner-centred methods. In addition to that general discipline-specific knowledge’s recognize the impact of diverse cultural, economic, political, social and environments impact upon their discipline.

Eagerness to maintain proficient technological and other pedagogical skills is one of the crucial professional dispositions that must be embraced by facilitative teachers. They must also meet high ethical standards and by reflective about their practice. Facilitative teachers must work collaboratively with colleagues, families and the community to have action learning environments. The facilitative teacher must be professionally disposed to the belief that all students can learn.
Ethical behaviours of the teaching professionals are moral, spiritual, social responsibilities, ethical value, and personal values. Role commitment is indicating ethical value and personal values. The teacher's role is a dynamic aspect, it has been also defined as pattern sequence of teaching actions performed by a person in an interactive school situation. The teacher role is concerning with imparting knowledge, ethical values, balanced emotions, competences, skills, discipline and guidance etc. for betterment of student-teachers and also for attaining goals of teacher education.

Professional Ethics of Teachers

The teaching profession is lacking behind when compared to other professions because a code of conduct and professional ethics are slowly evolved. Therefore, the teaching profession should have taken the lead in the matter of offering its own profession and arriving explicitly at a code of professional ethics.

Teachers are a role model for their students and society and therefore the value system he holds must be clear, precise and ethical. Teacher should also cultivate “Honesty” They must exemplify the “dignity” of labour and Professional commitment to perform Ethical behaviour. Truth, Love, and goodness are values that are religious. He will be a sheet anchor to society amidst the turmoil thereby social change occurs.

The profession of teaching reflects a high degree of academic excellence, repertoire of teaching skills and practical wisdom on the one hand and well integrated value system on the other and both oriented towards altruistic service. The personal development of a teacher is the core of professionalisation and forms the base for professional ethics. The concept of professional ethics for a teacher can be summed up in the words of Rabindranth Tagore (1930) “In our ideal life we must touch all men and all times through the manifestation of a truth which is eternal and universal.”

Teacher Ethics at Work Attitude and Responsibility

Ethics indicates the general nature of morals and specific moral choices to be made by the student-teachers during the time of their teaching
particularly at practice in connection with their relationship with other staff. It is actually a set of moral principles or values. If ethics are explained in a single term, it is to study of what is good and right when student-teachers perform their task. It is frequently linked with integrity which is strictly adhered to code of behaviour. Further ethics is also closely related to values. Values are principles, standard, or qualities that student-teachers consider worthwhile or desirable. These desirable qualities are enriched and influenced by family, friends, school, and media. These values are essential and they determine how student-teachers behave in certain situations like when they underdo training or after entering in teaching profession. It is not up to student-teachers, it is also based on the influence corporate that are existing in a particular organization climate and employees working in that environment. These ethical issues are based on society, employee’s relationship, international policy etc.

Factors Influencing Ethical Behaviour and Ethical Judgment

Ethical behaviour is affected by many factors. They are religion, spiritual, teaching, peer pressure education, role models, cultural influences, social presumes, law, the media and experience. These factors combine together and replace the ethical behaviour so that, individuals behave in unethically which is called unethical behaviour. Suppose, if controversies come while performing ethical behaviours, a particular individual. The heart of ethical dilemmas is not whether what is right or wrong, but it indicates about choosing right behaviour. Therefore ethical judgment relates to reasoning about the possible behaviour and decision which is moral or ethical.

Planning for Developing Ethical Behaviour in Training Colleges

1. Today’s Student-Teachers is Tomorrow’s Professionals. Therefore, Student-Teachers must have plenty of opportunities to explore ethical practices in the field of teacher education through work placement, guest lecturer, real world scenarios, etc. And encourage students to take active roles in community groups and promote respect for
individual and cultural diversity. In this aspect, code of ethics is essential.

2. Use the classroom to explore different values and perspectives, student-teachers should have a different set of moral values and that each one is valid, but can be challenged it, provides a ‘safe’ classroom environment in which students are not afraid to explore different points-of-view and value systems. Design curricula that require students-teachers explore all possibilities in ethical dilemmas. Introduce students-teachers to ethical behaviour, ethical judgment and social responsibility by using a range of different teaching and learning strategies.

