
CHAPTER 1

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CHAPTER 1

CONCEPTUAL FRAMEWORK

*“Education is the manifestation of perfection present already in man.
Divinity is the manifestation of the religion already in man”.*

Swami Vivekananda

1.1 CONCEPTUAL BACKGROUND

“Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave”.

- John Ruskin

Education brings perfectness and reinforcement in society. It produces persons of positive outlook and empower minds that will be enabled them to conceive ideas and create new knowledge. The teacher should be a role model to his/her students, as students learn more from his demeanor than from the lessons taught in the classroom. The role of the prospective teacher is not limited simply to classroom teaching but it plays a significant role in all aspects of an individual's life. Education is fundamental for all members of the society. It is the strength of a nation. A developed nation is inevitably an educated nation. The values within Indian cultural structure which balance the structure, societal equity and cultural appreciation, etc. Values such as balance societal equity can advance in incorporation where all individuals in the society feel included despite their color, culture, economy, societal environment, religion, sex, cast or community. The cultures of inculcating values are relevant and critical in the context of contemporary society. It is an essential component of human resource improvement in leading a quality life. The disciple leads a life: a kind of life that satisfies the person inside, understanding the values and measures of society. The great minds, pioneering devotees and educators of our nation, have emphasized on the necessity of education in uplifting the members of the society in particular and the citizens of the country at large. Education is a strong and effective instrument of the world through which values of oneness and national and social integration can be instilled in the people and free them from false prejudices, ignorance and national and cultural representations. Education provides knowledge, technique of using

knowledge, skills and global information to become global citizens and enables one to know their rights and obligations towards their family, their society and their homeland. Through education, an individual broadens its vision and perspective, brings the spirit of healthy competition and the desire to advance towards the attainment of their consciousness, regenerates the truth and, consequently, the ability to fight ignorance, injustice, corruption, violence, disparity and communism, the greatest dangers that hinders the progress of a nation. In fact, every commission that has examined the educational problems of the country has reached to the consensus that the quality of education needs to improve and that can be possible by the teachers who are competent and devoted to their profession. Since independence there are many changes made to define the transaction of education. The government is getting success in implementing education policies. On the other hand these policies are not adopted completely where at many institutions are not able to understand the implementation of these policies. In every education policy there is a special space for teacher education. Teacher Education is therefore, a means of stimulating prospective teachers are trained to teach effectively, patiently and with contemporary inclusions. The characteristic of education in India depends on the quality and positive attitude of the teachers. Regardless of the means used to made change in education as per the demands of the society nothing can be achieved.

In this regard the Education Commission (1964-65) says, "*The destiny of India is now being shaped in her classrooms*". The teacher is of paramount importance in any system of education and forms a critical component in the development and improvement of the educational system as a whole. The quality of teaching means the teaching is value oriented also, there is no better way to teach because all students differ in their capabilities and capacities to learn and acquire content. Likewise, all teachers, despite their knowledge and training, differ in their style of teaching. Teaching, unlike other professions, is a complex art and the teacher has to develop their own ways to get the results they are looking for. In a sense, it is possible that all teachers who are part of the teaching profession from kindergarten to university are not teaching or behaving uniformly for the satisfaction of their students, at least in class. Consider that a teacher should be a good example to follow or a leader, so that

his students can imitate him in and out of the classroom situations. In fact, every commission that has examined the educational problems of the country has attracted the attention of the teachers. The Secondary Education Commission (1952-1953) said: "However, we are convinced that the most important factor in the reconstruction of contemplated education is the teacher: his personal qualities, qualifications, professional training and place. At school and in the community, the reputation of a school and its influence on community life invariably depends on the type of teachers working in it, so priority should be given to the consideration of various problems in relation to improving one's status". As Stated by Henry Adams, "*A teacher hits eternity, one can never tell where his influence stops*", the place and importance of teachers in a society can never be overestimated. As a person who thinks, interprets, spreads culture, knowledge and tradition, past and present for the next generation, their position is unique. Both lay and professional educators agree that the success of an educational program is largely determined by the training; desirable school outcomes are achievable only if there are competent teachers, the pivot to bring the any educational program in the right direction. Teachers who help students develop cognitive risk taking by stimulating their intellectual appetites, paves the way for a brilliant and productive society. Poor teaching, however, seems to be a significant contributor to its unfortunate involvement in ignorance, misunderstanding and perpetuation of cultural stagnation.

Educator preparing (TE) or instructor preparing alludes to the approaches, systems and courses of action intended to give (potential) educators with the learning, practices and aptitudes. They have to successfully play out their homework, assignments, classroom, school and other such related work. The experts engaged with this action are called instructor teachers (or, in a few settings, teacher educators). There is a constant discussion on the most proper term to portray these exercises. Educators have critical obligations in making powerful instructing and learning settings. These obligations show themselves in their jobs in the procedures of educating and learning. The writing demonstrates that educators have an assortment of jobs. Being a manager, materials overseer, initiator, facilitator, reflection accomplice and coach (Petterson et al., 2004) can be considered as a portion of these

jobs. Clearly all capacities are interconnected and are firmly identified with one another and an educator can go up against various capacities. In any case, a great instructor shouldn't be able in all jobs identified with the educating and learning process, as expressed by Harden and Crosby (2000). Cranston (2000) demonstrates that conventional thoughts of aptitudes, information, abilities and dispositions ought to have educators, just as their jobs and obligations are evolving.

