
CHAPTER 5

RESULT AND DISCUSSION



- 5.1 Findings**
 - 5.2 Discussion**
 - 5.3 Conclusion**
 - 5.4 National Importance of the Study**
 - 5.5 Suggestions and Recommendations for Further Research**
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CHAPTER 5

RESULTS AND DISCUSSION

In every research work, introduction plays an essential role, as the mind mapping for the area covered in research is done through introduction. Likewise conclusions are the mirror of research work, as it clearly indicates the inferences of research done. This chapter deals the findings, discussions, suggestions, conclusion and educational implications. The result obtained out of analysis is considered to be the findings of the study based on which the researcher makes appropriate suggestions, and reflecting on the findings educational implications are provided. After analyzing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some researches. In such cases, attempts have been made to sound probable reasons for these disagreements. Keeping the major findings in view, the National importance and educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for further researches. This chapter is, therefore, devoted to focusing the findings, discussion of results of the study and for indicating their implications and suggestions for further studies or researches. These are presented below in the same sequence:

- 5.1 Findings
- 5.2 Discussion
- 5.3 Conclusions
- 5.4 National Importance of the Study
- 5.5 Suggestions and Recommendations for Further Research

5.1 FINDINGS OF THE STUDY

1. “There exists significant difference between the Prospective Teachers studying in Central and State Universities in relation to their Theoretical, Aesthetics, Social and Political Values; but significant difference does not exist in respect to their Economic and Religious Values as well as overall Values”.
2. “There exists no significant difference between Male and Female Prospective Teachers studying in Central Universities in relation to their Theoretical, Economic, and Social Values; but significant difference exists between Male and Female Prospective Teachers in respect to other dimensions namely Aesthetics, Political and Religious along with overall Values”.
3. “There exists significant difference between Male and Female Prospective Teachers studying in State Universities with regards to their Aesthetics, Economic, Political and Religious dimensions of values; but in respect of other dimensions namely Theoretical and Social Values no significant difference exist. It has also been found that significant difference exists between Male and Female Prospective Teachers studying in State Universities in their Overall Values”.
4. “There exists significant difference between Rural and Urban Prospective Teachers studying in Central Universities with respect to their Theoretical, Economic, Social, and Religious as well as overall Values; but significant difference does not exist in respect to Aesthetics and Political Values”.
5. “There exists significant difference between Rural and Urban Prospective Teachers studying in State Universities in relation to their Economic, Social, Political and Religious Values; but significant difference does not exist with regards to their Overall Values, Theoretical and Aesthetics values”.
6. “There exists significant difference between Arts and Science Prospective Teachers studying in Central Universities in respect to Political value; but other dimensions like Economic, Social, Aesthetics and Religious along with overall Values significant difference does not exist”.
7. “There exists no significant difference between Economic, Aesthetics, Social, Political, and Religious as well as overall Values; but found significant

difference between Arts and Science Prospective Teachers studying in State Universities with regards to theoretical Value”.

8. “There exists significant difference between Prospective Teachers studying in Central and State Universities in relation to their Agriculture, Commerce, Executive, House Hold, Literacy, Scientific, Social and overall Vocational Interest; but with regards to Artistic Interest does not exist significant difference”.
9. “There exists significant difference between Male and Female Prospective Teachers studying in Central Universities in relation to their Agriculture, Commerce, House Hold, Literacy and overall Vocational Interests; but significant difference exists in relation to Artistic, Executive, Scientific and Social Interest”.
10. “There exists significant difference between Male and Female Prospective Teachers studying in State Universities with regards to their Executive, House Hold, Scientific and overall Vocational Interest; but significant difference does not exist in relation to their Agriculture, Commerce, Literacy, scientific and Social Interest”.
11. “There exists no significant difference between Rural and Urban Prospective Teachers studying in Central Universities with respect to their Agriculture, Literacy and Scientific Interest; but with other dimensions namely Commerce, House Hold, Artistic, Executive, Social and overall Vocational Interest significant difference exist”.
12. “There exists significant difference between Rural and Urban Prospective Teachers studying in State Universities with regards to their Agriculture Commerce, Literacy, Artistic, Executive, Scientific and Social, overall Vocational Interest and significant difference does not exist in relation to their House Hold Interest”.
13. “There exists no significant difference between Arts and Science Prospective Teachers studying in Central Universities in relation to their Artistic, Commerce, House Hold, and Scientific Interest; but significant difference exists

between Arts and Science Prospective Teachers studying in Central Universities with regards to other dimensions namely Agriculture, Literacy, Executive, and Social, overall Vocational Interest”.

14. “There exists significant difference between Arts and Science Prospective Teachers studying in State Universities with regards to their Artistic, Agriculture, House Hold, Scientific, Social and overall Vocational Interest and significant difference does not exist with regards to their dimensions namely Commerce, Literacy and Executive Interest”.
15. “There exists significant difference between Prospective Teachers studying in Central and State Universities in relation to their overall Teaching Competency and its dimensions namely Planning, Presentation, Closing, Evaluation, and Managerial”.
16. “There exists significant difference between Male and Female Prospective Teachers studying in Central Universities with reference to their Planning; but Closing skills and significant difference does not exists in relation to their Presentation, Evaluation, Managerial and overall Teaching Competency”.
17. “There exists no significant difference between Male and Female Prospective Teachers studying in State Universities with reference to their Presentation skill; but significant difference exists with respect to their Planning, Closing, Evaluation, Managerial and overall Teaching Competency”.
18. “There exists significant difference between Rural and Urban Prospective Teachers studying in Central Universities in relation to their Planning, Presentation, Closing, Evaluation, Managerial and overall Teaching Competency”.
19. “There exists significant difference between Rural and Urban Prospective Teachers studying in State Universities in relation to their Planning, Presentation, Closing, Evaluation, Managerial and overall Teaching Competency”.
20. “There exists significant difference between Arts and Science Prospective Teachers studying in Central Universities with regards to their Planning,

Presentation, Evaluation, Managerial and overall Teaching Competency; but significant difference does not exist to their Closing skill”.

21. “There exist no significant difference between Arts and Science Prospective Teachers studying in State Universities in relation to their Closing skill; but significant different exist with special reference to their Planning, Presentation, Evaluation, Managerial and overall Teaching Competency”.
22. “There exists significant difference between Prospective Teachers studying in Central; but State Universities in relation to their overall Level of Aspirations, GDS (Goal Discrepancy Score) and ADS (Attainment Discrepancy Score)”.
23. “There exists significant difference between Male and Female Prospective Teachers studying in Central Universities in relation to their overall Level of Aspirations, and ADS (Attainment Discrepancy Score); but with respect to other dimension GDS (Goal Discrepancy Score), significant difference does not exist”.
24. “There exists significant difference between Male and Female Prospective Teachers studying in State Universities in relation to Overall Level of Aspirations, GDS (Goal Discrepancy Score) and ADS (Attainment Discrepancy Score)”.
25. “There exists significant difference between Rural and Urban Prospective Teachers studying in Central Universities in relation to their overall Level of Aspirations and ADS (Attainment Discrepancy Score); but significant difference does not exist in regards to their GDS (Goal Discrepancy Score)”.
26. “There exists significant difference between Rural and Urban Prospective Teachers studying in State Universities in relation to their overall Level of Aspirations; but significant difference does not exist with reference to their GDS (Goal Discrepancy Score) and ADS (Attainment Discrepancy Score)”.
27. “There exists significant difference between Arts and Science Prospective Teachers studying in Central Universities in relation to their overall Level of Aspirations, GDS (Goal Discrepancy Score) and ADS (Attainment Discrepancy Score)”.
28. “There exists significant difference between Arts and Science Prospective Teachers studying in State Universities in relation to their Overall Level of Aspirations, GDS (Goal Discrepancy Score) and ADS (Attainment Discrepancy Score)”.

29. “There exists low positive correlation between Values and Vocational Interest of Prospective Teachers studying in Central and State Universities”.
30. “There exists significant high positive correlation between Values and Teaching Competency of Prospective Teachers studying in Central and State Universities”.
31. “There exists positive correlation between Values and Level of Aspirations of Prospective Teachers studying in Central and State Universities”.

5.2 DISCUSSION OF RESULT

“After analysis and interpretation of the data the results were interpreted and based on the finding of the study, discussion has also been carried out. In this study, the Prospective Teachers teaching in Central and State Universities will to expose to various components like Value, Vocational Interest, Teaching Competency and Level of Aspiration and these various dimensions. Values are the roots on which an intellectual social and moral super structure of man’s activities is raised as to be reasonable and consistent. Values are important if any change is to be expected in an individual. These are the attitudes and values of individual to themselves, to their fellows and to their surroundings which determine the decisions they takes and activities they conduct. Education is a necessarily process of inculcating values to equip the individual, to lead a life that is satisfying to the individual in accordance with the cherished values and ideals of the society.

In this study Value had been taken as one of the major component to understand and analyze the Prospective Teachers. Values at promoting broader capabilities, attitudes and skills that matter, not just in schools but also life beyond schools, making the world a better place for themselves and their family, friends, colleagues and others education for values significantly highlights the understanding that values are to be inculcated in students not just for their own interest but also for the common good, reflecting the balance between individual’s interest and larger interest.

The Prospective Teachers were main population taken for this study because they were the one who would be leading and guiding the future generation and the

generation to come. When the teachers themselves are embedded with all the Values and knowledge of value, they can inculcate the same to their students and build a responsible individual.

The in-depth study on the Value of Prospective Teachers in relation to their Vocational Interest, Teaching Competency and Level of Aspiration of Central and State Universities in comparison to their gender, locality and subject stream had brought an interesting result which we need to ponder upon and discuss in detail for the better progress of our education system as well as for the benefit of the individual student and teachers.

In understanding the Prospective Teachers with regards to their gender, locality and subject stream exhibit interesting finding. The role of institution cannot be ignored because variation can be draw when we compare the Central and State Universities Prospective Teachers studying there. The institutional set up, location, curriculum they follow administrative set, the faculty members, environment etc. all these factors influence the Prospective Teachers in grooming their personality and individuality. Both the Central and State Universities would have their own way of developing and administering its institution, which in turn may have influence the Prospective Teachers studying there.

The gender prospective is one aspect that we always tend to consider or look into while studying or understanding any issue. Even in this present study the Male and Female Prospective Teachers outlook and perception are taken into account. Both differ in their outlook, perspective, dealing and understanding. The societal set up and expectation we perceive from male and female also differ, and this is very much reflected in the present study, where differences can be drawn from the findings. The upbringing of the Prospective Teachers plays a role in influencing their mind set, attitude, personality etc. The environment from where an individual is brought up lay a deep imprint in his dealing, relationship and outlook. The Rural and Urban environment or locality will have different kind of influence, where in rural locality less exposure, opportunities, barriers in terms social-economic condition. This factor can influence Prospective Teachers with zeal and inquisitiveness for better

performance for acceptance and commitment towards the society and profession. On the other hand, urban environment or locality where more exposure to the current trend will result in broad outlook for Prospective Teachers, bringing about more experiment and newer idea in their professional development.

