CHAPTER-ONE
CONCEPTUAL FREM WORK

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CHAPTER: ONE

CONCEPTUAL FRAMEWORK

1.1: NEED AND IMPARTENCE OF THE STUDY:

Education plays a prominent role in the creation of good citizens and in any education system, the formation of good citizens depends on the quality of its teachers. The teacher is the most significant component in the process of education; he is the kingpin of any educational system (Gopalan, 2003) or to be concise, he is rather indispensable for the education system. He serves as the link between students and the syllabi. Therefore, any effort at improving the quality of education would mainly depend on the improvement in the quality of teachers (Gupta, 1997). The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation, and helps to keep the lamp of civilization burning. He not only guides the individual, but also to say, the destiny of the nation. (Radhakrishnan Sarpalli, quoted in Aggarwal, 1988). The significance of the teacher in the society cannot be denied. He is a friend, guide and philosopher to students imbibing in him noble cultural traditions (Drokin, 1967). Custodian of the future (Gandhi, 1970), sainted pioneer of civilization and moving force behind all social, economic and cultural advancement (Page, 1971). Teacher is so powerful that he can stimulate the changing process of the society in right direction. Teacher occupies central edifice in our education system. He is the pivot around whom the education revolves. Teachers are extremely important agents in the process of teaching and learning. It is said that no system of education is better than its teacher, because the quality education depends upon the teacher who serves it (Pandey, 1998).
The NPE (1986) and its programme of action (1992) has also repeatedly emphasized that the status of the teacher reflects the socio-cultural ethos of society and no people can raise above the level of its teachers. Thus the more influential energetic and resourceful the teacher, the better will be the quality of education. Therefore, it necessitate the requirement of a good teacher because if he is inefficient he can simply be very dangerous and disastrous as he deals with young minds, - his students generally have full faith on their teachers (Kukreti, 2004).

Teachers consciously or unconsciously cast great impact on their students. Apart from the family, children spend a great chunk of their day in the company of their teachers. They seek for a role model whom they can imitate and certainly the young, impressionable mind of the students can easily be molded according to the desired frame. In educational institutions a teacher can play a significant role in modifying the values of students towards a constructive and right direction. But to inculcate appropriate values among students the teacher should also have a ideal value pattern. For this it is necessary that such value pattern should be developed among the teachers since the initial teacher-training period (Kukreti, 1993).

To inculcate values among students, we need effective teachers who themselves are value oriented. It is our everyday experience to observe that children imitate their teachers not in words but in their behavior. Another significant aspect of the values is that values can never be inserted from outside, but these could be imbibed only when any individual feels convinced towards them. Teachers play very significant role in making students realize the necessity to follow positive values in life. Teachers' role in the total educational process
is vital, as child's behavior attitudes interest etc. are greatly influenced by teacher (Gupta, 2001). So the teachers should pay personal care and attention in framing the students' behaviors and character (Saxena, 2003).

In order to inculcate values in the students the primary requirement is that the students should have natural value fixation in them. Once a teacher's behaviors becomes value oriented its power to influence the child increases tremendously. Today the erosion of values and all pervading cynicism in the society has made it obligatory to focus our attention on values. It is the teacher who can become the catalytic agent for imbibing the appropriate values among students and he should get ready to face the challenge onslaught of value devaluation being carried out by the modern society and modern media. It has become essential that a teacher, in order to become more effective should increase the role of value in his life. The teacher has to accept the challenge of generating a thirst for knowledge, a search for truth and a spirit of inquiry/experimentation and optimism. For this he will have to practice himself what he preaches (Mohanty, 2003). The change in the value pattern of students is imperative because the prosperity and development of our country does not depend only on the materialistic aspect but it can be assessed through the ideal characteristic of the citizen.

Mehta (1973) studied the value pattern of prospective teachers and stated that in comparison to female pupil teachers the male pupil teachers were found having significantly higher mean value on theoretical and economic values. While the female pupil teachers were possessed higher mean scores on aesthetic and religious values. Kukreti (1988) studied the value preferences of pupil teachers and revealed that or. ten-value scale, both groups- made and female
pupil teachers and given 1st, 2nd and 3rd priorities to knowledge, social and democratic values. While the female teacher trainees had given 8th, 9th and 10th priorities to economic, hedonistic and power values. On the other hand the male teacher trainees had given last preferences to hedonistic, power, and economic values. Sharma and Shinha (1987) made an attempt to compare the value pattern of female teachers belonging to secondary schools and degree colleges. The researches revealed that social, political and individual values were found similar among the teachers of both groups. While the female teachers of secondary schools were found having significantly higher scores on religious and economic values than their counterpart i.e. the female teachers of higher education. In his study Chhabra (1975) revealed that the male teachers were found preferring aesthetic and social values, while the female teachers had given top priority to religious value. Jain (1982) possessed a significant and positive relationship between the age and religious value of the teachers.

Shah and Kukreti (1990) had made an attempt to study the value pattern of secondary school teachers in relation to their grade and sex. The investigators found that male teachers of lecturer and Lecturer (L.T) grade had significantly higher knowledge and social values than their female counterparts, while female teachers had remarkably higher aesthetic and humanistic values in comparison to male teachers C.T. grade male teachers were found to have higher economic, knowledge and creative values, in comparison to female teachers, whereas aesthetic, political and humanistic values were found significantly higher in female teachers. The female teachers have higher humanistic and aesthetic values, while the male teachers bestowed priority to knowledge and creative values. In case of comparison, on the basis of the grades, the lecturer grade teachers were found to
have higher knowledge, aesthetic and creative values, whereas the teachers of L.T. and C.T. grades have shown higher humanistic and economic values respectively. Kukreti (1988) in his study teacher trainees: a value oriented study, revealed that the aesthetic and family prestige values were more prominent in female teacher trainees in comparison to male teacher trainees. In terms of hedonistic and health values, male teacher trainees scored significantly better in comparison to female teacher trainees. The researcher also found that the first three value preferences of women teacher trainees were knowledge, social, democratic values respectively, while the priorities of male teacher trainees were power, hedonistic and economic values respectively. Kukreti (1993) made a comparative study of value pattern of teacher trainees and revealed that knowledge, democratic, health, religious and aesthetic values found similar among rural and urban teacher trainees. Where as no significant difference was found between male and female teacher trainees in respect to social, knowledge, economic, democratic and health values. Further, the researcher also revealed that male, female, rural and urban. groups of teacher trainees expressed- IInd and IIIrd preferences to knowledge, social and democratic values respectively.