3. Assessment of student’s ethical behaviour and social responsibility may be done by following the conditions, The time of Assessing the product-process, clarify the criteria and standards you will use with students. Ensure your own impartiality in relation to student’s value systems. Recognize and reward students who challenge assumptions, particularly their own moral values. Vary the kind of assessment items you use to give all students a good opportunity to perform well, and involve practicing professionals in student assessment and practical.

4. Students-Teachers as Professionals

- Take every opportunity to explore ethical practice in the field through the work placement, listening to guest lecturers, working through real world scenarios, etc

- Become familiar with the relevant professional associations Codes of Ethics;

- Take active roles in community groups for experience; and

- Respect individual and cultural diversity.

5. Testing ethical behaviour and social responsibility
- Make certain you understand what is being assessed “product or process.”

- Make sure you understand the criteria and standards that are being applied;

- Be aware that your own value system, while valid, is not the only one that can be applied to the problem.

- Challenge your own assumptions and moral values by engaging in discussion with others.

- Try working in teams where others have different responses to ethical dilemmas, and

- Where possible, undertake a work placement so that you can see professionals working through ethical dilemmas’.

6. Code of ethical behaviour in work sustainability, the following points may reveal about the ethical behaviour in work.

- Ensure that the teaching professional environment and social implication of decisions-making and activities are considered and acknowledged.

- Ensure the appropriate use of resources and reduce/ when it is possible.

- Investigate the use of sustainable alternatives, e.g. one energy providers who have demonstrated their commitment to green ethical behavioural teaching practices to the student- teaches.

7. Developing code of ethics and student- teachers.

- Discuss the issue with the person concerned.

- Discuss the issue with your Educators and Head of the institution / principal.

- Raise the issue at a Teaching staff or with together Head of the institution / principal
- Speak to your principal, Teacher Educators, NCERT, NCTE and Educational related persons.

- Contact Human Resource regarding grievance and / or disciplinary procedures and

- Contact Research organization/ Educational Development and the Ethical guide and counsellors.

**Necessity of Ethical Standards**

We live in a changing society 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 such as these underlie most professional codes and certainly underlie these standards.

The Teaching profession itself expects high standards of Ethical Behaviour from its members Ethical standards document a formal framework of ideals which can guide and encourage. All teachers to strive to active these high standards of Ethical Behaviour and service provision. The aim of such standards is to support teachers and to demonstrator their professional status.

**Ethical Behaviour and Ethical Judgment Improves Problem Solving Skills**

The performance of a good Teacher depends upon the specialization of the subject or fields to be a taught, professional, knowledge, Ethical behavioural, Ethical Judgment, Teaching Skills and Problem Solving Skills, an understanding of educational processes improves and Teaching learning skills. A Teacher with training becomes more mature and confident to perform his task more efficiently. Proper education of the Teachers enables him to have knowledge of how children grows, develops and learn, how they can be a taught effectively and how their inner potentialities can be brought out and developed. Teacher education is needed to remove the evils of the “hit and miss” process, to accord a professional ethical behaviour and status to the teaching profession.
“Understanding ethical problems is one of the steps of problem solving and decision-making that Student-Teachers tend to ignore” (Branford, Sherwood, Riser & Vie, 1986) therefore, it needs to be emphasized.

“Understanding problems is one of the first steps of any problem-solving and decision process” (Branford & Standards Areas of Learning 1999). The ability to understand a problem is important.

Developing Skills- Student-Teachers practice identifying their own and others biases in the decision-making process, including identification of alternatives, judging of alternatives, and the final judgment of selective alternative.

Teacher Training Programme Improves Ethical Behavioural Practices among Student-Teachers

Teacher education programmes bear a responsibility to convey, model and promote positive standards of professional ethical conduct. They also should maintain screening and assessment procedures to assure that student-teachers candidates with negative dispositions at odds with professional standards and are not permitted to persist in teacher education programmes.

