Abstract:

Society always desired Professional Competency of teacher. Further, it remained cherished and honored. Professional Competency of the teacher is not mono parameter dependent. Multiple factors, like, Teacher training, teachers dedication and effort to up-grade oneself etc. significantly influenced Teacher’s Professional Competency. It is evident that Teacher’s Professional Competency contributes to better quality of education, in general. Besides, Teachers Professional Competency Teachers’ Professional Ethics also remained very important aspect in educational process. Teacher’s Professional Ethics essentially, deals with the affective domain of the teacher in general also requires new awareness through periodic enrichment programs during the rapidly changing times. Perspectives and perceptions may vary but valued basic principles call for good practices in maintaining best Ethics in teachers. Similar to that of Teachers Professional Competency Teachers Professional Ethics also merits greater attention both for its right practices and also for required investigations on this subject for required research. This can address the question of relation between the Teachers Professional Competency and the Teachers Professional Ethics. Study of Teachers Professional Competency always remains motivating and inspirational.

For any researcher it is an ardent attempt to study the Professional Competency and Professional Ethics. Review of available related studies motivated the researcher to opt for A study of Professional Competency and Professional Ethics of Pre-Service and In-Service Teachers at Mumbai. Study was focused on to the sample of two hundred Pre service teachers and two hundred In-Service at Mumbai. While Pre-Service Teachers were from English medium Colleges In-Service Teachers were drawn from three different Boards. Sample’s reflections on Perception of Professional Competency, Professional Competency and Perception of Professional Ethics were quantitatively obtained together with the classroom lesson observations, Student responses and Principals qualitative reflections were gathered, for qualitative as well as quantitative analysis.
Findings of the present study clearly revealed that Teachers in general possess Good Professional Competency, Perception of Professional Ethics, yet they were found to be varying on gender, Board. Different positions were indicated for teachers from Pre-Service and In-Service groups. Low but positive correlation was found between Professional Competency and Perception of Professional Ethics. Reflections of sixteen Principles of schools on teacher’s Professional Competency and Perception of Professional Ethics were found to be interesting and critical. Implications of the study were presented together with the areas for further research.