It ought to, likewise, be remembered that the present understudies are additionally evolving. They effectively take an interest in the learning procedure. They have begun to assume a progressively dynamic job in instructing. In addition to the fact that they receive data, they take part in class exercises. This adjustment in understudy interest has expected educators to roll out a few improvements in their jobs in classroom classes. Instructors are no longer in the job of information transmitter, however they encourage active learning. This can be found in the accompanying lines: The changing needs in the field of instructing create desires for a change from a customary job of added substance instructor, in which the educator's errand is to be a transmitter of information, an open job in which the instructor has more than one facilitator and coach. Cohen, Manion and Morrison (1996, p.143) express that: "the job and capacity of the instructor have turned out to be increasingly more far reaching as of late and their nearby contribution with society all in all implies that changes and advancements that happen specifically in it influence the person in question." At this point, the "educators' job" speaks to what may be expected to answer an inquiry, what does the expression "educator job" mean. As expressed by Beltran (1995), the diverse instructors utilize the expression "paper" in some degree distinctive sense. The standard meanings of the job accentuate the separation of a "set" of undertakings or exercises that are normal from those in social or authoritative positions (Ogawa and Bossert, 1995; 2001, referred to in Valli and Buese, 2007) the jobs of educators are spoken to working together with the conditions and attributes of an instructing learning condition. As Beltrán (1995) noticed that instructors have two fundamental jobs in the classroom: (1) making the conditions under which learning happens, which is the social part of instruction (2) to bestow, by different methods, information to their understudies. As expressed by Zepp (2005), shrewd educators have constantly

comprehended that they as models, helpers and mentors in basic and innovative reasoning, just as being coordinators and providers of data. Lamm (1972, 2000, referred to Arnon and Reichel, 2007), for instance, shows four principle models for perfect educators dependent on research from the past to the present as pursues:

- a. Cultural assimilation: “the great instructor is a culture supplier”.
- b. Socialization: “the educator is an operator of socialization that transmits social standards and keeps up the current social requests”.
- c. Individualization: “the instructor is an engineer, a moderator and a coach for every one of his understudies”.
- d. Disciplinary Experience: “perfect educators transmit the information of their subject”.

It is progressively expected that instructors care about the kid in general, initiate both passionate and scholastic learning, make the educational modules pertinent and coordinated; show heterogeneous and comprehensive classes; work of the host gathering; fabricate a class network; assess and give an account of the advancement of the understudy; take part in the examinations; clarifies. But what exactly is value education? Most noticeably, there you have the most awful paid and the best prize, everything being equal. As indicated by soldier of fortune benchmarks, training is ineffectively paid. There are few prizes in instructing for the individual who venerate Mammon. There is much for the individuals who adore God. Educating is, along these lines, not everyone’s cup of tea. It is anything but a delicate alternative; it requires hard labor. Instructing is viewed as workmanship. Kids are the crude material with which the educator needs to bargain. The expansion focuses to the human spirit. The educator has a reason and changes the youngster in a likeable manner. Educating is great workmanship. It is difficult to isolate the educator and the instructor. Actually, the instructor is reflected in the child who puts a permanent check on the youthful and developing soft personality of the child. Raising the child's mind, the child usually takes on the teacher later. To identify the competitor of an effective teacher, it is necessary to examine the role of the teacher in the educational product. This implies that a good teacher must have knowledge of the characteristics of the student, learning

process, management, class evaluation, and favorable attitude towards the teaching profession; it also requires skill, in order to contribute appreciably to the outcome of the educational process.

The achievement of the pedagogical objectives of the simulation, the presentation of audio learning, the use of audiovisual aids, the art of interrogation, leadership, etc., accentuate the need for well-trained teachers and training programs for teachers. The process of change has acquired a special impetus because of the development of a learning society that can only be possible through tangible development to the needs and aspirations of the nation, as well as to people. Because of the explosion of knowledge, the multiplicity and specialization of professions, the science of education has become more crucial. The whole social order is undergoing a radical change; the whole world is becoming more complex. Society is witnessing a change in the success of secularism, democracy, equality, freedom, fraternity, justice, national integration and patriotism, along with sustainable efforts to achieve the objectives of quality education. The problem is too complex for the teacher, where the teacher should create an environment that can be compatible with the school process. According to Atul Temurnikar, chairman of Global Schools Foundation, communication, collaboration, critical thinking and creativity (The four C's) are imperative in today's age. There is a growing demand that the educational system be oriented towards efficiency and "acculturation", which involves activities linked to the change in the social order.