Teacher education programme have earned accreditation from Natioan Council for Accreditation of Teacher Education That national Accrediting group enquires that members of teacher education college and University assess their candidate’s knowledge, skills and dispositions. Teaching dispositions also extend to maintaining the ethical behaviour and ethical judgment standards of Teacher’s Professional Society. (NCATE- 2006).

“Teacher education programme evaluation guidelines include “Professionalism” as a required attribute of all teacher education candidates and note the programmes and provide evidence that their students possess demonstrate professionalism in keeping with the Pennsylvania code” PDE- (2001).

Teacher Training Programme has identified 11 dispositions that should practices for improving the Student-Teachers ethical behaviour and judgmental activities in education. To promote and assess the Student-Teachers in Teachers education through the actions of the Trainee’s dispositions and to respond displaying, positive and negative ethical behaviour and ethical judgment of Student-Teachers.

If Student Teachers have sincerely held, their characters should lead to Professional ethical behavioural action and ethical judgmental professional conduct/behaviour.

“Teacher Education should be role model and model for developing positive ethical behaviours for their Student-Teachers the eleven disposition briefly described components for knowledge, skills and Teachers ethical behaviour base with in Teacher education. (Danielson Framework for Teaching (2007).

I. Reflection Student Teachers should recognize their professional ethics. Reflection combined with experience leads to professional growth. Teachers Educators should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improve me (Danielson 4A, 4E).

II. Professional conduct Teacher should exercise sound ethical judgment and Ethical professional behaviour. Teacher should represent positive role models for their students and be supportive colleagues with other professionals and paraprofessionals (Danielson- 2C, 4D, 4F).

III. Respect for diversity Teacher should known individual difference among students and promote understanding of students varied cultural traditions and learning strengths and needs (Danielson- 1B).

IV. High expectation Teachers should believe that their students can learn and should set high, yet realistic goals for student success. Teachers should communicate those high expectations to their students in positive ways. (Danielson- 1C, 2B, 3A)
V. Respect for others  Teachers should develop and maintain classroom communities marked by student respect for other students and free from bullying and belittling behaviours. Teachers should interact with their students, fellow teachers, administrators, parents and other community members with courtesy and civility. Respect is also demonstrated by pre-service teachers in the professionally appropriate ways in which they address fellow students, staff, faculty members and administrators. (Danielson- 2A, 2D, 4,4D).

VI. Compassion  Teachers should demonstrate ethical behavioural professional friendliness, warmth and genuine caring in their relationships with students- teachers should attempt to establish student-teachers relationship characterized by respect and rapport ( Danielson - 2A).

VII. Advocacy  Teacher should work to promote positive changes in schools and communities that benefit the welfare of their students. Teachers should work to assure that their students are afforded the services they need. (Danielson 4D, 4F).

VIII. Curiosity  Teachers should promote a support curiosity in their students and encourage active inquiry. Teachers should be professional active lifelong learners and seek opportunities for professional development (Danielson-3C, 4D, 4E).

IX. Dedication  Teachers should be committed to the professional of teaching and to the betterment of their schools. Communities and students Decoction is also demonstrated by pre-service teachers by class attendance, participation, completion of outside reading and assignments and overall performance in Teacher education courses. (Danielson-4D)

X. Honesty  Teachers should be a model for personal and academic integrity. By their actions Teachers should be forthright in their interactions with others and uphold high standards of trust character and academic integrity. Danielson-4F)

XI. Fairness  Teachers should promote social justice, treat students equitably, maintain appropriate standards of confidentiality and exercise fairness in academic assessment. Teachers should promote fairness in students interactions
with others. (Danielson1F, 2A, 3D, 4B, 4F). The above said eleven dispositions should practice in Teacher Training Programme for developing student-teacher’s ethical behaviour and ethical judgment.

The ethical behaviour 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 standards and their learning.

Student-Teachers knowledge, skills and values described in the ethical standards for the Teaching profession and the standards of practice for the Teaching profession through professional learning.