An individual is influence by the subject area or stream in which he continues his studies. From the initial stage he or she tend to opt for the subject that interest him or her for further studies that will reflect in his professional development as well. The Arts stream will have more attitudes towards human relationship development looking into aspect like Social, Economic, Political development and Human Resource development. While dealing with individual student or relationship with societies all this aspects considered. On the other hand, Science Stream will have an outlook towards knowledge area, ascertaining truth and facts with this outlook in mine they perceive things as well as their relationship with students and society as a whole. The study was a comparative study trying to bring out the significant difference between Male and Female, Arts and Science, Rural and Urban locality of Prospective Teachers studying in Central and State Universities. Value plays an important role in molding one's character and personality, clear perception and knowledge about value can enhance the Prospective Teachers later in their profession and also make them more humane in their dealing with their students and colleague. The Prospective Teachers of Central and State Universities were aware of the importance of Values and its different dimensions such as Theoretical Value, Economics Value, Aesthetic Value, Social Value, Political Value and Religious Value”.

Objective 1 “The finding revealed differences in Central and State Prospective Teachers in relation to their Values where the Central Prospective Teachers had greater Values while compared with the State Prospective Teachers. The Central Prospective Teachers had more Theoretical Value, Aesthetic Value, Social Value and Political Value than their counterpart. The Central and State Universities’ Prospective Teachers had almost same attitudes towards Economic Value and Religious Value. The Higher attitude of the Central Prospective Teachers towards Values might be attributed to various reasons such as the uniformity of the course work and better collaboration among the teaching faculty who were well qualified and potent. More

activity oriented course might have equipped the Prospective Teachers towards better understanding of Values and also their dealing in teaching learning process with fellow teachers and trainees which made them to be more aware of the Social and Political Values”.

Objective 2 “The Male and Female Prospective Teachers studying in Central Universities have differences in relation to Value and its different dimensions. The Female Prospective Teachers of Central Universities had slightly higher mean value in comparison to Male Prospective Teachers of Central Universities. However, we could not ignore the fact that Male Prospective Teachers had differences when it came to other dimensions of Values such as Aesthetic Value, Social Value, Political Value and Religious Value where the Male have higher Value as compared to Female Prospective Teachers. But the Overall Value of Female Prospective Teacher is higher than Male Prospective Teachers of Central Universities. Female by nature were more oriented towards Values even from their initial stage of life, they tend to be more close to their family than the male member of the family. Moreover our society also plays an important role in inculcating values in our life from the very early stage and India has always been rich when it comes to exhibiting values and culture. So, this factor must have imbedded importance of value among the Female Prospective Teachers”.

Objective 3 “The Male and Female Prospective Teachers studying in State Universities revealed similar finding like the Prospective Male and Female Teacher of Central Universities where the Female Prospective Teachers had greater Values compared to their Male counterpart in relation to Values and its different dimensions. However, there were some slight differences when we compare other dimension of Values such as Economic Value, Aesthetic Value and Political Value where the Male Prospective Teacher of State Universities had greater Value than Female Prospective Teachers of State Universities. But the overall mean value reveals that female Prospective Teachers of State Universities had higher Values like the Prospective Female Teachers of Central Universities”.

Objective 4 “The Rural and Urban Prospective Teachers studying in Central Universities had relationship with Values and its various dimensions revealed differences in mean values. The Rural Prospective Teachers of Central Universities have higher Values compared with their counterpart; the Rural Prospective Teachers had greater Theoretical Value, Economic Value, Aesthetic Value, Social Value, Political Value and Religious Value than the Urban Prospective Teachers of Central Universities. The socioeconomic environment plays an important role in grooming an individual upbringing; the Rural Prospective Teachers of Central Universities might have been influenced because of their upbringing which had influenced them to have more inclination towards human value resulting in having greater value towards the society. The Urban Prospective Teachers of Central Universities might not had much exposure to the Values as the environment in Urban set up differs from Rural set up”.

Objective 5 “The Rural and Urban Prospective Teachers studying in State Universities had more or less same mean value in relation to Value and its various dimensions. The Rural Prospective Teachers studying in State Universities had greater value towards Theoretical Value and Economic Value. Also the Rural and Urban Prospective Teachers had same Values in relation to Aesthetic Value and Political Value. The Urban Prospective Teachers of State Universities had slightly higher Value in relation to Social Value. The State Universities’ Prospective Teachers showed similar results where the Rural and Urban Prospective Teachers did not reveal any differences in relation to Value and its different dimension. The State Universities might be providing an impulsive environment to Prospective Teachers for exhibiting their attitude and relationship towards Values”.

Objective 6 “The Arts and Science Prospective Teachers studying in Central Universities having relationship in respect to Value and its dimensions, the finding revealed that the Arts Prospective Teachers have more mean value in comparison with the Science Prospective Teachers. The Arts Prospective Teachers of Central Universities had more Value in relation to Social Value and Religious Value and they had the same Value in relation to Theoretical and Political Values. But the overall mean value revealed the higher mean value of the Arts Prospective Teachers, this might have resulted due to their strong foundation in humanities subject where

various aspects of human relation are studied in their academic career subjects like economics, history, political science dealing with various aspects of human relationship, whereas in Science subjects more knowledge of principles and search for truth are emphasised. Their academic knowledge of the Arts and Science Prospective Teachers might have influenced in their relationship with Values and its dimensions”.

Objective 7 “The Arts and Science Prospective Teachers studying in State Universities had attitude towards value and its dimension showed difference in their mean value, where the Science Prospective Teachers of State Universities have more mean value compared with Arts Prospective Teacher. The finding also revealed the difference when we compared with the Central Universities Prospective Teachers of Arts and Science, as the Arts Prospective Teachers of Central have greater Values then their counterpart. But an overall view of other dimensions of Values, the Arts Prospective Teachers of State Universities had greater Values in terms of Economic Value, Social Value, Political Value and Religious Value. So the Arts Prospective Teachers of State Universities could not be termed as low attitude in relation to other aspects of Values”.

Objective 8 “The Prospective Teachers of Central and State Universities have different perspective with regards to Vocational Interest and its various dimensions. The Prospective Teachers of Central Universities have greater Vocational Interest in Commerce Area, Executive Area, House Hold Area, Literary Area, Scientific Area and Social Area, whereas the State Prospective Teachers had more interest in Agriculture Area. The Central and State Universities’ Prospective Teachers had same level of interest in Artistic Area. The Central Universities’ Prospective Teachers might be having more exposure compared to State Universities Prospective Teachers in regard to Vocational Interest, which had made them more concern towards the other aspects of Vocational Interest. The Central Universities might be giving more concerns towards building Vocational Interest along with other academic concerns in molding the Prospective Teachers”.

Objective 9 “The Male and Female Prospective Teacher studying in Central Universities disclosed some difference in relation to their Vocational Interest and its dimensions. The Male and Female Prospective Teachers of Central Universities had

almost the same mean value when we compare their Vocational Interest with regards to their interest in Agriculture, Commerce and Household Area. While there were some differences where the Female Prospective Teachers studying in Central Universities had more interest in Scientific Area than their Male counterpart, so also the Male Prospective Teachers of Central Universities had more interests towards Social Area as compared with their Female Prospective Teachers”.

Objective 10 “The Male and Female Prospective Teachers studying in State Universities revealed variation in mean value in relation to Vocational Interest and its dimensions. The Male Prospective Teachers of State Universities had greater value compared with the Female. However when we study the other aspects of Vocational Interest like Artistic Interest, Commerce Interest, Executive Interest, Household Interest, Scientific Interest and Social Interest the Female Prospective Teacher studying in State Universities had more mean value. This might be due to the concerns and sincerity of the Female Prospective Teachers studying in State Universities and moreover female by nature are more incline towards Artistic activities and Household works and their attitude for more exposure may have result in their interest towards other aspects of Vocational Interest”.

Objective 11 “The comparative study of Rural and Urban Prospective Teachers studying in Central Universities indicates differences in mean values in respect of Vocational Interest and its dimensions. The mean score of Rural Prospective Teachers in Vocational Interest is higher than Urban Prospective Teachers studying in Central Universities. But when we compare the mean score of other dimensions of Vocational Interest like in Agriculture, Artistic, Commerce, Executive, Household, Literary, Scientific and Social Interest the Urban Prospective Teachers of Central Universities had higher mean score. The urban surrounding of the Prospective Teachers might have influenced their outlook, where Urban Prospective Teachers of Central Universities had more knowledge of Vocational Interest and its various aspects. And moreover most of the Central Universities are usually located in the urban setup where students used to get more exposure to the latest means of vocational needs and equipped themselves with various aspects of Vocational Interest. These means of

facilities are limited in rural environment and this might be one reason that limits their knowledge to various avenue of Vocational Interest”.

Objective 12 “The Rural and Urban Prospective Teachers studying in State Universities had differences in mean value in respect to their Vocational Interest and its dimensions. The mean score of Rural Prospective Teachers in Vocational Interest is higher than Urban Prospective Teachers studying in State Universities. But when we compare the mean score of other dimensions of Vocational Interest like in Agriculture, Artistic, Commerce, Executive, Household, Literary, Scientific and Social Interest the Urban Prospective Teachers of State Universities have higher mean score. The same variation has been draw when we compare the prospective Rural and Urban Prospective Teachers s studying in Central Universities”.

Objective 13 “The comparative study of Arts and Science Prospective Teachers studying in Central Universities stated difference in relation to Vocational Interest and its dimension. The mean score of the Arts Prospective Teachers studying in Central Universities were higher as compared to Science Prospective Teachers studying in Central Universities. However, when we look into the other aspects of Vocational Interest like Agriculture, Artistic, Commerce, Executive, Literary, Scientific and Social Interest the mean value of Science Prospective Teachers studying in Central Universities was higher”.

Objective 14 “The Arts and Science Prospective Teachers studying in State Universities disclosed differences in mean value in relation to Vocational Interest and its various dimensions. The mean score of the Arts Prospective Teachers studying in State Universities were higher as compared to Science Prospective Teachers studying in State Universities. But, when we look into the other aspects of Vocational Interest like Agriculture, Artistic, Commerce, Executive, Literary, Scientific and Social Interest the mean value of Science Prospective Teachers studying in State Universities was higher. Similar conclusion had been drawn with regards to Prospective Teachers teaching in Central Universities. For Prospective Teachers it is out of the most important to understand Teaching Competency as it’s going to reflect in their profession as teacher. There were many components of teaching competency laid

down for teacher but here we were concentrating only on five components namely Planning, Preparation, Closing, Evaluation and Management related to class room teaching”.

