



RESEARCH PAPER IN EDUCATION

MANUSCRIPT INFO

Received : 09/08/2015
 Reviewed: 11/08/2015
 Accepted: 13/08/2015

KEYWORDS

Teaching Values, Motivation and B.Ed. students.

ABSTRACT

The autonomy will be positively associated with value. Students who feel they have greater autonomy should find their class to be of greater value than those who feel they have less autonomy. This is because students who experience greater autonomy have selected their activities out of personal preference and want to see that their choices are valuable. As a result, students who report higher feelings of autonomy will experience their class as more valuable than individuals who report lower feelings of autonomy. As with autonomy, it is expected that mastery goals will be positively associated with value. Students with stronger mastery goals are likely to view their class as more valuable than those with weaker mastery goals because the class provides an opportunity to learn and improve. Because students with stronger mastery goals are interested in acquiring new knowledge and skills, they may view college courses as a valuable way to achieve these goals than those with weaker mastery goals. Recent research has focused on ethics education as a factor that influences ethical behavior. Conflicting results have surfaced, with disagreements on whether classroom instruction significantly affects ethical perceptions and actual behavior. If the discipline has become corrupt in practice, then it seems necessary that ethics education be built into a required college curriculum. The challenge, however, is to determine whether the students would perceive this education as beneficial and whether it would affect the behaviors of future educational leaders. Because teaching community needs such an ethical mentality in its new hires, it seems prudent to conduct a research that explores the impact of ethics education on college students' values and integrity.

Introduction

The autonomy will be positively associated with value. Students who feel they have greater autonomy should find their class to be of greater value than those who feel they have less autonomy. This is because students who experience greater autonomy have selected their activities out of personal preference and want to see that their choices are valuable. As a result, students who report higher feelings of autonomy will experience their class as more valuable than individuals who report lower feelings of autonomy. As with autonomy, it is expected that mastery goals will be positively associated with value. Students with stronger mastery goals are likely to view their class as more valuable than those with weaker mastery goals because the class provides an opportunity to learn and improve. Because students with stronger mastery goals are interested in acquiring new knowledge and skills, they may view college courses as a valuable way to achieve these goals than those with weaker mastery goals. Recent research has focused on ethics education as a factor that influences ethical behavior. Conflicting results have surfaced, with disagreements on whether classroom instruction significantly affects ethical perceptions and actual behavior. If the discipline has become corrupt in practice, then it seems necessary that ethics education be built into a required college curriculum. The challenge, however, is to determine whether the students would perceive this education as beneficial and whether it would affect the behaviors of future educational leaders. Because teaching community needs such an ethical mentality in its new hires, it seems prudent to conduct a research that explores the impact of ethics education on college students' values and integrity.

Students Perceptions and Motivation

The students holding strong performance-avoidance goals may see limited value or utility in the course. Because students with either type of performance goal are focused primarily on their standing relative to others, the class is not useful per se. Instead, relative comparisons are viewed as important. Students holding both performance-approach and performance-avoidance goals will be focused on performance outcomes, such as obtaining good grades, rather than the value of the experience. We predict a negative relationship between performance-approach and performance avoidance goals and value.

Higher Education Institutions function in a dynamic environment. The institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization, have necessitated such marked changes in the Indian higher education scenario. These changes

and the consequent shift in values have been given due consideration while functioning as a higher education institution.

Value Framework

1. Contributing to National Development

Contributing to National Development has always been an implicit goal of a teacher education institution. The teacher education institution has a significant role in human resource development and capacity building of individuals, to cater to the needs of the school students coming from different strata of the society, thereby contributing to the development of the Nation. The institution has taken following steps in this regard:

- i) More access with equity: The admission process of the course in Bachelor of Education is carried out through competent agency.
- ii) Being a provider of assistance and guidance to academic research the institution is playing its role in the area of identification of research areas and academic programmes.
- iii) Community engagement: A teacher education institution cannot remain aloof from the community. An exchange of activities with the community is a continuous process in the curriculum of B. Ed.

2. Fostering Global Competencies among Students

With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber, is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident; Teacher education is a vital area in this respect as teachers are often called the architects of the future. The role of a teacher education institution is in preparing the students to achieve core competencies, to face the global requirements successfully. To achieve this, the Institution has established collaborations with network with the primary, secondary and higher secondary schools neighborhoods and has fostered a closer relationship between the world of skilled work; and the world of competent-learning. The department of Extension Services, Practice teaching programme, and library week, various cultural and academic activities organized throughout the academic year are means adopted to bring about development of generic skills, development of application skills and development of life skills.

3. Inculcating a Value System among Students

A teacher is a model of value system. Intelligence without values are of no importance. Hence besides skill development the emphasis here is on inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Value inculcation

through co-curricular and extra-curricular activities has been a regular exercise at a teacher education institution. Values like honesty, truthfulness, righteousness, punctuality, scientific attitude are directly or indirectly imbibed on the minds of the students through various activities like, contests, competitions, celebrations, practice teaching, annual gathering.

4. Technology Usage

Educational Technology has brought in most of the significant developments that one can observe today. Use of modern tools and technological innovations in the teaching, learning and governance of HEIs, have been not only desired but achieved. Technological advancement and innovations in educational transactions are undertaken at this institution, making a visible impact on academic development as well as administration. Technological innovations like LCD, OHPs, are regularly used by the faculties instead of adopting the traditional methods of delivering lectures. The institution is adequately prepared to make use of the Information and communication Technology (ICT).

5. Quest for Excellence

While contributing to nation-building and skill development of students, the Institution also demonstrates a drive to develop themselves into centers of excellence. The Institution has developed an Internal Quality Assurance Cell to ensure quality. The Cell has proved benefiting as for identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution. This has led to removing the shortcomings and marching ahead on the path of success. The Best Practices like Extension Services Department are indicators of our quest towards excellence.

Conclusion

Development of life skills and capacity for productive and healthy living among children should engage the attention of teachers and

teacher educators. In the contemporary context, despite prosperity and abundance of amenities of life, man is not able to lead a happy and healthy life because he has forgotten the art of living. His relationship with man and nature and also with himself has been disturbed because of his attitude and philosophy of life. It is necessary for man to keep his desires and temptations within reasonable limits and keep attuned to search for higher values in life. Teacher education needs to make serious effort for achieving these by developing students' multifaceted personalities and inspiring them to achieve higher goals. The inclusion of this component in teacher education can augment power of concentration and also inculcate many other virtues and capabilities among children.

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