Who is an efficient /competent or effective teacher and which pedagogical and psychological characteristics may be associated with the effective teachers, it has been the subject of researchers since the long time. But even till date the researchers could not draw any substantial conclusion. Some investigations have been conducted to find out the relationship between teaching success and value pattern of teachers. Rescher (1969) reported that teachers with high aesthetic value scores were generally viewed by their supervisors as possessing a high degree of professional competence
and qualities desirable for a successful teacher. He also revealed that teachers with high aesthetic value were distinguished by their verbal competence and effective communication in classroom. But in their studies. Koul (1972) and Singh (1978) had contradicted it. Singh (1978) had found a negative relationship between aesthetic value and teaching success. On the contrary Koul (1977), reported that aesthetic value was found almost similar among highly accepted/successful and least accepted/unsuccessful teachers. Predicted to teacher effectiveness. Contrary to it, Seigoe (1946) and Tenner (1954), in their studies, found no relationship between the variable teaching success and value pattern. Kaul (1972) made an attempt to sort-out the differentiating values of popular and non-popular teachers. The values of popular and non-popular teachers were assessed by using the adapted Allport Vernon Lindzey value scale, modified by Choudhary for Indian situation. The study revealed that popular teachers were significantly high on theoretical, social and religious values than non-popular ones. Similarly Singh (1978), Mutha (1980) and Kumar (1985) had also confirmed that effective teachers tended to score higher on theoretical value than ineffective teachers. In his research study, Chandra (1977) had also found that effective teachers obtained significantly higher scores on social service (social value) and intellectual challenges (Knowledge value). Similarly, Singh (1978), Mutha (1980) also identified a positive and significant correlation between social value and teaching success. Whereas, Kaul (1977), Gihar et al. (2002), Kukreti and Mishra (2003), Saxena et al. (2003) yielded positive but insignificant relationship between the variables social value and success in teaching. Further, on knowledge value Singh (1987) revealed that effective pupil teachers had obtained higher mean scores than ineffective pupil teachers on knowledge value.
Singh (1978) had also studied the relationship between economic value and teaching success and found a negative relationship between these two variables. Similarly, Chandra (1977) and Singh (1981) in their individual studies revealed that non-popular/unsuccessful teachers were found significantly high on economic value and confirmed the finding of negative relationship between economic value and teaching success. But, on the other hand Kaul (1977) had found successful and unsuccessful teachers similar on the variable economic value. Kumar (1985) also made an attempt to study the relationship of teacher effectiveness with value pattern characterizing teachers at the secondary level. The sample consisted of 300 teachers, both male and female teachers from the secondary schools of Jodhpur city. The study indicated that ineffective teachers got higher scores on political value. Mutha (1980) has also supported this finding. But, here again Kaul (1977) found no significant difference between effective and ineffective teachers, regarding their political value. While, in his investigation Kaul (1972) indicated that the popular teachers were found significantly high on political value, than the non-popular teachers. Wali (1985), made an attempt to investigate the value pattern of teachers as predictor of teacher effectiveness. The investigator reported that democratic and family prestige values were found significantly correlated with teacher effectiveness. Singh (1987), in his doctoral investigation reported that effective teachers were found to have significantly higher scores on religious, social, democratic and aesthetic values. Whereas, ineffective teachers scored higher on hedonistic, power, family prestige and health values. Atreya (1989) studied teachers' values in relation to their high, average and low teaching effectiveness at degree college level. The study was conducted on 600 teachers selected from 11 colleges of Meerut University. The researcher
reported that at degree level, teaching effectiveness was significantly related to values. The effective teachers were found significantly different from ineffective teachers as they were endowed with a value pattern, which accounted for their effective teaching. Shah (1991) reported that teaching effectiveness was significantly affected by the value pattern of the teachers. The effective teachers were found to have high knowledge value. While the ineffective teachers were found to possess high economic and political values. Nautyal (1992) reported that in respect to theoretical value a significant difference was found between the high work performance and low work performance of male teachers of government and private secondary schools of Garhwal region. But in the case of female teachers of both groups of government and private schools no significant difference was found in respect to theoretical value. While social, political and religious values were found almost similar among the male and female efficient and inefficient teachers of government and private schools. Gihar et al. (2002) studied the role of values in teacher effectiveness and revealed that knowledge and creative values were found positively correlated with teacher effectiveness of male and female teachers. Similarly, Saxena et al. (2003) investigated the values as determinants of teacher effectiveness. The researchers reported that knowledge, creative, humanistic and religious values were found positive and significant predictors of effective teaching. While political and economic values were found negatively correlated with teacher effectiveness.

Kaul (1977) reported that more accepted female teachers happen to possess better orientation in the sphere of theoretical value, but in respect of aesthetic, social, political and religious values they were found similar to their less accepted female counterparts. Further, Rescher (1969) and Reddy (1976) indicated that academic
qualification of teachers could not make any effect on their value pattern. Rescher (1969) also indicated that there was no significant difference in the value pattern of the teachers with varying in the length of teaching experience. On the contrary Singh (1974) and Jain (1982) reported a significant and positive relationship between the age and religious value of teachers.

From the corpus of above said researches it can be deduced that the in-service and prospective teachers had given priorities to knowledge, social, democratic, creative, religious, aesthetic and family prestige values. While they had given least preferences to economic, power hedonistic and political values. In respect of teacher competency the competent teachers were found having high scores on knowledge, creative, social and democratic values, on the other hand in general economic, power and political values were found negatively correlated with teaching competency of teachers.

Due to lack of perfect knowledge about the characteristics of competent teachers, the cognitive domains of teacher behaviour mainly dominate our teacher-training programmes. On the basis of observations it can be said that only the knowledge of subject matter, skills and awareness towards job are not enough for efficient teaching. Because, one may be quite aware about his/her job, acquire necessary skills and knowledge but may not be dedicated fully to the teaching profession (Kukreti and Mishra, 2003). At the time of selecting candidates for teacher training due to the lack of comprehensive, standard and reliable tools, it is possible that a number of candidates may get admission in the training institutions, who later prove to be unsuitable for the teaching profession, or who do not have desirable characteristics of future successful teacher. Thus, it is the responsibility of teacher-educators and curriculum
constructors to bring about a change in teacher trainees as per the need of the teaching profession. As the above studies indicate, that the majority of successful teachers as against unsuccessful teachers were found to have high knowledge, creative and humanistic values and low political and economic values. It seems reasonable, to recommend that in teacher training programmes and in its syllabus, these modifications should be done. The modifications will be able to develop the advancement of knowledge by an empirical, critical, rational and intellectual approach, and favorable attitude. Towards higher academic achievement, originality in thought, interest in the discovery of new innovations, love for science and technology, devotion towards students, love and respect for his pupils, colleagues and society, enthusiasm to enhance his status in the college as well as in the society. On the other hand such chapters should be added in the syllabus, which will diminish the materialistic feelings, attitude towards industrialists and business related matters and thrust of money and material gain through his profession.