Objective 15 “The Prospective Teachers teaching in Central and State Universities had difference in Teaching Competency and its dimensions. There were differences in the value of Teaching Competency of Prospective Teachers studying in Central and State Universities in relation to Planning, Preparation, Evaluation and Management. Prospective Teachers of Central Universities had high teaching competency as compared to Prospective Teachers of State Universities”.

Objective 16 “Male and Female Prospective Teachers studying in Central Universities revealed differences in their Teaching Competency and its dimensions. There was a difference of value in Teaching Competency of Prospective Male and Female Teachers teaching in Central Universities with regards to Planning, Closing, Evaluation and Managerial skills. Whereas there is no difference between the male and female Prospective Teachers teaching in Central Universities with regards to Preparation of the class or the day lesson. This was indicated that the Male and Female Prospective Teachers are equally competent with regards to their Preparation of class or lesson. Also, the Central Universities might be providing facilities, guidance to promote and enhance the efficiency of Prospective Teachers in their Universities”.

Objective 17 “Male and Female Prospective Teachers teaching in State Universities had some differences in their Teaching Competency and its dimensions. There was a variation between Prospective Male and Female Teachers studying in State Universities with regards to Planning, Closing, Evaluation and Managerial Skills. But, with regards to Preparation there is no difference between the Male and Female Prospective Teachers studying in State Universities. This disclosed that the Male and Female Prospective Teachers teaching in State Universities are equally competent when it comes to preparation of the lesson or class. The State Universities might be providing them sound foundation in enhancing their competency in preparation of class or lesson”.

Objective 18 “The Rural and Urban Prospective Teachers studying in Central Universities revealed differences in Teaching Competency and its dimensions. The Rural and Urban Prospective Teachers studying in Central Universities have differences in Planning, Preparation, Closing, Evaluation and Managerial Skills. The difference between the Rural and Urban Prospective Teachers studying in Central Universities might be due to the differences in their environment and brought up styles as the Rural and Urban have different set ups”.

Objective 19 “The Rural and Urban Prospective Teachers studying in State Universities vary in their Teaching Competency and its dimensions. The Rural and Urban Prospective Teachers studying in State Universities have variation in Planning, Preparation, Closing, Evaluation and Managerial Skills. The same variation or difference had been seen in Rural and Urban Prospective Teachers as well studying in Central Universities”.

Objective 20 “The study of Arts and Science Prospective Teachers studying in Central Universities revealed differences in Teaching Competency and its dimensions. The Arts and Science Prospective Teachers studying in Central Universities had difference in Planning, Preparation, Evaluation and Managerial Skills. This difference might be because of the difference in their subject background. But, the Arts and Science Prospective Teachers studying in Central Universities had no difference with regards to Closing of the day’s lesson or class which showed that they were equally competent”.

Objective 21 “The Arts and Science Prospective Teachers studying in State Universities indicated difference in Teaching Competency and its dimensions. The Arts and Science Prospective Teachers studying in State Universities had differences in Planning, Preparation, Evaluation and Managerial Skills. Like the Prospective Teachers studying in Central Universities the State Universities Prospective Teachers also indicated no difference in Closing of the day’s lesson or class”.

Objective 22 “The Prospective Teachers studying in Central and State Universities revealed differences in Level of Aspirations and its dimensions. The overall score of Aspiration Level of Prospective Teachers in the State had more Level of Aspiration.

But, when we look into other aspects of the Level of Aspiration like GDS (Goal Discrepancy Score), Prospective Teachers studying in Central Universities had greater score and in other dimension in relation to ADS (Attainment Discrepancy Score), the State Universities Prospective Teachers have more score than the Central Universities Prospective Teachers”.

Objective 23 “The Male and Female Prospective Teachers studying in Central Universities indicated variation in the Level of Aspiration and its dimensions. The mean score indicated Female Prospective Teachers studying in Central Universities had lower score as compared with the Male Prospective Teachers studying in Central Universities. In the other dimension of the level of aspiration in GDS (Goal Discrepancy Score) the Female had lower score than the Male. The Higher score of Male Prospective Teachers could be because of independent character and focus towards achieving their goal. Moreover, the Central Universities environment, the exposure, attitude of their teachers might have influence the Male Prospective Teachers of Central Universities. However, in ADS (Attainment Discrepancy Score) the Female Prospective Teachers studying in Central University had greater score as compared with their Female counterpart”.

Objective 24 “The Male and Female Prospective Teachers studying in State Universities showed difference in their Level of Aspiration and its dimensions. The score revealed contradiction between the Male and Female Prospective Teachers studying in Central and State Universities. The Female Prospective Teachers studying in State Universities had higher Level of Aspiration and also with regards to GDS (Goal Discrepancy Score) and ADS (Attainment Discrepancy Score), the Female score was more than the Male. The greater score of Female Prospective Teachers in State Universities might be attributed to their environmental aspect whereas Female in State level have more pressure from the society to perform better and their high attitude towards Aspiration”.

Objective 25 “The Rural Prospective Teachers teaching in Central Universities had higher level of Aspiration and in its dimensions ADS (Attainment Discrepancy Score). They score better than the Urban Prospective Teachers. In GDS (Goal

Discrepancy Score) the Rural and the Urban Prospective Teachers had the same Level of Aspiration. The greater score of Rural Prospective Teachers could be attributed to the environment and their upbringing of the teachers and also the academic excellence of the Central Universities”.

Objective 26 “The Rural and Urban Prospective Teachers studying in state university showed difference in Level of Aspiration and its dimensions. The Urban Prospective Teachers studying in State Universities had higher Level of Aspiration. This was contradicted with the State Universities as the Rural Prospective Teachers had higher Level of Aspiration. This might be due to differences in their Universities that have shaped their thought and perspectives. But when we study the other dimensions of Aspiration, the Rural and Urban Prospective Teachers studying in State Universities had same score in relation to GDS (Goal Discrepancy Score) and ADS (Attainment Discrepancy Score), both the Rural and Urban had same Aspiration”.

Objective 27 “The Arts and Science Prospective Teachers studying in Central Universities revealed difference in Level of Aspiration and its dimensions. The Science Prospective Teachers teaching in Central Universities had higher Level of Aspiration and in terms of GDS (Goal Discrepancy Score) also the Science

Prospective Teachers’ score was better than Arts Prospective Teachers studying in Central Universities. The greater score of Science prospective teacher might be resulted due to their subject influence and background, also the academic influence of Central Universities. The Arts Prospective Teachers teaching in Central Universities score in ADS (Attainment Discrepancy Score) is greater than Science Prospective Teachers studying in Central Universities”.

Objective 28 “The Arts and Science Prospective Teachers studying in State Universities indicated variation of the score in Level of Aspiration and its dimensions. The Arts Prospective Teachers studying in State Universities score better in Level of Aspiration and in relation to ADS (Attainment Discrepancy Score) than the Arts Prospective Teachers. Here, the score also contradict when compared with Central Universities as Science Prospective Teachers studying in Central Universities score higher. The greater score of Arts Prospective Teachers in State Universities could be

due to more Arts centric educational system in State level as compared with Central Universities. The Science Prospective Teachers studying in State Universities score higher in GDS (Goal Discrepancy Score) compared with Arts Prospective Teachers of State Universities”.

Objective 29 “The study attempts to find the correlation between the Values and Vocational Interest of Prospective Teachers studying in Central and State Universities. It revealed that there was a positive correlation between Values and Vocational Interest among Prospective Teachers studying in Central and State Universities. Values and Vocational Interest are two important components that Prospective Teachers need to possess to make their teaching learning effective. The positive relation between these two components gave a positive outlook for Prospective Teachers who later can contribute towards building better teachers as well as students for the generation to come. Earlier studies done by Singh, H.L. (1974); Chen (1977); Goyal (1980); Reddy, B.P (1989); Naik, G.C (1990); Sharma (1991); Babu, Ram Mohan (1992); Lai, Mohan (1994) and Kulsum (1999) also revealed positive correlation between Values and Vocational Interest of Prospective Teachers”.

Objective 30 “The Study finds the correlation between Values and Teaching Competency of Prospective Teachers studying in Central and State Universities. There was a positive correlation between Values and Teaching Competency studying in Central and State Universities. Instilling Values in Prospective Teachers can help in building more humane teachers and students as well. Teachers knowing the importance of value are more aware of his behavioral pattern, ethical code of conduct and so on. In the same manner they will instilled those in their students. Competent teachers will be well equipped with all teaching skills, making the classroom environment cordial for student learning. The positive correlation of these two components, Value and Teaching Competency was in many way improvised the Prospective Teachers in teaching profession and produce better students for the future”.

Objective 31 “The study got the correlation between Values and Level of Aspiration of Prospective Teachers studying in Central and State Universities. The finding

revealed positive correlation between Values and Level of Aspiration of Prospective Teachers studying in Central and State Universities. The importance of Value cannot be ignored in teaching profession, so also Aspiration Level. The Level of Aspirations of the Prospective Teachers will determine the overall result of the students which affects the outcome in education system. So when there is a positive relation between Value and Level of Aspiration it will give positive feedback to the overall education system”.

5.3 CONCLUSION

The finding and discussion of Prospective Teachers studying in Central and State Universities in relation to their Value, Vocational Interest, Teaching Competency and Level of Aspiration revealed an interesting outcome. For Prospective Teachers the understanding of this entire component will enable to equip them to become better teachers in future and also producing responsible students for forthcoming generation. The comparative studies carried out in this study i.e. gender, locality and subject streams also give us clear picture in understanding of how variation in individual, environment and their brought out influences, their perspectives and outlooks are required. After analysis and interpretation of data, the results of the present conclusions are given below:

Objective 1 To study and compare the Values and its Dimensions of the Prospective Teachers of Central and State Universities

Conclusion 1

1. “There exists significant difference between the mean score of two groups of Prospective Teachers of Central and State Universities. Therefore result considered that mean value of Prospective Teachers studying in Central Universities have higher Value than of Prospective Teachers studying in State Universities”.
2. “It designated that there exists significant difference between mean scores of Prospective Teachers studying in Central and State Universities with reference

to their Theoretical Values. So it is found that Prospective Teachers studying in Central Universities have more Theoretical Value as compared to Prospective Teachers studying in State Universities”.