**Significances of Teacher-Students Relationship to Improve Ethical Behaviour and Judgment**

Ethical behaviour and Judgmental activities has an important place in Teacher Education, The core of the Ethics of Teacher education have been consists of Teacher-Student related attitudes. Student and Teacher relationship must be based on respect and love. In the school environment, we may come across teachers who are violent with students, who insult them, or threaten them with low grads (Bilgen-1994).

The fact that the concept of Teacher-Students relationship is being included Ethical, Moral, Respect, Trust, Integrity, Honesty, Justice, Faithfulness Responsibilities, and Ethical Judgmental activities in the society. The relationships of Teacher and Students have started to be evaluated more carefully. Therefore, Teacher must interrogate more, whether their ethical behaviour and Judgment is right or not, in their relations with students, students families, school Teachers, Head of the institution and other Teacher (Haynes, 2002), Peach & Reclidick, (1986). Studies towards the awareness of teacher-students relationship including their ethical behaviour and judgment about the individual responsibility in the ethical dimension and application of teaching shall facilitate this awareness Terhart -(1998).

The Teacher education shows differences when compared to other branches of education the lesions are mainly on application and there are inside and outside activities school. Through Teacher education and Teaching
activities, and extra curriculum activities, Teacher and Students can come together more often. The relationship of student and Teachers may continue as a trainer relation. There is multidimensional, continual relationship continuing apart from school between the Teachers education Teachers and their students. Teacher education, Teachers are expected to follow professional ethics, ethical behaviour and Judgment including ethics codes for better qualified education in an environment where such an intensive relationship is experienced. (Pehlivar. (1998)

In practical ethical education given to Teachers, rules and codes are emphasized. The rules and ethics codes comprise a wide area in decision-making. They provide easiness to Teachers because they make the Teachers acquire the skill of ethical decision making. Because rules and code are Judgments, truthfulness of them has been accepted. While Teachers are making ethics, decisions, they have to correlate the decisions to the suitable rules and codes (Nash (1991). However, in educating Teachers, it is not sufficient to make them acquire the skills of ethical thinking and decision making depending on only codes and rules. In addition to this, there should be techniques such as sample event analysis, screenplays, dramatization (Strike & Soltis(1998), Sottile (1994).

Promoting Ethical Behaviour

An Educational culture, which defines the values that are supposed to guide Ethical behaviour of the Members of the Educational Organization and promote Ethical behaviour, is a necessity. Additionally, value based Administration includes inculcating socially responsible behaviour in all the Members of the Educational Institution Siva Kumar and Rao- (1996).

Thus, Universities in ancient India had an ideal culture. The students were rigorously selected, on the basis of their character and imparted education which would promote value-based Ethical behaviour. Similarly teachers were promoted on the basis of their moral and Ethical behaviour. Thus, the two watchword for couture building in education institutions in ancient India were character and competence.
Inculcating Socially Responsible Ethical Behaviour

Apart from inculcating character, it is also important to encourage social responsibility among the Students and Teachers. Scriptures of India show that the Students were educated in their social responsibility, so that they may perform them in the future when they take up leadership positions in the society.

Ethical Behavioural Judgment and Organisational Culture

Education can be viewed in one sense as the transmission of Ethical behavioural Judgmental values and accumulated knowledge of a society. Education Commissions (1964-66) suggested that, “The inculcation of ethical behavioural value in Students such as initiative, self-Confidence, Creativity and the spirit of social and antirational cultural service by introducing work experience in general education.” later, The National Policy on Education (1986) too recommended the inculcation of values in Student-Teachers and antirational culture in Teacher Education. And also highlights the status of the Teacher education, Professional Ethical behaviour and Judgmental activities are reflects the socio-cultural ethos of a society. In spite of the recommendations on Ethical value.

Based on education made by committees, commissions and some efforts being made by the educational institution vis-à-vis human values a practiced in life is deteriorating. Even the entire system of Teacher education revolves around the Teacher and the taught. If the Teacher is personally committed to the Ethical behaviour values and Judgmental practises them in her own life, It is almost always certain that the student will imbibe the values for which their Teacher stands. As Ethical behaviour values cannot be thought, the Teachers have to ensure that these values are upheld by the students in the process of education system. It therefore becomes imperative for the Teachers Organizational Cultural to function as role models to the students as well as society.