At present, the recruitment and promotion of the teachers being done on the basis of academic degrees and performance of the candidates in a brief interview. The findings of the above studies suggest that the new teachers should be selected on the basis of academic qualification but value pattern of successful teachers should also be included in the criteria for selection. The selection of teachers should be done through a comprehensive process of a written test and interview, in which the recruitment authorities should find whether a candidate for teaching job has acquired the necessary professional skills, knowledge of subject matter and possess the value pattern of a successful teachers.

Another way to expose the teacher to better values is the useful
association and conditions causing satisfaction and enjoyment. Value study groups, environmental study groups, mercy to animal group, social and cultural group, science and life group can be formed and free discussion can provide very good reinforcement to value inculcation among teachers. Along with the discussion the weekly extension lectures containing the moral and ethical values can also be arranged. Such lectures can deal with significant value content in the light of existing modern situation. The institution can also arrange periods for internal meditation and scanning one's behavior in the light of desired values. Such self-evaluation can bring change in the overt behavior of a teacher, inculcating in him the desired values. This is known as internalizing the values. This process involves imitation, identification, internalization, sublimation and projection. This process will help not only to provide information but also the sustenance values.

For inculcation of appropriate value pattern among in-service teachers some value oriented programme and activities i.e. workshops, moral lectures, seminars, meditation camps, orientation and refresher programme may be organized in schools, colleges or in teacher training institutions. Mishra and Kukreti (2004), suggested that the TV has wide potentiality of inculcating appropriate values among teachers. For this purpose special programs based on real life experiences of some eminent persons who are complete embodiment of human value, should be telecasted, so that teachers feel motivated to follow the same. Moreover through T.V. programs teacher can also narrate their real life experiences, their tales of success, the impediments faced while inculcating values in their students. The telecasting time for these programs should be kept according to the convenience of teachers. So to develop good value pattern among teachers, electronic and print media may also be helpful.
Many TV channel telecast programmes related to high morale values, similarly so many video-films, CDs and audiocassettes on this area are also available in market. These techniques may be used in educational institutions to provide value based education. Further magazines, books, journals, monographs, etc. containing articles on and other material morale values and professional ethics should be regularly subscribed in educational institutions and teachers should be motivated to go through such type of literature. This type of efforts will certainly be able to bring much desired value orientation among our teachers.

Teacher education is a challenging task Accelerating better avenues of imparting human rights education by means of introducing different components of aesthetics is a more challenging one because it demands training and orientation of the finer essence of aesthetics associated with or calling sincere attention to manifestation and application of human rights. As a matter of fact, the education of human rights is terribly neglected and unusually ignored. This becomes all the more explicit and realistic when we come across the so-called educated people misusing and misinterpreting human rights as and when they like. The right to live, for example, has been in some cases found to be dissociated with the spirit of good and decent, conjoint and communicated living, thanks to rampant urbanization and undesirable outcome of family planning, where by the aesthetic spirit of benevolence and magnanimity, fraternity and sympathy wails in indifference.

Teaching teachers to be well equipped with some of the fundamental components of aesthetics in imparting lessons on human rights to their pupils in classrooms or elsewhere would not only ensure quality and excellence in teaching-learning but would also ensure
efflorescence of good sense and sensibilities based on a strong foundation of how to judiciously adjust the hardcore rules and regulations of human rights more often than not encapsulated in rules and regulations into a spontaneous, thrilling, challenging and altruistic vision of fullness of life and living from all positive and promising points of view patterns of human rights education is to reshuffle the world of knowledge not in automations alone which have already bade farewell to unparalleled and incomparable aesthetic effulgence but in expanding, innovating, evaluating and re-crystallizing knowledge as the life of sensitized feeling Indeed, a very difficulties for human rights to be serenely amalgamated to knowledge necessitate at least three aesthetic components: unison with the inner being with all purity and poignancy, consolidation of knowledge where every right turns into a socio-aesthetic pointer to well-being of humanity and a furtherance of the horizon of knowledge where the teaching of human rights is promised,: with the cultivation of aesthetic fulfillment of knowledge extending its domain of matter-of-factness as every right apparently leads one to activate oneself from immediate consequences, to that of reducing oneself to a cipher by means of the aesthetic grandeur of knowledge crystallized aesthetically into wisdom. In this connection, Winthrop appositely asserts: "Knowledge divorced from the significance for the life of feeling, knowledge disentangled from the social matrix to which it must have relevance, knowledge which does not determine the postures we take towards our self’s of education. This is precisely one of the greatest dangers in teaching by machine, for the automated program will frequently deal with abstractions completely alienated from the human context, which gives them relevance. Alienated learning is a modern Frankenstein and it is tragically on the increase. Learning which cannot become part of the warp and woof of one's own inner being, is
learning which, from the viewpoint of a philosophy of existentialism, is without commitment. Programmed instruction cannot escape increasing the fund of alienated learning and education in our time. It could be argued, I believe, that the central function of a great teacher is precisely that of preventing the process of alienation in education. In this sense he has no substitute and remains an eternal bulwark against the twin dangers of the Scylla of over-intellectualization and the Charybdis of emotional and sentimental surcharge."

A certain catholicity of vision in teaching teachers for imparting human rights education, therefore, calls forth exploring and exercising aesthetic values in a careful and cautious manner. Re-exploring human relationship not in terms of exhibitionism nor even of matter-of-fact performance-appraisal but in the fullness of righteous approach to marching ahead is the urgent assignment for training of teachers that can never be accomplished or exercised extrinsically but can certainly be highlighted, caught and enkindled inwardly with all perfume of promise and poignancy.

Seriousness is the fight to be launched right now as intellectual exercise cannot remain a silent, mechanical, artificial, passive and dull spectator to aesthetic peril. Modernity, macabre and mesmerized, invites social zombieism - a supernatural power to bring life to the dead. The lesson the learners need at present or never from their teachers in culture-motivation in particular is to aesthetically safeguard themselves from lack of response which means lack of being justified to the right of aesthetic living in uniqueness - a birthright as it were in the lotus land of grandeur of humanity. One might recall, in this connection, teaching human rights with an eye to enriching humane exercise and effulgence of aesthetic sensitization by being self forewarned against Maslowean "rubricization", that is,
visualizing and assessing one another in terms of stereotypes or labels as Rabindranath Tagore warns us in his famous drama *Red Oleanders* against 47 A or 69E.