3. “It points out that the mean score of Prospective Teachers studying in Central Universities and State Universities are not significant at level i.e. 0.01. So, the obtained result proved that Prospective Teachers studying in Central and State Universities have almost the same attitudes towards Economic Value”.
4. “It shows that there is a significant difference between mean scores of Prospective Teachers studying in Central and State Universities with reference to their Aesthetic Value. Therefore researcher explained that Prospective Teachers studying in Central Universities have higher attitude towards Aesthetics Value as compared to Prospective Teachers studying in State Universities”.
5. “There exists significant difference between mean scores of Prospective Teachers studying in Central and State Universities with reference to their Social Value, which meant Prospective Teachers studying in Central Universities have more attitude than Prospective Teachers studying in State Universities with reference to their Social Value. Therefore Prospective Teachers studying in Central Universities are more socially strong as compared with counterpart variable of Prospective Teachers studying in State Universities”.
6. “It shows that there is a significant difference between mean scores of Prospective Teachers studying in Central and State Universities with reference to their Political Value. It indicates that Prospective Teachers studying in Central Universities had more Political attitude than Prospective Teachers studying in State Universities”.
7. “It is found that difference of mean score of Prospective Teachers studying in Central and State Universities with reference to their Religious Values are not significant. So the obtained result shows that Prospective Teachers studying in Central and State Universities have almost the same attitude towards Religious Value”.

Objective 2 To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Values and its Dimensions

Conclusion 2

1. The mean value of Female Prospective Teachers studying in Central Universities is more than the mean value of Male Prospective Teachers studying in Central Universities. Therefore mean of first group (Female Prospective Teachers studying in Central Universities) is significantly higher than the mean of second group (Male Prospective Teachers studying in Central Universities). Thus, it is observed that Female Prospective Teachers have higher values than Male Prospective Teachers studying in Central Universities.
2. It has been found that there is no significant difference between the mean scores of Male and Female Prospective Teachers of Central Universities with reference to their Theoretical Value.
3. It denotes that there is no significant difference between mean scores of Male and Female Prospective Teachers of Central Universities with reference to Economic Value. It shows that Female Prospective Teachers have higher attitudes than male prospective teacher of Central Universities with reference to their Economic Value.
4. There is significant difference between mean scores of Male and Female Prospective Teachers in Central Universities with reference to their Aesthetic Value. Therefore it is stated that male Prospective Teachers have greater attitudes than female prospective teacher of Central Universities with regards to their Aesthetic value.
5. It has been found that there is no significant difference between mean scores of Male and Female Prospective Teachers of Central Universities with reference to social value. It indicates that Male and Female Prospective Teachers of Central Universities have the same attitude towards Social Value.
6. It indicates that there is considerable difference between the mean scores of Male and Female Prospective Teachers in Central Universities with reference to

their Political Value. It is evidenced that male Prospective Teachers have greater attitudes than female prospective teacher of Central Universities with reference to Political Value.

7. It has been found that there is considerable difference between mean scores of Male and Female Prospective Teachers in Central Universities with reference to their religious value. It shows that male Prospective Teachers have higher attitudes than female prospective teacher of Central Universities with reference to Religious Value”.

Objective 3 To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Values and its Dimensions

Conclusion 3

1. The mean value of Female Prospective Teachers studying in State Universities is higher than the mean value of Male Prospective Teachers studying in State Universities. Therefore, mean of group first (Female Prospective Teachers studying in State Universities) is significantly higher than the mean of group second (Male Prospective Teachers studying in State Universities) the ‘t’ value of difference between the mean of two groups (Male and Female Prospective Teachers studying in State Universities) is 2.19 which was significant at 0.05 level. It is observed that Female Prospective Teachers have higher values than Male Prospective Teachers studying in State Universities.
2. It has been found that there is no difference between mean scores of Male and Female Prospective Teachers of State Universities with reference to Theoretical Value. It indicates that Male and Female Prospective Teachers of State Universities have the same attitude towards Theoretical Value.
3. Result shows that there are differences between mean scores of Male and Female Prospective Teachers in State Universities with reference to their Economic Value. It shows that male Prospective Teachers have higher attitudes than female prospective teacher of State Universities with reference to Economic Value.

4. A significant difference is found between mean scores of Male and Female Prospective Teachers in State Universities with reference to their Aesthetic value, which means that male Prospective Teachers have higher attitudes than female prospective teacher of State Universities with reference to Aesthetic Value.
5. It has been found that there is difference of mean score of Male and Female Prospective Teachers studying in State Universities with reference to their Social values are not significant. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities have almost the same attitudes towards Social Value.
6. The obtained result shows that Male Prospective Teachers studying in State Universities have more attitudes towards Political value than the female Prospective Teachers studying in State Universities.
7. It indicates that there is significant difference between mean scores of Male and Female Prospective Teachers in State Universities with reference to their Religious value. Therefore Female Prospective Teachers have higher attitudes than Male prospective teacher of State Universities with reference to Religious Value”.

Objective 4 To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Values and its Dimensions

Conclusion 4

1. The mean value of Rural Prospective Teachers studying in Central Universities was greater than the mean value of Urban Prospective Teachers studying in Central Universities. So the mean of group first (Rural Prospective Teachers studying in central Universities) was significantly higher than the mean of group second (Urban Prospective Teachers studying in Central Universities).
2. It has been found that there was no significant difference between mean scores of Rural and Urban Prospective Teachers in Central Universities with reference to their Theoretical value. So, it is interpreted that Rural and Urban Prospective

Teachers studying in State Universities have almost the same level of attitudes towards Theoretical Value.

3. There exists significant difference between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Economic values. So the obtained result showed that Rural Prospective Teachers studying in Central Universities have more attitudes towards Economic Value than the Urban Prospective Teachers studying in Central Universities.
4. There exists significant difference between mean scores of Rural and Urban Prospective Teachers in Central Universities with reference to their Aesthetic value. So it was interpreted that Rural Prospective Teachers studying in Central Universities have more attitudes towards Aesthetic Value than the Urban Prospective Teachers studying in Central Universities.
5. Analysis depicted that there is a significant difference between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Social Values. So the obtained result showed that Rural Prospective Teachers studying in Central Universities have more attitudes towards Social Value than the Urban Prospective Teachers studying in Central Universities.
6. It has been found that there is significant difference between mean scores of Rural and Urban Prospective Teachers in Central Universities with reference to their Political Value. Therefore it can be interpreted that Rural Prospective Teachers studying in Central Universities have more attitudes towards Political Value than the Urban Prospective Teachers studying in Central Universities.
7. A significant difference is found between Rural and Urban Prospective Teachers studying in Central Universities with reference to their Religious Values. So the obtained interpreted result is that Rural Prospective Teachers studying in Central Universities have more attitudes towards Religious Value than the Urban Prospective Teachers studying in Central Universities”.

Objective 5 To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Values and its Dimensions

Conclusion 5

- 1.** The mean score on overall value of Rural Prospective Teachers studying in State Universities found to be less than their counterparts of Urban Prospective Teachers. The t' value of difference between the mean of two groups (Rural and Urban Prospective Teachers study in State Universities) is 1.47 which is not significant at 0.01 level. This shows that two groups do not differ significantly.
- 2.** The difference of mean score of Rural and Urban Prospective Teachers studying in State Universities with reference to their Theoretical Values is significant. So the obtained result showed that Rural Prospective Teachers studying in State Universities have more attitudes towards Theoretical Value than the Urban Prospective Teachers studying in State Universities.
- 3.** Significant difference has been indicated between mean scores of Rural and Urban Prospective Teachers in State Universities with reference to their Economic Value. The obtained result shows that Rural Prospective Teachers studying in State Universities has more attitudes towards Economic Value than the Urban Prospective Teachers studying in State Universities.
- 4.** The difference of mean score of Rural and Urban Prospective Teachers studying in State Universities with reference to their Aesthetic Values is not found significantly. So the obtained result shows that Rural Prospective Teachers and Urban Prospective Teachers studying in State Universities have almost the same attitudes towards Aesthetic Value.
- 5.** Significant difference is found between mean scores of Rural and Urban Prospective Teachers in State Universities with reference to their Social Value. The obtained result showed that Urban Prospective Teachers have more attitudes towards Aesthetic Value than Rural Prospective Teachers studying in State Universities.
- 6.** The difference of mean score of Rural and Urban Prospective Teachers studying in State Universities with reference to their Political values are not found significant. So the obtained result shows that Rural Prospective Teachers and

Urban Prospective Teachers studying in State Universities have almost the same attitudes towards Political Value.

7. Significant difference is found between mean scores of Rural and Urban Prospective Teachers in State Universities with reference to their Religious value. Thus, it is stated that Rural Prospective Teachers have more attitude than Urban Prospective Teachers towards political value”.

Objective 6 To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Values and its Dimensions.

Conclusion 6

1. The mean value of Prospective Arts teachers studying in Central Universities is greater than the mean value of Prospective Science teachers studying in Central Universities. So it has been interpreted that mean of group first (Arts Prospective Teachers studying in central Universities) is significantly higher than the mean of group second (Science Prospective Teachers studying in Central Universities).
2. Difference of mean score of Arts and Science Prospective Teachers in Central Universities with reference to their Theoretical Values is significant. So the obtained result showed that Arts Prospective Teachers and Science Prospective Teachers in Central Universities have almost the same attitudes towards Theoretical Value.
3. Significant difference has been found between mean scores of Arts and Science Prospective Teachers in Central Universities with reference to their Economic value.
4. It has been observed that difference of mean score of Arts and Science Prospective Teachers in Central Universities with reference to their Aesthetic values found significantly. So the obtained result displayed that Science Prospective Teachers have more attitudes towards aesthetic value than Arts Prospective Teachers in Central Universities.

5. A significant difference has been found in between mean scores of Arts and Science Prospective Teachers in Central Universities with reference to their Social value. It shows that there are more attitudes in Arts prospective teacher than Science in Central Universities with reference to their Social Value.
6. No significant difference is found between mean scores of Arts and Science Prospective Teachers in Central Universities with reference to their Political Value. It shows that there was same attitude of Arts and Science Prospective Teachers in Central Universities with reference to their Political value.
7. Significant difference has been found between mean scores of Arts and Science Prospective Teachers in Central Universities with reference to their Religious value. It was evidenced that Arts Prospective Teachers had more attitude than and Science Prospective Teachers in Central Universities with reference to their Religious value”.

Objective 7 To study and compare between the Arts and Science Prospective Teachers studying in State Universities in respect to their Values and its Dimensions.

Conclusions 7

1. The mean value of Science Prospective Teachers studying in State Universities was higher than the mean value of Arts Prospective Teachers studying in State Universities, which means that mean of group first (Science Prospective Teachers studying in State Universities), was significantly higher than the mean of group second (Arts Prospective Teachers studying in State Universities).
2. The difference of mean score of Arts and Science Prospective Teachers in State Universities with reference to their Theoretical values was not significant. Therefore the result shows that Arts Prospective Teachers and Science Prospective Teachers in State Universities had almost the same attitudes towards Theoretical Value.
3. The difference of mean score of Arts and Science Prospective Teachers in State Universities with reference to their Economic Values was significant. Thus it

can be interpreted that Arts Prospective Teachers had more attitudes than Science Prospective Teachers in State Universities towards Economic Value.