In the present scenario, ethics at work is a serious concern, ethical resource centre Washington (1995) revealed that most of the employees related the witnessed various misconducts such as stealing and theft (35%), sexual harmness (35%), alcohol (31%) using to supervisor (56%) and
It is clearly said that the unethical behaviour is revealed in different aspects.

If future employees like student-teachers are perfectly encouraged by the educational organization. They have better confidence to work and develop ethical behaviour. The same may be followed by the future students. If not, unethical behaviour will be revealed by the student teachers. Therefore, ethical behaviour is concerned with both employees and organization. At the same time, educational organization is not having trust on employees. In that situation, employees are forced to take unethical decision. This is mainly because of lack of integrity also. Therefore employees or student-teachers of any human industry must have integrity and they are the nation, builders and their role model is essential for future students. If teachers behaviour are ethical and they develop ethical judgment, students of future generation will also actively participate by exercising 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 that is why the investigator made an attempt to conduct the study.

1.2 Need and Significance of the Study

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

II. 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.

III. If future society is to be strengthened, student-teachers must realize their social responsibility which is one of the important components of ethical behaviour, that should be revealed by the
student-teachers for the welfare of the future society. In this aspect, the study is an important one.

IV. The study also gives some insight for teachers, how to perform the ethical value based activities and the preference for the most ethical value-based judgment. 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 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.

**Ethics in Teacher Education**

Ethics is commitment to higher order moral values and ability to distinguish right from wrong in this, we have laws, code of conduct of professional institutes, rules and regulations. Ethical behaviour can be compared to the air we breathe in. Similarly, we tend to take ethical behaviour for granted until it goes missing from our lives and we fall victims to unethical behaviour so, there is an immense need to understand the meaning of ethical and values in our life and inculcate them in teacher education.

The National Curriculum Framework (NCF) (2005), Stated, Places different demands and expectations on the Teacher education, Which need to be Student-Teachers and Continuing Teacher education. The importance of competent Teachers to the national’s school system can in no way be over emphasized. It is quality and extent of learner achievement determined by Teacher Competence, Sensitivity, Ethical behaviour and Judgmental activities and Teacher Motivation. It is common knowledge too that the academic Professional standards of Teachers constitute a critical component of the essential learning conditions for achieving the educational goal. Ethical Behaviour values need to be emphasized in Teacher education because they lead to actualization of innate capacities and elimination of all non-essentials from life. The enlivening influence of high Ethical behavioural values can
promote a flow of creative ideas and all thought, emotional status and actions can channelize into a constructive direction.

In present scenario, Teacher need to help their Students in how to learn, how to service in future, how to develop study skills, how to conduct other Teaching activities, how to examine, evaluate and assess information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be. All these expectations need- based, goal Oriented meaningful in- house discussion, subject- based Training, holistic approaches to quality education and from pedagogical scaffolding .

The need and goal of Teacher education, Ethical behaviour and Judgment of Teacher educators and Student- Teachers, infra structure facilities, simulated learning experiences, learning of skills, and classroom interaction among Student- Teachers and pupils etc.

1.3 Purpose of the Study

* The study may bring out some changes in the behaviour of student-teachers to perform ethical based behaviour students also may follow the role model of teacher and they may learn the skill of making ethical value- based judgment in future.

* This study may also help to have corporate school, integrity among teachers and promote a congenial atmosphere in school by avoiding certain conflicts.

* Further the study may also make student-teachers to understand their social responsibility and develop value- based attitude in their future professional life.

1.4 Statement of the Problem

Teaching Profession is a Noble profession. Teacher is considered as second Father and students are following his role as models. Before joining in Teaching profession during the time of Teacher Training, all Student-Teachers must undergo all sources of Training. One of the needed Training is getting Training in Ethical value-based activities and their related Ethical Judgment. The Ethical value based activities and Judgment will definitely
develop value based activities even among students studying in High School/Higher Secondary Schools. Therefore the investigator made an attempt to find out the Ethical value-based activities and their related Judgments at secondary level.