Admittedly teacher education for promoting socio-aesthetic excellence in exercising human rights by being alert in unusually nursling perception through rubricization that, as Maslow unfolds from motivation and personality points of view (Maslow, 1954) makes us myopic in the world of commonality. The right to have an access and address the unknown and the unasked, the abstract and the ambiguous, meaningless and unexpected, thereby allowing the call of the idiosyncratic and unique to be explored and afresh in the world of teaching and learning, what lesson of human rights can be more aesthetic and sensitive, challenging and promising?

Toying with the unparalleled gifts of individuality for a moratorium of intellectual and aesthetic excellence is one of the most ominous signs of so-called cultural advancement. Teacher education for training of human rights cannot but make a genuine effort in empowering the aesthetics of cultural sensitization of humane values even if individual thought-processes are directly or indirectly branded as aggressive or outspoken. Crisis in human rights is definitely associated with human values, aesthetic or otherwise. Respect for the individual for freedom of individuality is one of the primary lessons of human rights education under scanner, where the teacher necessitates orientation under four directions:

- Open-minded approach to ideas, concepts, themes and experimentations,
- A reflective approach to bridge the barriers of inanity and matter-of-factness, stereotyped vision and narrowness in
contemplation and action,
❖ illumination of best thoughts, best ideas, best concepts and best insights, and
❖ Making an endless adventure into the world of the unknown and the infinite for an enviable world to live in and live beyond.

The tree of human rights bringing forty the aesthetic flowers and fruits in the components of finer sensibilities and softer vision of vibrant education undine by necessitates caressing and nurturing by everyone associated with teaching and learning.

Reinventing the essence of human rights education in terms of aesthetics for quality in teacher education also presupposes self-assurance of inwardness. Teacher, teach thyself. It definitely involves non too serious stakeholders particularly the immediate community. Parents and guardians as promoters of human's right education ought to join warmer hands with teachers and teacher education for acceleration of aesthetically enriched human rights education would then alone be properly considered for assessment and accreditation. Is teacher education right to be immunized in human rights or wrong to be wrongly sermonized in the shame show of aesthetics in streamlined computerized culture or more than anything that beckons the harassed teacher educator, teacher learner? The answer is far beyond the rhetoric of human rights. Who cares to be schizophrenic in a bruised and battered modern world of education sans aesthetic grace, growth, governance and grandeur.

Since the middle of the last century, concern has been expressed by various sections of the society about the progressive erosion in the morality of the new generation and a general decline in character among a large section of the people. With the passage of time, the
voice of concern has become louder despite the fact that many attempts have been made simultaneously to check his deterioration in the moral development of the citizens. This seems to be the general trend in the developed as well as developing worlds. Referring to this global trend, the Education Commission (1964-66) observed, "The weakening of social and moral values in the younger generation is creating many serious social and ethical conflicts in western societies and there is already a desire among great western thinkers to balance the knowledge and skills which science and technology bring with the values and insights associated with ethics and religion at its best, viz., a search for the knowledge of the self, of the meaning of life, of the relationship of man to other human beings and to the ultimate reality. In the situation that is developing, it is equally important to give a proper value orientation to our educational system. We would like to emphasize the need to pay attention to the inculcation of right values in the students at all stages of education. We are happy to note that the awareness of this responsibility has been growing since independence. However, it has become necessary and urgent to adopt active measures to give a proper value orientation to education". In their attempt to emphasize the need for character building of future citizens through value oriented education, the Commission was, in fact, supporting the concerns expressed by the earlier two important national Commissions on University Education and Secondary Education which had tried to draw the attention of educational and curriculum planners towards this growing need for value education at all stages of education. In their own way, the two Commissions had stressed on inculcation of religious and moral values in the learners. The successive recommendations found their place in the provisions of the National Policy on Education (1986) which clearly recommended:
"Readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values". Education, being an attempt to affect all-round development of the young future citizens of the society, offers best opportunity for inculcation of values in them and for developing them into men of character. As stressed by Ramamurthy Committee (1990), "Education must provide a climate for the nurture of values both as a personalized set of values forming one's character and including necessarily social, cultural and national values so as to have a context and meaning for actions and decisions and in order to enable the persons to act with conviction and commitment". It was perhaps the deep concern for development of values in the learners that made the Committee to title its report as 'Towards an Enlightened and Humane Society' and argue that 'true education must humanise the person'. In fact, values bring quality to human life. Quality, in human terms, has also been emphasized by Kornhauser (1996) who stresses that 'knowledge interwoven with values creates wisdom' which should be the ultimate aim of education and this aim should not be allowed to be carried away by the more visible material well-being goal of education. In this connection, Richards (2001) observed, "if we look at the views of Gandhi in this regard, we find that he was also convinced that education without 'lofty conduct and morality' is dangerous and that 'society will only benefit from it, provided people along with it, acquired truthful conduct and moral life'. He suggested that while education has to be vocationally oriented, at the same time, it should also promote an understanding of the meaning of life. So, in Gandhi's view, the primary objective of education goes beyond the view of those who insist that education should be pursued for its own sake, that it is in itself inherently valuable or that its main aim should be to prepare students for an occupation in life."
While, on the one hand, many attempts for inculcation of values through education are under way, it is also being argued by some educationists, on the other, that any attempt to impose values on people will prove more harmful in the long term. Perhaps this may have been said under the presumption that such an attempt may end up in the undesired process of indoctrination of the young minds. Dass (1998) warns that in a free society, no one has any right to impose any value on another person or, in other words, everyone should be free to make one's own choices. Education should, however, provide information truthfully, stimulate the possible merely by exposing the children to value-oriented learning material, or talks on values or such events which highlight moral and other values; rather it requires, as a necessary condition, creation of such institutional environment as is conducive to inculcation of values. This environment comes into being as a result of an effective interplay of the roles by different members of the educational organization and their value orientation.