4. There was a significant difference between mean score of Arts and Science prospective teacher in State Universities with reference to their Aesthetic Values. So the obtained result shows that Science Prospective Teachers had more attitudes towards Aesthetic Value than Arts Prospective Teachers in State Universities.
5. Significant difference had been found in between mean scores of Arts and Science Prospective Teachers in State Universities with reference to their Social Value. It showed Arts prospective teacher had more attitudes towards social value than Science Prospective Teachers in State Universities.
6. There was a significant difference between mean scores of Arts and Science Prospective Teachers in State Universities with reference to their Political value. It indicated that Arts Prospective Teachers had more attitude than Science Prospective Teachers in State Universities with reference to their Political Value.
7. It had been found that there was significant difference between mean scores of Arts and Science Prospective Teachers in State Universities with reference to their Religious value, which means that Arts Prospective Teachers had more attitude than Science Prospective Teachers in State Universities with reference to their Religious value”.

Objective 8 To study and compare between the Prospective Teachers of Central and State Universities in respect to their Vocational Interest and its Dimensions

Conclusion 8

1. It has been found that both the groups have significant difference with reference to their Vocational Interest.
2. Significant difference has been found between the Prospective Teachers studying in Central and State Universities with reference to their Agriculture Interest. Further, it is observed that the mean score of Vocational Interest of the Prospective Teachers studying in State Universities was greater than the Prospective Teachers studying in Central Universities. Thus we can say that the

Prospective Teachers studying in State Universities are having more interest than the Prospective Teachers studying in Central Universities towards Agriculture Area.

3. On the basis of data it can be said that Prospective Teachers studying in Central and State Universities (both) have equal attitude with reference to Artistic interest.
4. It has been found that both the groups had significant difference with reference to their Commerce Area. Prospective Teachers studying in Central Universities have more Commerce area interest as compared to Prospective Teachers studying in State Universities.
5. It has been clearly revealed that both the groups had significant difference with reference to their Executive Area. Prospective Teachers studying in Central Universities have more Executive interest as compared to Prospective Teachers studying in State Universities.
6. It has been found that there is significant difference between the two groups with reference to their Household. Prospective Teachers studying in Central Universities have more House Hold Interest as compared to Prospective Teachers studying in State Universities.
7. The 't' value clearly revealed that both the groups had significant difference with reference to their Literary Area. Prospective Teachers studying in Central Universities have more literary area interest compared to Prospective Teachers studying in State Universities
8. It is found that both the groups have significant difference with reference to their Scientific Area. Therefore it had been interpreted that Prospective Teachers studying in Central Universities had more Scientific Area Interest as compare to Prospective Teachers studying in State Universities.
9. The 't' test reveals that both the groups have significant difference with reference to their Social Area. Therefore it can be understood that Prospective Teachers studying in Central Universities had more Social area interest as compared to Prospective Teachers studying in State Universities”.

Objective 9 To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Vocational Interest and its Dimensions

Conclusion 9

1. There exists no significant difference between the mean score of Male and Female Prospective Teachers studying in Central Universities. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with reference to Vocational Interest.
2. There is no significant difference between the mean score of Male and Female Prospective Teachers studying in Central Universities. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with reference to Agriculture interest.
3. The difference of mean score of Male and Female Prospective Teachers studying in Central Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities both the groups have significant difference with reference to their Artistic interest.
4. The difference of mean score of Male and Female Prospective Teachers studying in Central Universities are not significant. Therefore the obtained result can be interpreted that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with reference to Commerce stream.
5. The difference of mean score of Male and Female Prospective Teachers studying in Central Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities have significant difference with reference to Executive Interest.
6. The found no significant difference between the Male and Female Prospective Teachers studying in Central Universities with regards to their Literacy Area Interest.

7. The difference of mean score of Male and Female Prospective Teachers studying in Central Universities are not significant. Therefore the result shows that Male and Female Prospective Teachers studying in Central Universities have almost same attitude with reference to Household interest.
8. There is significant difference of mean score of Male and Female Prospective Teachers studying in Central Universities. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities both the groups have significant difference with reference to scientific interest. So it means Female Prospective Teachers studying in Central Universities have higher interest towards Scientific as compare to Male Prospective Teachers studying in Central Universities.
9. The difference of mean score of Male and Female Prospective Teachers studying in Central Universities are significant. So the obtained result shows that Male and Female Prospective Teachers studying in Central Universities both the groups have significant difference with reference to Social interest, which means that Male Prospective Teachers studying in Central Universities have higher Social interest as compare to Female Prospective Teachers studying in Central Universities”.

Objective 10 To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Vocational Interest and its Dimensions.

Conclusion 10

1. There is significant difference of mean score of Male and Female Prospective Teachers studying in State Universities. Thus, the obtained result shows that Male and Female Prospective Teachers studying in State Universities have significant difference with reference to their Vocational Interest, which means that Male Prospective Teachers studying in State Universities have high interest towards Vocational Interest compared to Female Prospective Teachers studying in State Universities.

2. The obtained result shows that Male and Female Prospective Teachers studying in State Universities have significant difference with reference to their Agricultural interest. So, it means that Male Prospective Teachers studying in State Universities have higher interest towards Agricultural interest as compared to Female Prospective Teachers studying in State Universities.
3. The obtained result shows that Male and Female Prospective Teachers studying in State Universities both has significant difference with reference to their Artistic interest. So, it means that Female Prospective Teachers studying in State Universities have high interest towards artistic interest compared to Male Prospective Teachers studying in State Universities.
4. There is significant difference of mean score of Male and Female Prospective Teachers studying in State Universities. So the obtained result shows that Male and Female Prospective Teachers studying in State Universities have considerable differences with reference to their Commerce interest. It means that Female Prospective Teachers studying in State Universities have higher interest towards Commerce interest as compared to Male Prospective Teachers studying in State Universities.
5. The difference of mean score of Male and Female Prospective Teachers studying in State Universities are significant. Therefore the result shows that Male and Female Prospective Teachers studying in State Universities have significant difference with reference to their Executive interest. It means Female Prospective Teachers studying in State Universities have high interest towards Executive interest as compared to Male Prospective Teachers studying in State Universities.
6. There is significant difference of mean score of Male and Female Prospective Teachers studying in State Universities, which means that Male and Female Prospective Teachers studying in State Universities have significant difference with reference to their household interest. Therefore it can be interpreted that Female Prospective Teachers studying in State Universities have higher interest towards Household interest as compared to Male Prospective Teachers studying in State Universities.

7. The difference of mean score of Male and Female Prospective Teachers studying in State Universities are significant. Thus the result shows that Male and Female Prospective Teachers studying in State Universities have significant difference with reference to their literary interest.
8. The obtained result shows that Male and Female Prospective Teachers studying in State Universities both have significant difference with reference to their Scientific interest. Therefore it can be said that Female Prospective Teachers studying in State Universities have higher interest towards scientific interest as compared to Male Prospective Teachers studying in State Universities.
9. The obtained result shows that Male and Female Prospective Teachers studying in State Universities both have significant difference with reference to their Social interest. It can be interpreted that Female Prospective Teachers studying in State Universities have higher interest towards Social interest as compared to Male Prospective Teachers studying in State Universities”.

Objective 11 To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Vocational Interest and its Dimensions

Conclusion 11

1. The denote score of Rural Prospective Teachers is significantly more than the mean score of Urban Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Rural Prospective Teachers have higher level of attitude towards Vocational Interest than the Urban Prospective Teachers studying in Central Universities
2. The score of Urban Prospective Teachers is significantly higher than mean score of Rural Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Urban Prospective Teachers have Higher level of attitude towards Agriculture interest than the Rural Prospective Teachers studying in Central Universities

3. The significant score of Urban Prospective Teachers is more than mean score of Rural Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Artistic interest than the Rural Prospective Teachers studying in Central Universities
4. The score obtained of Urban Prospective Teachers is significantly higher than mean score of Rural Prospective Teachers studying in Central Universities. Therefore, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards commerce interest than the Rural Prospective Teachers studying in Central Universities.
5. The indicated score of Urban Prospective Teacher is significantly more than mean score of Rural Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Executive interest than the Rural Prospective Teachers studying in Central Universities
6. The score of Urban Prospective Teacher is significantly higher than mean score of Rural Prospective Teachers studying in Central Universities. Therefore we can state that Urban Prospective Teachers have higher level of attitude towards household interest as compared to the Rural Prospective Teachers studying in Central Universities
7. The obtained score of Urban Prospective Teachers is significantly more than mean score of Rural Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards literary interest than the Rural Prospective Teachers studying in Central Universities.
8. The score of Urban Prospective Teachers is significantly higher than mean score of Rural Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Scientific Interest than the Rural Prospective Teachers studying in Central Universities.

9. The indicated score of Urban Prospective Teachers is significantly more than the mean score of Rural Prospective Teachers studying in Central Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Social interest as compared to the Rural Prospective Teachers studying in Central Universities”

Objective 12 To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Vocational Interest and its Dimensions

Conclusion 12

1. The mean score of Rural Prospective Teachers is significantly higher than the mean score of Urban Prospective Teachers studying in State Universities. Hence, it can be interpreted that Rural Prospective Teachers have higher level of attitude towards Vocational Interest as compared to the Urban Prospective Teachers studying in State Universities.
2. The mean score of Urban Prospective Teachers is significantly more than mean score of Rural Prospective Teachers studying in State Universities. Therefore it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Agriculture interest than the Rural Prospective Teachers studying in State Universities.
3. According to the analysis of data, it is being depicted that the mean score of Urban Prospective Teachers is significantly higher than the mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Artistic interest as compared to Rural Prospective Teachers studying in State Universities
4. The mean score of Urban Prospective Teachers is significantly more than the mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of

attitude towards commerce interest than the Rural Prospective Teachers studying in State Universities

5. It is being observed that the mean score of Urban Prospective Teachers is significantly more than the mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Executive interest as compared to Rural Prospective Teachers studying in State Universities.
6. The mean score of Urban Prospective Teachers is significantly higher than the mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be said that Urban Prospective Teachers have higher level of attitude towards Household interest than the Rural Prospective Teachers studying in State Universities
7. The mean score of Urban Prospective Teachers is significantly higher than the mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that Urban Prospective Teachers have Higher level of attitude towards literary interest than the Rural Prospective Teachers studying in State Universities
8. Through the analysis it is being observed that the mean score of Urban Prospective Teachers is significantly higher than the mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that Urban Prospective Teachers have more level of attitude towards Scientific Interest than the Rural Prospective Teachers studying in State Universities.
9. According to the analysis, the mean score of Urban Prospective Teachers is significantly more than mean score of Rural Prospective Teachers studying in State Universities. Hence, it can be interpreted that Urban Prospective Teachers have higher level of attitude towards Social interest than the Rural Prospective Teachers studying in State Universities”.