1.5 Operational Definition of the Key Terms

**Ethical Behaviour**

It is the combined strength of social and psychological skills of teacher trainees or student-teachers, which are necessary for their ethical value-based behaviour in college of education during the training period carried out in Schools located in Pondicherry area.

**Ethical Judgment**

It is something related to reasoning about the possible action of student-teachers who are undergoing training in Pondicherry area and they decide the most moral or ethical aspects.

**Student -Teachers**

The teacher trainees who are undergoing training in colleges of education located in Pondicherry.

1.6 Objectives of the Study

1) To identify ethical values-based behaviour 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, Types 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 behaviour and Judgment.

6) To offer suggestions to enhance the ethical value-based performance and judgmental practices of Student Teachers of various colleges of education.

1.7 Hypotheses of the Present Study

The following hypotheses were formulated by the investigator to offer specific direction to the present study.

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, Religion groups and 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 in ethical judgment process.

9) Student Teachers belonging Backward Communal groups and other Communal groups perform better Ethical judgment process than Scheduled caste and Tribes.
1.8 Contribution of the Study

The study may focus its contribution in the following aspects

* Inculcating a socially responsible behaviour
* To enhance the social responsibility of teachers as well as students
* To develop the studies of preferring right behaviour on the part of student-teachers

* It enable the teachers to prevent unethical behaviour and lead them to exhibit ethical behaviour

* It develops sociality, integrity, value-based attitudes, avoid unnecessary conflicts, Develop the skill of decision-making as the part of student-teachers and The same may be taught to the students of future generation.

1.9 Organization of Thesis

The research report is organization up to V Chapters followed by References and appendices.

In the first Chapter (Chapter I), an attempt is made to set the research problem in Student-Teacher’s Value-based Ethical Behaviour and Ethical Judgmental activities are identified and their relationship are discussed. The need and significance of the study, scope of the study and contribution of the study have been deal with in this chapter.

Chapter II, the previous studies related to the factors influencing the Student-Teachers value-based Ethical Behaviour and Ethical Judgmental activities are carried out in India and abroad are scanned with the purpose of identifying research gap of the study avoiding duplication of woke, understanding various factors responsible for developing Student-Teachers among their Ethical behaviour and Ethical judgmental activities deals with the conceptual framework of the study. The factors that are identified in this
research are conceptualized in right perspectives to facilitate a meaningful and logical base.

Chapter III describes a detailed methodological procedure adopted for studying the problem. It is essential for planning and evaluation.

Chapter IV deals with the analysis and interpretation of the data collected. The application of descriptive analysis, correlation analysis and differential analysis and interpretation of the results with Class Observation Schedule.

The last chapter (chapter V), forms the summary and conclusion. A brief summary of the study condensing from Chapter I to Chapter V is presented. The implications of the research and scope for further research are discussed in the last Chapter.

Conclusion

In this chapter, an attempt has been made to identified the performance of the student-teachers ethical behaviour and ethical judgments. The study reveals that student-teachers who have been performed Idealistic, Realistic and Unethical behaviour in their Teaching Profession, for identified the student-teachers value based professional ethical behaviour performance were resolve their Professional life. Based on that, student-teachers makes use of value-based ethical behaviour and ethical judgments in their teaching professional life. When student-teachers performed the above said value-based ethical behaviour and ethical judgment in their work environment, they can maintain and develop their professional ethical behaviour and ethical judgmental activities with their teaching learning as well as with their students. Then it ultimately brings out some changes in student-teachers ethical behaviour and it develops value-based ethical behaviour and judgments in their mind. The student-teachers ethical behaviours have influence on the professional life. In the present research, the researcher points out that student-teachers ethical behaviour and judgmental activities relations are considered as Principal factors that enhance the level of value-based Professional ethical behaviour and judgments, therefore the variables such as ethical behaviour and ethical judgment are logically interconnected in teaching profession.