Teacher's Role in value inculcation among teachers. The primary responsibility of creating a conducive environment rests on the shoulders of the teacher, the kingpin in any educational institution, who directly comes into contact with students and translates the curriculum into action. Referring to the significance of teachers in this endeavor, the Mudaliar Commission (1953) emphasized that school teachers can be infused with a high sense of their destiny only when they are made to realize that they are engaged in the making of better human beings and creating a better social order and not merely teaching a dull, prescribed syllabus. It would not be wrong to say that its teachers make a nation great. This happens when, besides being masters in their own disciplines and
competent in communication skills, teachers are also men and women of character. They should be men and women of courage and conviction. They should possess and display qualities of leadership and the accepted norms of behaviour. These views are also echoed in the Delors Commission (1996), which asserted, "It is the teacher whose role can help immensely in the inculcation of values. And that teachers' great strength lies in the example they set, of curiosity, open mindedness, willingness to put their assumptions to test and to acknowledge mistakes, most of all, they must transmit a love of learning". Throughout history, teachers have played a role more profound and subtle than that of instructors. Bringing to their vocation a passion for ideas and values together with a love of children and an understanding of the process by which the seeds of motivation are sown, the profession has inspired millions of people to become everything from community activists to loving parents; from distinguished parents to valued leaders in every aspect of a society's life. It is imperative that we never lose sight of the teacher in this personal interfacing sense as the critical instrument in the educational process (Singh and Thakur 2002). This dictum of teacher's subtle role in inculcation of values has been found to be true at all levels of education which suggests that inculcation of values is a continuing process and its significance must not be under-estimated at any level of education. This has very aptly been illustrated by the Hon'ble President of India, Dr. APJ Abdul Kalam (2003) in his address to the nation on the occasion of teachers' day this year based on his experiences of life. While recalling some of his most memorable encounters with his teachers, which later on proved vital turning points in his life, he paid rich tributes to those teachers in primary school as well as in higher education who had
unimitatingly and untiringly tried to solve students' learning problems and had always encouraged their spirit of enquiry and inquisitiveness to remain alive. He says that one of the three unique characteristics for creating an enlightened human being is that the teacher becomes not only role model for the student in respect of learning but also for shaping his life with great dreams and aims. Everyone of us would surely have similar kind of experiences imprinted on our minds during the days of our education and would have certainly received inspiration from our teachers of the type the President has referred to. Since, teacher is the most vital and appropriate person in the entire formal educational setting for inculcating values in young learners and so, from this point of view, it is extremely necessary to ensure that he plays his role as a model of character and good behaviour and as an epitome of those values which the society wishes to inculcate in learners. It needs to be kept in mind that a teacher occupies a position of authority in the eyes of his students and they always tend to follow him. The teacher earns this position not only through his ability to satisfy his students' learning needs but also on account of his other personal attributes. Although for a teacher to be effective in his teaching behaviour is considered relevant, yet for acting as a role model and source of inspiration for his students to make them good human beings and men of character, his behaviour as a teacher is all too important. We know that a teacher's entire behaviour, inside as well as outside the classroom and even outside the school, remains constantly under watch and close scrutiny not only by his students but also by their parents and they all have a very high expectation of his moral behaviour in formal as well as informal settings. The reason for doing so is that they consider teacher not only as one who will
adhere to high standards of character and moral behaviour, rather, unlike other professionals, they think that he will also elevate the existing ethical standards of the profession. It is with this perception in mind that students aspire to follow his standards. It is for this reason that the teacher always needs to present an example of moral values and impeccable character in his professional as well as personal life so as to inspire his students to imbibe and follow these values and qualities of character without a shred of doubt or suspicion. A teacher, who attempts to live by values, exerts a profound influence on his students which cannot be matched by all kinds of curricular efforts with regard to inculcation of values in them. It has been argued that his mental and moral qualities have a direct bearing even on his effectiveness in teaching. For example, if a teacher's integrity is dubious in the eyes of his students, they will despise him which will result in loss of his respect, undermining his discipline and influence during the course of teaching (Dunhill 1966). So, it is in the interest of both value inculcation and effective classroom teaching that the teachers should lead an exemplary personal and professional life.

Thinking of the individual—and help him in making judgments. He argues further that some educationists justify value indoctrination by saying that these are universal human values. Any value can be called a human value and no value is universal except the moral value because the moral value is the only value which is based on the concept of justice. Thus, most educationists in the free world agree that education should not attempt to inculcate values other than moral values. In fact, the recommendations of some earlier Commissions for imparting religious instruction in schools for the purpose of inculcation of values among students
were in contradiction with the basic principle of secularism as
enshrined in the Indian Constitution and so, it was not considered
by many educationists as an acceptable proposition. This view
has clearly been vindicated by the recent judgment of the
Supreme Court which has allowed education of religions for
purposes of common knowledge of the young learners and has
discouraged religious education in schools. It is essentially
education in moral values that is expected to nurture good
character, the prime concern of today's society. The question that
now arises is as to how these values can be inculcated in the
teachers themselves and how they can be stimulated to observe
them in their personal and professional life as a part of their daily
behaviour. The task is not an easy one, particularly, in the face of a
general climate of deterioration prevailing in the society all around. To
begin with, one obvious method would be to create such an ambience
in the teacher training institutions which is conducive to the
inculcation of these values among the prospective teachers. If trainee
teachers are groomed in an institutional setting and climate which
does not facilitate orientation and practice of these values or does not
weigh these values as important ingredients of the entire teacher
preparation programme and of the teaching learning process, not
many qualities of character would be imbibed by the future teachers
in the course of their training. Obviously, teacher educators would
themselves be required to live by these values and follow a role
model so that they are able to exert a desired influence on the trainee
teachers. In the existing scenario, particularly at the elementary
education stage, in an effort to achieve targets of enrolment, retention
and scholastic learning, a large number of such teachers are being
appointed in schools who have never undergone proper training in
any teacher education institution and have not been duly exposed to
an ambience that is conducive to value inculcation. In these circumstances, the process of value education is likely to be adversely affected. One needs to be conscious of this risk which is being created by the system. The individual teacher is not to be blamed if proper value inculcation in his students does not take place in this situation. This calls for the need of a proper training of teachers for sufficient duration where their desired value orientation can take place before their entry into the profession. Secondly, the climate of the institution where teachers would actually be performing their professional duties would need to be such as allows them autonomy in decision making and freedom of action. It all depends on the kind of relationships that the head of the school is able to build up with his teachers and the leadership style he chooses to follow to direct the teachers in their job. A head teacher, who believes in values of democracy and practices them in his day to day interactions with his colleagues, is likely to create a better and more conducive environment for teachers to follow the values listed earlier and present themselves as the role model for their students. However, besides environmental factors, some socio-economic factors associated with the profession and the morale of teachers will also determine the extent to which they will be able to observe various values in their professional disposition and play their role as models of good behaviour and character. For example, the kind of social status accorded to the teachers by the society, the economic rewards of their work, that is, remuneration and other benefits made available to them and facilities given to them to discharge their professional responsibilities, will contribute in motivating them to adhere to the values and norms of moral behavior.