Objective 13 To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Vocational Interest and its Dimensions

Conclusion 13

1. The mean score of Arts teacher is significantly higher than the mean score of Science teacher studying in Central Universities. Hence, it can be interpreted that Arts teacher have higher level of attitude towards Vocational Interest as compared to the Science teacher studying in Central Universities.
2. Through the analysis it is evident that the mean score of Science teacher is significantly greater than the mean score of Arts teacher studying in Central Universities. Hence, it can be interpreted that Science teacher have Higher level of attitude towards Agriculture interest than the Arts teacher studying in Central Universities.
3. The mean score of Science teacher is significantly more than the mean score of Arts teacher studying in Central Universities. Hence, it can be interpreted that Science teacher have Higher level of attitude towards Artistic interest than the Arts teacher studying in Central Universities.
4. The result obtained through analysis shows that the mean score of Science teacher is significantly higher than the mean score of Arts teacher studying in Central Universities. Hence, it can be interpreted that Science teacher have higher level of attitude towards commerce interest than the Arts teacher studying in Central Universities.
5. The mean score of Science teacher is significantly higher than mean score of Arts teacher studying in Central Universities. Hence, it can be interpreted that Science teacher have higher level of attitude towards executive interest as compared to the Arts teacher studying in Central Universities.
6. According to the result obtained it is clear that the mean score of Science teacher is significantly more than the mean score of Arts teacher studying in Central Universities. Hence, it can be interpreted that Science teacher have higher level of attitude towards executive interest than the Arts teacher studying in Central Universities.
7. The mean score of Science teacher is significantly higher than mean score of Arts teacher studying in Central Universities. Therefore, it can be interpreted

that Science teacher have higher level of attitude towards literary interest as compared to the Arts teacher studying in Central Universities.

8. According to the analysis it is evident that the mean score of Science teacher is significantly higher than the mean score of Arts teacher studying in Central Universities. Hence, it can be interpreted that Science teacher have higher level of attitude towards scientific interest than the Arts teacher studying in Central Universities.
9. The mean score of Science teacher is significantly higher than mean score of Arts teacher studying in Central Universities. Hence, it can be interpreted that Science teacher have higher level of attitude towards social interest as compared to the Arts teacher studying in Central Universities”.

Objective 14 To study and compare between the Arts and Science Prospective Teachers studying in State Universities in respect to their Vocational Interest and its Dimensions.

Conclusion 14

1. Through the analysis it is evident that the mean score of Arts teacher is significantly higher than the mean score of Science Prospective Teachers studying in State Universities. Hence, it can be interpreted that Arts teacher have higher level of attitude towards Vocational Interest than the Science Prospective Teachers studying in State Universities.
2. The mean score of Science Prospective Teachers is significantly more than the mean score of Arts Prospective Teachers studying in State Universities. Therefore, it can be interpreted that Science Prospective Teachers have higher level of attitude towards Agriculture interest than the Arts Prospective Teachers studying in State Universities.
3. The mean score of Science Prospective Teachers is significantly higher than mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that Science Prospective Teachers have higher level of attitude towards Artistic interest than the Arts Prospective Teachers studying in State Universities.

4. Through the analysis it is evident that the mean score of Science Prospective Teachers is significantly higher than the mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that Science Prospective Teachers have higher level of attitude towards Commerce interest than the Arts Prospective Teachers s studying in State Universities.
5. The mean score of Science Prospective Teachers is significantly more than mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that Science Prospective Teachers s have higher level of attitude towards Executive interest as compared to the Arts Prospective Teachers studying in State Universities.
6. The mean score of Science Prospective Teachers is significantly higher than mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that Science Prospective Teachers have higher level of attitude towards Executive interest than the Arts Prospective Teachers studying in State Universities.
7. It is evident through the analysis that the mean score of Science Prospective Teachers is significantly higher than the mean score of Arts Prospective Teachers studying in State Universities. Therefore, it can be interpreted that Science Prospective Teachers have higher level of attitude towards literary interest than the Arts Prospective Teachers studying in State Universities.
8. The mean score of Science Prospective Teachers is significantly higher than mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be understood that Science Prospective Teachers have higher level of attitude towards scientific interest than the Arts Prospective Teachers studying in State Universities
9. The mean score of Science Prospective Teachers is significantly higher than mean score of Arts Prospective Teachers studying in State Universities. Hence, it can be interpreted that Science Prospective Teachers have higher level of attitude towards social interest than the Arts Prospective Teachers studying in State Universities”.

Objective 15 To study and compare of Prospective Teachers of Central and State Universities in respect to their Teaching Competency and its Dimensions

Conclusion 15

1. It indicates that there is significant difference in the teaching competency between Central and State Universities with relation to planning, which means that Central Universities and State Universities have different teaching competency with special reference to planning.
2. The 't' value shows significant difference in the teaching competency of Prospective Teachers between Central and State Universities with relation to preparation.
3. It was found that there is significant difference in the teaching competency between Central and State Universities with relation to closing the day lesson.
4. There is significant difference in the teaching competency between Central and State Universities with relation to evaluation.
5. The 't' value signifies difference in the teaching competency between Central and State Universities with relation to class management.
6. The 't' value shows difference in the teaching competency between Central and State Universities in relation to overall teaching competency”

Objective 16 To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Teaching Competency and its Dimensions

Conclusion 16

1. The 't' value indicate significant difference in the teaching competency between male and female Prospective Teachers of Central Universities with reference to planning.
2. The 't' value shows no significant difference at both level in the teaching competency between male and female Prospective Teachers of Central Universities with relation to preparation.

3. The 't' value implies significant difference in the teaching competency between male and female Prospective Teachers of Central Universities with special reference to closing of the day lesson.
4. The 't' value shows no significant difference in the teaching competency between male and female Prospective Teachers of Central Universities with relation to evaluation.
5. The 't' value indicates no significant difference in the teaching competency between male and female Prospective Teachers of Central Universities with relation to managerial skills.
6. The 't' value shows no significant difference in the teaching competency between male and female Prospective Teachers of Central Universities in relation to Overall Teaching Competency”.

Objective 17 To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Teaching Competency and its Dimensions.

Conclusion 17

1. The 't' value indicates significant difference in the teaching competency between male and female with regard to planning.
2. The 't' value shows no significant difference between male and female of State Universities with regard to preparation of the day lesson.
3. The 't' value signifies significant difference in the teaching competency between male and female with regard to closing of the day lesson.
4. The 't' value indicates significant difference in the teaching competency between male and female with regard to evaluation.
5. The 't' value shows significant difference in the teaching competency between male and female with regard to managerial skills.
6. The 't' value indicates significant difference in the teaching competency between male and female Prospective Teachers s of State Universities in relation to overall teaching competency”.

Objective 18 To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Teaching Competency and its Dimensions

Conclusion 18

1. The 't' value indicates that significant difference is found in the planning between Rural and Urban Prospective Teachers s of Central Universities.
2. The 't' value signifies significant difference in the preparation between Rural and Urban Prospective Teachers s of Central Universities.
3. The 't' value shows significant difference in the closing the day lesson between Rural and Urban Prospective Teachers s of Central Universities.
4. The 't' value indicates significant difference in the evaluation between Rural and Urban Prospective Teachers s of Central Universities.
5. The 't' value indicates significant difference in the managerial skills between Rural and Urban Prospective Teachers s of Central Universities.
6. The 't' value shows significant difference in the teaching competency between Rural and Urban Prospective Teachers of Central Universities”.

Objective 19 To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Teaching Competency and its Dimensions.

Conclusion 19

1. The 't' value indicates significant difference in the planning between Rural and Urban Prospective Teachers s of State Universities in respect to their Teaching Competency.
2. The t-value shows significant difference in the preparation between Rural and Urban Prospective Teachers s of State Universities
3. The 't' value indicates significant difference between Rural and Urban Prospective Teachers s of State Universities with regard to closing the day lesson.

4. The 't' value indicates significant difference in the evaluation between Rural and Urban Prospective Teachers s of State Universities.
5. The t-value signifies significant difference in the managerial skills between Rural and Urban Prospective Teachers s of State Universities.
6. The 't' value shows significant difference in the teaching competency between Rural and Urban Prospective Teachers s of State Universities”.

Objective 20 To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Teaching Competency and its Dimensions .

Conclusions 20

1. The t-value indicates significant difference in the teaching competency with regard to planning between Arts and Science Prospective Teachers s of Central Universities.
2. The 't' value shows significant difference in the teaching competency with regard to preparation between Arts and Science Prospective Teachers s of Central Universities.
3. The 't' value indicates no significant difference between Arts and Science Prospective Teachers s of Central Universities with regard to closing of the day lesson.
4. The 't' value indicates significant difference in the teaching competency with regard to evaluation between Arts and Science Prospective Teachers s of Central Universities.
5. The 't' value shows significant difference in the teaching competency with regard to managerial between Arts and Science Prospective Teachers s of Central Universities.
6. The 't' value indicates significant difference in the teaching competency between Arts and Science Prospective Teachers s teaching in Central Universities”.

Objective 21 To study and compare between the Arts and Science Prospective Teachers studying in State Universities in respect to their Teaching Competency and its Dimensions

Conclusions 21

1. The 't' value indicate significant difference in the teaching competency with regard to planning between Arts and Science Prospective Teachers s of State Universities
2. The 't' value shows significant difference in the teaching competency with regard to preparation between Arts and Science Prospective Teachers s of State Universities.
3. The 't' value signifies no significant difference between Arts and Science Prospective Teachers of State Universities with regard to closing of the day lesson.
4. The 't' value shows significant difference in the teaching competency with regard to evaluation between Arts and Science Prospective Teachers s of State Universities.
5. The 't' value indicates significant difference in the teaching competency with regard to managerial between Arts and Science Prospective Teachers s of State Universities.
6. The 't' value shows significant difference in the teaching competency between Arts and Science Prospective Teachers s of State Universities”.

Objective 22 To study and compare of Prospective Teachers of Central and State Universities in respect to their level of Aspiration and its Dimensions

Conclusion 22

1. The mean scores reveal that Prospective Teachers studying in Central Universities are found to have lesser level of Aspiration as compared to Prospective Teachers studying in State Universities. It may, therefore, be concluded that Prospective Teachers studying in State Universities have High

level of aspiration in comparison to Prospective Teachers studying in Central Universities.