As we all know India is a democratic and developing country.
Development of any country lies in the development of the individuals living there. Development includes the development of intellectual, spiritual, emotional, moral, physical, economic, material, democratic, cultural and social aspects of life of an individual. The proper development of all these aspects depends on education. Education is a process of bringing desirable change into the behaviour of human beings. According to Mackenzi In wider sense, it is a process that goes on throughout life and is promoted by almost every experience in life," and in Drever's words " Education is a process in which and by which the knowledge, Character and behaviour of the young shaped and moulded. Without education, human race is similar to animal kingdom because eating; drinking, sleeping and sex are common to both animal and human being. It is only knowledge and education, where they differ. Education means both the acquisitions of knowledge and experience as well as the development of skills, habits and attitudes, which help persons to lead a full and worthwhile life in this world.

According to Swami Vivekanand " education is a ' man making ' process with the specific purpose of achievement maximum self realization for the person and for the optimal benefit to the society!' The main aim of the education is to shape the character of the students as the best citizens of the nation as well as to make them the person of high morality and highly spiritual individuals.

In the education of an individual, two agencies play important roles, one is family and other is school, At home, mother and home environment plays vital role in imparting education to a child and specially the role of mother is very important, she is also known as a first teacher of a child. Secondly home environment regarding which Baumrind in her research found that parents approach to child rearing have important implications in terms of degree of autonomy and responsible social behaviour
exhibited by their children. The children of authoritative parents, in comparison to other peers, were found to be more self reliant, self controlled content and explorative. They were also energetic, friendly, curious, and cooperative. Along with this, children exhibited more mature moral judgment than their peer and were better able to control their own aggressive impulses and channel them into more appropriate social behaviours. When children of authoritative parents becomes teachers, they are less likely to become involved in drug, abuse or other deviant behaviour. In contrast, she found that authority group, parenting was associated with children who were unhappy, socially withdrawn, distrustful and moody, 3:i audition, they lend to lack spontaneity and be overly dependent on adults for direction and decision making older children and adolescents of authoritarian parents may either remain very dependent or may go in the other direction and become very rebellious, especially if the parents are unreasonably restrictive of the adolescents autonomy and rely on coercive methods of control rather than rational methods of induction. Parents who rely on permissive style of child rearing tend to have children, who are immature, lacking in impulse control, less exploratory, more dependent and aggressive. When these children become adolescents, they tend to over conform to parent's values and expectations. Those adolescents who have parents low in both demanding ness and responsiveness are more likely to become engaged in delinquent behaviour, as well as early experimentation with drug, alcohol and sex.

Since the middle of the last century concern has been expressed by various sections of the society about the progressive erosion in the morality of the new generation and a general decline in character among a large section of the people. With the passage of time, the voice of concern has become louder despite the fact that many attempts have been made simultaneously to check this deterioration
in the moral development of the citizens. This seems to be the general trend in the developed as well as developing worlds. Referring to this global trend, the Education Commission (1964-66) observed. "The weakening of social and moral values in the younger generation is creating many serious social and ethical conflicts in western societies and there is already a desire among great western thinkers to balance the knowledge and skills which science and technology bring with the values and insights associated with ethics conflicts in western societies and there is already a desire among great western thinkers to balance the knowledge and skills which science and technology bring with the values and insights associated with ethics and religion at its best, viz., a search for the knowledge of the self, of the meaning of life, of the relationship of man to other human beings and to the ultimate reality. In the situation that is developing, it is equally important to give a proper value orientation to our educational system. We would like to emphasize the need to pay attention to the inculcating of right values in the students at all stages of education. We are happy to note that the awareness of this responsibility has been growing since independence. However, it has become necessary and urgent to adopt active measures to give a proper value orientation to education".

In their attempt to emphasize the need for the character building of future citizens through value oriented education, the Commission was, in fact, supporting the concerns expressed by the earlier two important national Commissions on University Education and Secondary Education which had tried to draw the attention of educational and curriculum planners towards this growing need for value education at all stages of education. In their own way, the two Commissions had stressed on inculcation of religious and moral values in the learners. The successive recommendations found their
place in the provisions of the national policy on Education (1986) which clearly recommended. "Readjustment in the curriculum in order to make education forceful tool for the cultivation of social and moral values". Education, being an attempt to affect all-round development of the young future citizens of the society, offers best opportunity for inculcation of values in them and for developing them into men of character. As stressed by Ramamurthy Committee (1990)."

Education must provide a climate for the nurture of values both as a personalized set of values forming one's character and including necessarily social, cultural and national values so as to have a context and meaning for actions and decisions and in order to enable the persons to act with conviction and commitment". It was perhaps the deep concern for development of values in the learners that made the Committee to title this report as 'Towards an Enlightened and Human Society' and argue that 'true education must humanize the person'. In fact, values bring quality to human life.

Quality, in human terms, has also been emphasized by Kornhauser(1996) who stresses that 'knowledge interwoven with values creates wisdom' which should be the ultimate aim of education and this aim should not be allowed to be carried away by the more visible material well-being goal of education. In this regard, we find that he was also convinced that education without 'lofty conduct and morality' is dangerous and that 'society will only benefit from it, provided people. Along with it, acquired truthful conduct and moral life'. He suggested that while education has to be vocationally oriented, at the same time it should also promote an understanding of the meaning of life. So, in Gandhi's view, the primary objective of education goes beyond the view of those who insist that education should be pursued for its own sake, that it is in itself inherently valuable or that its main aim should be to prepare students for an
While, on the hand, many attempts for inculcation of values through education are under way, it is also being argued by some educationists, on the other, that any attempt to impose values on people will prove more harmful in the long term. Perhaps this may have been said under the presumption that such an attempt may end up in the undesired process of indoctrination of the young minds. Dass (1998) warns that in a free society, no one has any right to impose any value on another person or, in other words, everyone should be free to make one's own choices. Education should, however, provide information truthfully, stimulate the possible merely by exposing the children to value-oriented learning material, or talks on values or such events which highlight moral and other values; rather it requires, as a necessary condition, creation of such institutional environment as is conducive of values. This environment comes into being as a result of an effective interplay of the roles by different members of the educational organization and their value orientation.

1.2 JUSTIFICATION OF THE STUDY:-

Justification of the study denotes the rationale (s) behind the motive and process. In the research work, mainly three points are explained to justify the research work by investigator.

1. Novelty of the problem and area.
2. Significance of the study, where the researcher tries to clear that how far the findings of his research are useful to enhance the theoretical aspect of this subject and how the findings of his study are meaningful of the different person(s) and institutions, simultaneously he tries to make clear that-why his findings are
unique and useful.
3. Finally the researcher explains that, why he had been taken the particular problem for the study and why the particular variable had been selected for the study.
4. In regard of the present investigation, the researcher can rationalize his study on the basis of sufficient logical and theoretical grounds.

The investigator of the present study, after a detailed review of the related literature could find out any study which were directly, indirectly to the present problem for study. Through many researcher have been conducted related to values but most of the studies were confided to the school teachers and students of primary and secondary level. Only few studies were also conducted on pre-service and in-service teachers, as Mehta (1973) studied the value patterns of prospective teachers, Kukreti (1988) studied the value preferences of pupil teachers Chbabra (1975) investigated the aesthetic and social values of male and female teachers. Shah & Kukreti (1990) has made an attempt to study value patterns of secondary school teachers in relation to their grade and sex.

The researcher of the present study also found that his predecessor had also focused another aspect related to the values as who is an efficient/ competent or effective teacher and which pedagogical and psychological characteristics may be associated with the effective teachers as Rescher (1969) reported that teachers with high aesthetic values score, were generally viewed by their supervisors as possessing a high degree of professional competence. Metha (1980) identified as positive and significant correlation between social values and success. Saxena et al (2003) got positive but insignificant relation between the variable of success in teaching. Thus it can be
said that, since no attempt has been made by any researcher on teacher educators respect to their value patterns and status. That thing clearly makes sure that the problem selected by the researcher for the study was novel.

The second thing which also makes the study full of rationale is significance of the study In fact the teacher educators are the back bone to produce quality teachers. Which in turn will effect the quality of students. The value patterns of teacher educators certainly affect the values of their students (prospective teachers). So it was very essential and significant to know/ survey the present status of value patterns of teacher educators. So the policy planners, administrators and other authorities which regulate the quality of teacher education or quality of teacher educators can take all necessary action on the basis of findings of the present study.

The findings of study are unique because no study was conducted on the same line.

In all it can be said that the present study will not only enhance the theoretical knowledge of values patterns in the field of teacher educators but also will be fruitful to teachers educators themselves.

Now, the researcher would like to explain why did he chose the particular variables for the study viz gender (sex) locale and teaching experience.

Rationale for variable of Sex: In India discrimination between male and female is still going on and women are not consider as competent as their counter part. Even today women are not consider as competent and skillful as men but in case values they are known in better position to men. That was the reason which provoked the
researcher to find out the actual status in respect to the values against the query whether the male teacher educators have significance difference to female teacher educators or not in relation to their values.

**Rational for the variable of locale:** India is a country of village about 70% of population resides in village. The value patterns of rural locality and urban locality are apparently different, but there is a question that being highly qualified and serving in urban background, whether the teacher educators of both locals differ to each other or not? This was the basic idea due to which the researcher took this variable under investigation.

**Rationale for the variable of teaching experience:** There is a saying that experience is best teacher it means to say that the experience deeply affects our attitude and aptitude which directly have great effect upon the values of any person. So the researcher decided to know that whether much experienced teacher educators have significant difference to less experienced teacher educators in respect of values or not?

**1.3-STATEMENT OF THE PROBLEM:**

A SURVEY OF VALUES AMONG TEACHER EDUCATORS WITH SPECIAL REFERENCE TO THEIR SEX, LOCALE AND TEACHING EXPERIENCE

**1.4- OPERATIONAL DEFINITION OF TERMS USED IN THE STATEMENT OF THE PROBLEM**

Some terms have been used in the present study which explanation.
It is necessary to define these terms to understand further description in proper way. Following main terms are used in the statement of the problem -

1.4.1 VALUES:

What distinguishes man from the other entire living creature is his value system. Also higher is the level of evolution of a human being the more pronounced is his value system. Man and values are inseparable. The term value comes from a Latin word 'Valera' which means 'to be of worth' literally value means something that has a price. Values are conscious and unconscious preferences accepted by the majority of members of the society and are socially regulated. Value is something, which an individual holds to be important and preferable.

According to Allport-Vernon-Lendzey (1961), the term value is operationally defined as 'a belief upon which man acts by preferences. It is thus a cognitive, a motor and above all a deeply appropriate disposition According to Murphy and Newcomb 'A value is simply the maintenance of a set towards the attainment of a goal'. " It emphasizes that value is a motivation which sustain an individual's efforts to achieve a particular goal. Prof. Potdar and other define traditional value in the following words "Traditional values may broadly be defined on those principles embodied in the beliefs and practices of a people, transmitted through successive generations that continue to be regarded in the contemporary life as worthy as esteem and adoption ". According to Potdar "values those principles embodied in tine beliefs and practices of people that are regarded as worthy of esteem Thus it is clear that values are considered as principles underlying beliefs and practices. " It is the cognitive aspect of value which is stressed in this definition. Hariram has defined values as (1) brilliance of a color (II) Judgment about the worthy of an entity or concept. Judgment of values is axiological
proposition statement of facts or existential proposition. Clyde Kluckhohn has "A value is a conception implicit or explicit distinctive of an individual or of a group of the desirable which influence the selection from available modes, means and ends of action". Peppulias mentioned that the term; values may refer to interest, pleasures, likes, preferences, duties, moral obligations desires, wants, needs, aversions and attractions. Good has illustrated

7th types of values are considered for the present study.

1. Aesthetic Value: Aesthetic value is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing-painting, music-dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.

2. Theoretical Value: The dominant interest of the theoretical man is the discovery of truth. In the pursuit of his goal her characteristically takes a cognitive attitude, one that looks for identities and differences, one that divests itself of judgments regarding the beauty of utility of objects and seek only to observe and to reason. Since the interests of the theoretical man are empirical, critical and rational, he is necessarily an intellectualist, frequently Scientist or Philosopher. His chief aim in life is to order end systematize his knowledge.

3. Religious Value: This value is defined in term of faith in God, attempt to understand him. Fear or divine worth and action according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, and worshipping God and speaking the truth.
4. **Social Value**: This value is defined in terms of charity, kindness, love, and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the affiliated of their misery.

5. **Economic Value**: This value stands for desire for money and material gains. A man with economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and industrialists is favorable and he considers them hopeful for the progress of the country.

6. **Hedonistic Value**: Hedonistic value, as defined here, is the conception of the desirability of loving pleasure and avoiding pain. For a Hedonist the present is more important than the future. A man with hedonist value indulges in pleasures of sense and avoid pain.