2. Analysis indicates that Prospective Teacher studying in Central and State Universities differ significantly on GDS. Further the mean scores reveal that prospective teacher studying in State Universities are found to be lesser on GDS as compared Prospective Teachers studying in Central Universities. It may, therefore, be concluded that prospective teacher studying in Central Universities have high GDS in comparison to prospective teacher studying in State Universities.
3. It indicates that Prospective Teacher studying in Central and State Universities differ significantly on ADS. Further the mean scores reveal that prospective teacher studying in Central Universities are found to be lesser on ADS as compared Prospective Teachers studying in State Universities. It may, therefore, be concluded that prospective teacher studying in State Universities have superfluous ADS in comparison to prospective teacher studying in Central Universities”.

Objective 23 To study and compare between the Male and Female Prospective Teachers studying in Central Universities in respect to their Level of Aspiration and its Dimensions

Conclusion 23

1. It is evident through the analysis that Male and Female Prospective Teacher studying in Central Universities differ significantly with reference to their level of Aspiration. Further the mean scores divulge that Female prospective teacher studying in Central Universities are found to be lesser with reference to Level of Aspiration as compared Male Prospective Teachers studying in Central Universities.
2. It indicates that Male and Female Prospective Teacher studying in Central Universities differ significantly with reference to their ADS. The mean scores reveal that male prospective teacher studying in Central Universities are found

to be lesser with reference ADS as compared to Female Prospective Teachers studying in Central Universities.

3. It indicates that Male and Female Prospective Teacher studying in State Universities differ significantly with reference to their GDS. The mean scores reveal that Female prospective teacher studying in State Universities are found to be lesser with reference GDS as compared Male Prospective Teachers studying in State Universities. It may, therefore, be concluded that Male prospective teacher studying in State Universities have prominent attitude towards GDS in comparison to Female Prospective Teachers studying in State Universities”.

Objective 24 To study and compare between the Male and Female Prospective Teachers studying in State Universities in respect to their Level of Aspiration and its Dimensions.

Conclusion 24

1. The analysis indicates that Male and Female Prospective Teachers studying in State Universities differ significantly with special reference to their Level of Aspiration. The mean scores reveal that male Prospective Teachers studying in State Universities are found to be lesser in relation Level of Aspiration as compared Female Prospective Teachers studying in State Universities
2. It indicates that Male and Female Prospective Teacher studying in State Universities differ significantly with reference to their ADS. The mean scores reveal that Male prospective teacher studying in State Universities are found to be lesser with reference ADS as compared Female Prospective Teachers studying in State Universities.
3. Through the analysis it is evident that Male and Female Prospective Teacher studying in State Universities differ significantly with reference to their ADS. The mean scores reveal that Male prospective teacher studying in State Universities are found to be lesser with reference ADS as compared to Female Prospective Teachers studying in State Universities. It may, therefore, be concluded that Female prospective teacher studying in State Universities have

high-flying attitude towards ADS in comparison to Male Prospective Teachers studying in State Universities”.

Objective 25 To study and compare between the Rural and Urban Prospective Teachers studying in Central Universities in respect to their Level of Aspiration and its Dimensions

Conclusion 25

1. Through the analysis it is evident that Rural and Urban Prospective Teacher studying in Central Universities differ significantly with reference to their Level of Aspiration. The mean scores reveal that Urban Prospective teacher studying in Central Universities are found to be lesser with reference to Level of Aspiration as compared Rural Prospective Teachers studying in Central Universities.
2. It indicates that Rural and Urban Prospective Teacher studying in Central Universities do not differ significantly on GDS, which means that there is no significant difference between Rural and Urban Prospective Teacher studying in Central Universities with reference to GDS. So both Group Rural and Urban Prospective Teacher studying in Central Universities with reference to GDS have same attitude towards GDS
3. It shows that Rural and Urban Prospective Teacher studying in Central Universities differ significantly with reference to their ADS. The mean scores reveal that Urban Prospective teacher studying in Central Universities are found to be lesser with reference ADS as compared Rural Prospective Teachers studying in Central Universities. It indicates that Rural and Urban Prospective Teacher studying in Central Universities differ significantly with reference to their ADS. The mean scores reveal that Urban Prospective teacher studying in Central Universities are found to be lesser with reference ADS as compared Rural Prospective Teachers studying in Central Universities”.

Objective 26 To study and compare between the Rural and Urban Prospective Teachers studying in State Universities in respect to their Level of Aspiration and its Dimensions

Conclusion 26

1. It shows that Rural and Urban Prospective Teacher studying in Central Universities differ significantly with reference to their Level of Aspiration. The mean scores reveal that Urban Prospective teacher studying in Central Universities are found to be lesser with reference to Level of Aspiration as compared to Rural Prospective Teachers studying in Central Universities.
2. It indicates that Rural and Urban Prospective Teacher studying in Central Universities do not differ significantly on GDS. It means that there is no significant difference between Rural and Urban Prospective Teacher studying in Central Universities with reference to GDS. So both Rural and Urban Prospective Teacher studying in Central Universities with reference to GDS have same attitude towards GDS
3. It indicates that Rural and Urban Prospective Teacher studying in Central Universities differ significantly with reference to their ADS. The mean scores reveal that Urban Prospective teacher studying in Central Universities are found to be lesser with reference ADS as compared to Rural Prospective Teachers studying in Central Universities. It shows that Rural and Urban Prospective Teacher studying in Central Universities differ significantly with reference to their ADS. The mean scores reveal that Urban Prospective teacher studying in Central Universities are found to be lesser with reference ADS as compared Rural Prospective Teachers studying in Central Universities”.

Objective 27 To study and compare between the Arts and Science Prospective Teachers studying in Central Universities in respect to their Level of Aspiration and its Dimensions.

Conclusions 27

1. The analysis shows that Arts and Science Prospective Teacher studying in Central Universities differ significantly with reference to their Level of Aspiration. The mean scores reveal that Science Prospective teacher studying in Central Universities are found to have lesser level of Aspiration as compared Arts Prospective Teachers studying in Central Universities. Arts prospective

teacher studying in Central Universities have more level of Aspiration as compared to Science Prospective Teachers studying in Central Universities.

2. It is evident from the analysis that Arts and Science Prospective Teacher studying in Central Universities differ significantly with reference to their GDS. The mean scores reveal that Arts Prospective teacher studying in Central Universities are found have lesser GDS as compared Science Prospective Teachers studying in Central Universities.
3. It indicates that Arts and Science Prospective Teacher studying in Central Universities differ significantly with reference to their ADS. The mean scores reveal that Science Prospective teacher studying in Central Universities are found to be smaller with reference to their ADS as compared Arts Prospective Teachers studying in Central Universities. It may, therefore, be concluded that Arts prospective teacher studying in Central Universities have more attitude towards ADS in comparison to Science Prospective Teachers studying in Central Universities”.

Objective 28 To study and compare between the Arts and Science studying in State Universities in respect to their Level of Aspiration and its Dimensions

Conclusion 28

1. It shows that Arts and Science Prospective Teacher studying in State Universities differ significantly with reference to their Level of Aspiration. The mean score reveals that Science Prospective teacher studying in State Universities are found to have lesser level of Aspiration as compared Arts Prospective Teachers studying in State Universities.
2. It indicates that Arts and Science Prospective Teacher studying in State Universities differ significantly with reference to their GDS. The mean scores reveal that Arts Prospective Teachers studying in State Universities are found to be smaller with reference to their GDS as compared Science Prospective Teachers studying in State Universities. It may, therefore, be concluded that Science prospective teacher studying in State Universities have high GDS in comparison to Arts Prospective Teachers studying in State Universities.

3. It indicates that Arts and Science Prospective Teacher studying in State Universities differ significantly with reference to their ADS. The mean scores reveal that Science Prospective teacher studying in State Universities are found to be smaller with reference to their ADS as compared Arts Prospective Teachers studying in State Universities”.

Objective 29 To find out correlation between the Values and Vocational Interest of Prospective Teachers studying in Central and State Universities

Conclusion 29

Table 4.5 shows that correlation between Values and Vocational Interest among Prospective Teachers significantly positive at 0.01 level. This finding leads to reveal that the hypothesis is not accepted. Therefore, there is no significant relationship between Values and Vocational Interest among Prospective Teachers. It shows the degree of relationship between Values and Vocational Interest of Prospective Teachers studying in Central and State Universities. Here the calculated value of r' is 0.28 and the degree of freedom is 498. The tabulated value of r' or the critical value is greater than tabulated value . Hence it is found that the calculated value of r' is higher than critical. So, the null hypothesis is not accepted. Therefore, it can be concluded that there is significant positive correlation between the Values and Vocational Interest of Prospective Teachers studying in Central and State Universities. The Earlier studies done by Singh, H.L.(1974); Chen (1977); Goyal (1980); Reddy, B.P. (1989); Naik, G.C. (1990), Sharma (1991); Babu, Ram Mohan (1992); Lai, Mohan (1994) and Kulsum (1999) also found positive correlation between Values and Vocational Interest of Prospective Teachers”.

Objective 30 To find out correlation between the Values and Teaching Competency of Prospective Teachers studying in Central and State Universities

Conclusion 30

Product moment correlation was worked out between Values and Teaching Competency of Prospective Teachers studying in Central and State Universities for total sample (500). It is observed from the table 4.6 that the computed value of

coefficient of correlation between Values and teaching competency of Prospective Teachers studying in Central and State Universities is **0.88** which is positive (high) in nature. It indicates a high correlation between two variables. Hence, the null hypothesis of There no significant correlation between Values and Teaching competency of Prospective Teachers studying in Central and State Universities is not accepted. Now, it can be interpreted safely that the Values and Teaching Competency of Prospective Teachers are highly correlated to each other at 0.01 level of significant. This finding leads to reveal about the non-acceptance of the hypothesis 4.6 which state that "There is no significant relationship between Values and Teaching Competency among Prospective Teachers." This is due to the reason that the success of Prospective Teachers depends both on their Values and Teaching competency. Values have been an important factor in to change attitude towards teaching process which demand Teaching Competency on the part of the Prospective Teachers”.

Objective 31 To find out correlation between the Values and Level of Aspirations of Prospective Teachers studying in Central and State Universities

Conclusions 31: The value of coefficient of correlation (r) came out to be **0.61** which is significant at 0.01 level of confidence, indicating that there is a positive correlation between Values and Level of Aspirations of Prospective Teachers, Thus the null hypothesis which states “There exists no significant correlation between Values and Level of Aspirations of Prospective Teachers studying in Central and State Universities” was not accepted. Table 4.7 shows that correlation between Values and Level of Aspiration among Prospective Teachers significantly positive at 0.01 level. This finding led to the non-acceptance of the hypothesis and also found high positive correlation between Values and Level of Aspirations of Prospective Teachers. It observed that there was a significant relationship between Values and Level of Aspirations of Prospective Teachers ‘ r ’ value is greater than the table value at 5% level of significance. It can b said that Values have very effective contribution and relation to develop Level of Aspirations among Prospective Teachers studying in Central and State Universities”.