7. **Political Value**: The political man is interested primarily in power. His activities are not necessarily with the narrow field of politics. Leaders in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish, above all else for personal power, influence, and renown. Construction and Standardization of the Inventory:

1.4.2-TEACHER EDUCATORS:- In the present study all those teachers, who have been teaching to the students of B.Ed. classes in different colleges / departments of education situated in west Uttar Pradesh (Agra, Bareilly, Saharanpur, and Kanpur Division), were called as teacher educators.
1.4.3- SEX:- Either as the two main groups (Male and Female) in which living things are placed according their reproductive function

1.4.4- LOCALE: The scene or locality of operation or events. It denotes the residential status of teacher educators as Rural & Urban colleges of UP.

1.4.5 TEACHING EXPERIENCE: Two levels of teaching experience were considered in the present study. Teacher Educators with five or more years of teaching experience and those who have less than five years of teaching experience to teach the students of B.Ed. classes.

1.5- OBJECTIVES OF THE STUDY: -Following objectives were set for present study:

1. To find out significant difference between male and female teacher educators in relation to their overall values.
2. To find out significant difference between male and female teacher educators in relation to their aesthetic values.
3. To find out significant difference between male and female Teacher educators in relation to their theoretical Values.
4. To find out significant difference between male and female teacher educators in relation to their religious values.
5. To find out significant difference between male and female teacher educators in relation to their political values.
6. To find out significant difference between male and female Teacher educators in relation to their social values.
7. To find out significant difference between male and female teacher educators in relation to their economic values.
8. To find out significant difference between male and female teacher educators in relation to their hedonistic value.
9. To find out significant difference between rural and urban teacher
educators in relation to their overall values.

10. To find out significant difference between rural and urban teacher educators in relation to their aesthetic values.

11. To find out significant difference between rural and urban teacher educators in relation to their theoretical values.

12. To find out significant difference between rural and urban teacher educators in relation to their religious values.

13. To find out significant difference between rural and urban teacher educators in relation to their political values.

14. To find out significant difference between rural and urban teacher educators in relation to their social values.

15. To find out significant difference between rural and urban teacher educators in relation to their economic values.

16. To find out significant difference between rural and urban teacher educators in relation to their hedonistic value.

17. To find out significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their overall values.

18. To find out significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their aesthetic values.

19. To find out significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their theoretical values.

20. To find out significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their religious values.

21. To find out significant difference between the teacher educators having more than 6 years teaching experience and less than 6
years of teaching experience in relation to their political values.

22. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their social values.

23. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their economic values.

24. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their hedonistic value.

1.6-ASSUMPTIONS OF THE STUDY: - Following general assumptions were made for the Study-

1. Different types of values affect teacher educators’ personality and ultimately the quality of their Profession. All the teacher educators have different sets of values.

2. Distribution of the variable of values is homogenous in the population.

3. The Values can be measured through standardized tools.

4. Locale, gender and teaching experience may have some effect to develop different set of Values.

5. There is possibility to change modify the values in human being through environment and Training.

6. Sample of the study was a true representative of the population.

7. Information given by the subject of the sample was true.
8. To mention better quality in teacher education, the teacher educators themselves must have good sets of values.

9. Tools use in the study to collect the data related to values was properly reliable and valid so the data collected was authentic.

10. Authenticity of the result of any study may deviate by 5-to 10% due to sampling error.

1.7-HYPOTHESES OF STUDY:-
Objective wise hypotheses were framed in null form.

1. There is no significant difference between male and female teacher educators in relation to their overall values.
2. There is no significant difference between male and female teacher educators in relation to their aesthetic values.
3. There is no significant difference between male and female Teacher educators in relation to their theoretical Values.
4. There is no significant difference between male and female teacher educators in relation to their religious values.
5. There is no significant difference between male and female teacher educators in relation to their political values.
6. There is no significant difference between male and female Teacher educators in relation to their social values.
7. There is no significant difference between male and female teacher educators in relation to their economic values.
8. There is no significant difference between male and female teacher educators in relation to their hedonistic value.
9. There is no significant difference between rural and urban teacher educators in relation to their overall values.
10. There is no significant difference between rural and urban
teacher educators in relation to their aesthetic values.

11. There is no significant difference between rural and urban teacher educators in relation to their theoretical values.

12. There is no significant difference between rural and urban teacher educators in relation to their religious values.

13. There is no significant difference between rural and urban teacher educators in relation to their political values.

14. There is no significant difference between rural and urban teacher educators in relation to their social values.

15. There is no significant difference between rural and urban teacher educators in relation to their economic values.

16. There is no significant difference between rural and urban teacher educators in relation to their hedonistic value.

17. There is no significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their overall values.

18. There is no significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their aesthetic values.

19. There is no significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their theoretical values.

20. There is no significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their religious values.

21. There is no significant difference between the teacher educators having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their political values.

22. There is no significant difference between the teacher educators
having more than 6 years teaching experience and less than 6 years of teaching experience in relation to their social values.

23. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their economic values.

24. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their hedonistic value.

1.8 -DELIMITATION OF THE STUDY: -No study can be said complete in all respect each study has some limitations. This study has also some limitations.

1. There is no meaning of any research until it is confided. Keeping this thing in the mind the researcher of present study has confided his work. The delimitations of the present research work were.

2. The study was confided to the teacher educators only.

3. Only those teachers were considered as teacher educators who were teaching in B.Ed. Colleges/ departments.

4. The study was confined to West U.P. (Agra, Meerut, Bareilly and Kanpur Division only).

5. Both Hindi and English medium teacher educators were treated equally.

6. Variable apart from sex, locale and teaching experience were not included in the study.

7. Findings of study are based on the sample of 363 teacher educators.

8. Dr, Sabmim Karim (1972) value scale was used to collect data related to values, that test is a modification of All port, Vernon and Lindzefix (1951) scale.
9. The study was delimited to compare the present status of values in teacher educators.

1.9-PLAN OF THE STUDY: -

1.9.1-Work on conceptual background: The researcher studied and understood the basic concepts of values and its different dimensions.

1.9.2-Review of the related literature: To find what should be the line of action and what should be the problem under investigation. The researcher reviewed the literature related to values to decide to work on teacher educators.

1.9.3-Design/ Method of Study: Since the present research was a survey so all-formal proceedings came in to force, which were essential to go in right direction.

1.9.4-Analysis and Interpretation of data: After getting row scores data were analyzed with the help of computer and on the basis of findings unbiased interpretation was made to understand the problem in easy way.

1.9.5-Findings & suggestions: Finally the findings of study were placed in gist from to make them comprehensive and suggestion were given for further studies and implications of the findings of the study.

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