5.4. NATIONAL IMPORTANCE OF THE STUDY

“The result of the present study threw a valuable light on the Values, Vocational Interest, Teaching Competency and Level of Aspiration of Prospective Teachers. It will be very useful and significant for the Nation. Researcher has been tried to explore her findings for the policy makers also. Through every subject, the true spirit of values must be revealed to the students. Proper orientation program, yoga, health education programmes must be arranged and focused to the need of value orientation especially for Arts stream’s students. Practical strategies must be adopted for the long range. Teacher educators can conduct extension programmes for value orientation at all levels of education”. The roles of prospective Teachers in inculcating values on various levels are mentioned as below:

1. Community

A prospective teacher can contribute in a community by inculcating cultural and traditional values through classroom teaching and examination of tradition, importance of Customs, Morungs and Family etc. Cultural values can be propagated through organization of Cultural Day in the school. They should also inculcate the importance of the very fabric of the community by lessons taught in the classroom for eg. Panchayati Raj System, Self-help group and it’s working, Colony and Ward Organization etc. Students should be helped to realise their potentiality to see the world differently; educate them to differentiate between right and wrong, to reason between good and bad, guide them in the do’s and don’ts of the community and thus, help them to follow the right direction.

2. Society

Since society is the assimilation of various members of people, the role of prospective teachers would also be multi-faced. The positive values like respect, brotherhood, cooperation, peaceful co-existence etc. must be inculcated among the pupil for the proper and better working of the society. It is also the responsibility of the Prospective Teachers to teach the youngsters to be able to reflect with an open mind to appreciate and value the social justice, value the norms and customs of the society. It is

important to adapt constantly the change of society and particularly help the young learner to shape their mind set and contribute for the welfare of the society and help to develop cultural values and a sense of oneness.

3. Higher Education

A prospective teacher can play a pivotal role in inculcating value-oriented education in higher levels of educational system through organizing different programmes like Seminars, Workshops and Orientation Programs. They can also organize several activities like debates and discussions on various issues relating to our Country's Population, Illiteracy, Religion, Democracy, Poverty and Diseases in order to inculcate a right attitudes and behaviours. Excursion and Special Camps like NCC, NSS and IVPS (International Voluntary Service for Peace), Blood donation, Awareness on Environmental should be conducted to develop a sense of equality, Comradeship, Coordination and Humanity etc. The students should also be encouraged to develop among them a spirit of enquiry, rational deliberation and thought.

4. Policy Makers

The role of teachers and Prospective Teachers alike is very crucial in the making and unmaking of the pupil. It can have a very deep impact upon the policy makers of the Country. Teachers directly and indirectly affect policies of the country and so acts as the refinery to the lesson taught. Therefore, while the policies are being promulgated, the inputs of the teachers can work as a catalyst to start the reaction towards the inclusion of values necessary for the all-round development. They can contribute a distinct views in educational system as a whole; understanding education from the grass root level, construction of the curriculum accordingly to the changing needs and values of the society, adapting appropriate teaching strategy and through organizing different co-curricular activities based on value oriented education.

5.5 SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.5.1 Researcher had discussed the problems related to Values of Prospective Teachers in Central Universities and State Universities and after that realized the need to conduct the study in some areas which are given below:

1. “Descriptive study on strategies of developing creativity of higher secondary school students”.
2. “Influence of Value orientation and job satisfaction for college level teachers. Awareness of human values among Prospective Teachers with their teaching practice experiences”.
3. “Developing creativity among teachers for better teaching learning process”.
4. “Relationship between creativity and values among adolescence students”.
5. “Teacher educators value orientations and their compatibility with the curriculum for teacher education”.
6. “Correlation of value teachers and students moral values formation in high school and higher secondary”.

5.5.2 The study makes the following recommendations

1. Teacher values must be rated periodically. Essence of this statement must be realized and practiced by every teacher educator to bring the fruitful changes in future. Provide ample opportunities for the expression of creative abilities. Conduct a continuous feedback for the teacher trainees for practicing schools in value orientation and creative ability.
2. Expert's classes and introduction of model personalities, related literature, and exhibitions can be part of teacher education curriculum. Curricular and cocurricular activities which emphasize the value orientation and creative ability of teacher trainees should be considered in State Universities.
3. Every value should be fostered in every aspect of life. Creative methods of teaching and learning should be introduced.

4. Findings of the present study will serve as a basic data for the further studies related to Prospective Teachers teaching competency of Central and State Universities.
5. Findings of the present study will provide feedback to policy makers and authorities concerned with teacher training Intuitions.
6. Principals of the institutions will also be benefited by the findings of the study in terms of making improvement in teaching competency.
7. Findings of the present study will provide feedback to counselor and educational consultant and authorities concerned with teacher training Intuitions.
8. Teachers at different levels may also be benefited with the findings of the study in hand. They will be in a position to take initiatives for the improvement of overall environment of their schools by which they can experienced themselves well committed in their job which result an experience of effective teaching in place of burden. If they increase their teaching competency hence teacher effectiveness will be increased automatically and they will get the selfsatisfaction.
9. “Teacher educators should be given training for easy transmission of values to the students through their teaching. Teacher educators should be given training for identifying and promoting student's creativity”.
10. “Socially important and useful activities along with the academic aspects should be given important place in the curriculum. Teacher trainees should be given opportunities to participate in club activities, like literacy club, social club, cultural club, and library club. Experimental studies can be included in the theory papers”.
11. “Teacher training should be instilled and developed not only within the campus program but through various activities and surveys which will useful to the society”.
12. “Teacher trainees should be made aware of the rate of creative ability they possess as it affects their teaching style in the future profession”.

13. “The findings of study can be used for delinquent children also in regards to various are like vocational skill, value education, personality development, selfconfidence etc. In the present study only the Prospective Teachers were studied”.
14. A study can be undertaken covering a variety of samples like in-service teachers, teacher educators, M.Ed. teacher trainees and persons working in different professional institutes too.
15. In the present study only Prospective Teachers of Central and State Universities in Uttar Pradesh were taken where the Private Universities and colleges were excluded, so the same kind of study can be conducted for Private Universities too.
16. A comparative study of Values, Vocational Interest, Teaching Competency and Level of Aspiration of Prospective Teachers in Central and State Universities can be conduct in other states.
17. Relation of Values with motivation can also be studied with respect to their socio-demographic variables, personality and interest. Some following recommendation are given for vocational education and its interest areas:
 - Interest in Literary field among boys and girls is required to be developed as one third of the Prospective Teachers had low interest in this field.
 - Effort should be made to motivate the Prospective Teachers towards Executive field.
 - Interest of boys and girls in scientific field was not satisfactory. Majority of Prospective Teachers had only average interest in scientific field. So, more Prospective Teachers should be motivated towards the field.
 - Interest towards Commercial field was very poor, which should be enhanced by introducing the Prospective Teachers to this broader workfield where anyone can work independently with his own quality.
 - Effort should be made to develop interest in Constructive field.

- Towards Artistic field, Prospective Teachers' interest was not so bad. Little effort is required for motivating the Prospective Teachers.
- In Agricultural field, Prospective Teachers' interest was very poor and great effort should be made to develop the same.
- Majority of Prospective Teachers showed average interest in Persuasive field; so the Prospective Teachers' in this field is required to be developed as far as possible.
- In social field, Prospective Teachers' interest was quite low and it should be the great concern in emergent society. Prospective Teachers must be attracted towards this field.
- Similarly in House-held field also, Prospective Teachers' interest was very low. Effort should be made to develop the Prospective Teachers' interest in such fields.
- In the present syllabus of Class-IX, some important subjects are provisioned for the Prospective Teachers. But, those subjects should be provided as compulsory subjects, not as elective or optional subjects.
- Few subjects of Class-IX which are related to different vocations can be re-designed by synthesizing and comprising two or more similar subjects related to similar type of vocation. For example, Music and dance can be designed as one subject, Textile Design and Clothing be comprised with Garment Designing, etc.
- More subjects related to the vocations like, Gardener, Housekeeper, Breeder, Welder, Tailor, Electrician, Plumber, Photographer, Farmer, Driver, etc. may also be designed and facilitated to the Prospective teachers.
- Vocational Education programme should be implemented in every school from the secondary stage.
- Sufficient trained teachers should be recruited on regular basis.

- Sufficient infrastructural support including accommodation, electrification and raw materials should be provided to all the needy schools.
- For smooth implementation and running of the vocational education programme, sufficient fund should be earmarked both by the Central and State Governments.
- The lack of interest of Prospective Teachers in some vocational subjects/ courses is one of the major problems while implementation of such vocational courses. More vocational courses should be designed and provisioned in every school keeping in view the diversified need and interest of the Prospective Teachers.
- If required, stipend may also be provided at initial stage to the Prospective Teachers for attracting them towards vocational course. One portion of such stipend may also be realized by selling the end products of the Prospective Teachers.
- Mass awareness programme should be launched about different vocational courses along with their future prospects both for parents and Prospective Teachers.
- Every effort must be made by the Govt. to minimize the existing gap between Vocational Education and employment.
- Industrial Training Institutions must conform to the larger vocational pattern.
- Meeting, seminar, workshop, group discussion, street play on vocational education should be organized by schools and local administration.
- Steps should be taken to motivate the Prospective Teachers towards the world of work where people enjoy economic security due to their competency.
- Educational tours/excursions should be arranged by the Educational Administration/ schools to visit Prospective Teachers in industries, factories or mechanical workshops.

- Programmes should be organized for participatory works with societies.
- The role of NGOs and self-help groups can't be denied as those can also play vital role for motivating the Prospective Teachers towards vocational courses.
 - Schools may invite exemplary figures benefitted from vocational education in order to inspire the Prospective Teachers.
 - Special importance should be given for providing vocational guidance and counseling to the Prospective Teachers.
 - Schools and local administration should organize meeting, quizzes, street plays and workshops, etc.
 - There should be a uniform guidelines/ policy for the entire state.
 - Recruitment of qualified Vocational Counselors in every High and Higher Secondary School is compulsory to counsel and trace out Prospective Teachers properly, to suggest, assign and enroll them in suitable vocation.
 - There must be a close co-ordination among the counselors of the Schools.
 - Clear provision must be there for sufficient funding to schools for implementing guidance and counseling programmer.
 - Parental participation and awareness is inevitable while implementing all programmes relating to vocational education.
 - A study on values of Prospective Teachers with respect to their level of anxiety and academic achievement can also be studied.