As per Reid, "Education is a piece of life, and obviously our inquiries regarding values and training are indivisible from better inquiry of values throughout everyday life. Values are typified in instructive practice". Individuals establish society which has certain beliefs, models and standards about conduct, obligations and duties towards each other. Love, all-inclusive fraternity, truthfulness, trustworthiness and uprightness of character, firm mentality of rendering help and performing activities and works of general advantage and so forth are a portion of the constituents of sound public activity. Genuine training goes for forming people into social creatures having these Excellences'. As Dr. Radha Krishnan Stated, "A human advancement isn't worked with blocks and mortar or steel and apparatus; it is worked with man, their quality and character". Thus, instruction not just confers data and aptitudes to the

individual but it teaches values to advance social welfare through improvement of character. An instructor's job is vital in the progress of a country. Advancement of a nation relies on the nature of its instructors and hence, educating is the noblest profession among all calling and the educators are known as the country manufacturers. Yet, an instructor cannot play out his or her diverse undertakings and duties until the person is refreshed expertly by and by. "Along these lines, as different callings, educator training has accepted extraordinary Centrality. Instructor training isn't intended for showing the educator merely how to instruct but it is instrumental to ignite his drive, to keep it alive to limit shades of malice of the "Hit and Miss" process and to spare time, vitality, and cash of the educators and the educated. It would assist the instructor with minimizing his/her inconvenience and to release his/her obligations with proficiency and adequacy". Instructor training is not simply a preparation procedure but a training technique for empowering educators to educate and worry for their prosperity. NCTE (1998) has brought up the educator instruction programs which concentrate on capabilities and responsibility in a more prominent way. It gets for drawing out a change in instructor arrangement techniques and also in social difficulties in understudies under their charge. A sound program for expert instruction of educators is basic for the subjective enhancement of training. To enhance the nature of instructor training, we ought to observe what sort of understudies is chosen. It is imperative that capable and submitted instructors are given due place for this devout undertaking of training future educators. It is the job of instructors to plan future educators to be long lasting students and instructive specialists to make a learning society. Be that as it may, instructor teachers can assume such sort of job viably if their very own training is better and bestowed in a legitimate way. Since the move of instructor instructors is of prime significance for successful usage of educator training in educational programs, they should be given reasonable importance in administration and introduction instruction. Thus, interest designs starts to solidify by untimely immaturity and the positive tentative experience of childish years, by and large, simply order and expound upon what has just started to come to fruition. Vocational interest designs by and large have a generous level of permanence at this stage. Prof. R.K. Mukerji characterised values as, "Socially endorsed wants and objectives that are disguised through the procedure of that molding, learning or socialization and that ends up emotional inclinations, measures and desires."

1.1 VALUES

Value is linked to the objectives of human life and acts as a standard-bearer towards achieving the goals. Values are the roots on which an intellectual, social and moral superstructure of human activities becomes sustainable and coherent. Values are attributes that spring from the sublimity of the soul. They are feelings like love that involve the mind, feelings and will, which are strong, profound and enduring. They are like the truth, a reflection of reality that is not hindered by any kind of prejudice. They are like perfections of beauty in themselves in every sense of the term. It is like justice that the moral constituents of a State that give everyone what is due to him. These are attitudes that give humanity and peace to humanity. It briefly values the moral personality of an individual. They help you live in harmony and grace with your companions. They act as an awareness of the community that, illuminated by the torch of learning, would make you understand the responsibility you owe to society. They are related to the behavior that exposes the inner life, which promotes life and protects it. They promote peace, order, dignity, beauty, grace and joy. Value in a word is the divine side of man. The values that have been in the essence of perennial philosophy are considered here as human values; but these are complemented by values of Greco-Roman origin, in particular the idea of justice, natural law and democratic freedom. Value literally means “something that has a price, something precious, expensive and precious; something that you are willing to suffer and sacrifice for it. In other words, values are a set of principles or rules of behavior”. In the words of John Dewey, *"Value means mainly reward, value (value) value and value, meaning the act of accomplishing something, of maintaining it and also the act of formulating a judgment on the nature and quantity of values with respect to something other"*. They guide us to do the right thing. Values give direction to life and bring the important dimensions to the fore. Values are the control of one's life, since they are normative in all actions; they help in understanding and gives quality to life. As Stated by a famous professor of social sciences, Gurmar Murdal, "the specification of values (on the part of scientists) helps to achieve objectivity, because it makes explicit what would otherwise be implicit. Values have three anchor bases: head, heart and hand. In other words, values lead to decisions and actions. Thus, the foundation of values is based on cognition (thought), affection (feeling) and conorna (behavior). A value system contains a series of beliefs about the nature of man, beliefs about ideals, about what is good or

desirable to one, the rules that establish what should and should not be done and the motivations that dictates one to choose either the right or the wrong path.

1. **According to R Ralph Barsodi** – “Values are emotional judgments. They are generated by feelings not cognitions; they are emotional, not intellectual judgement”.¹
2. **John Dewey (1948)**, “To value means primarily to prize, to Value, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and among of values as compared with something else”.²
3. **Dictionary of Education (1959)**, “As the thing in which people are interested – things they want to desire to be or become; feel as obligatory, worship or enjoy”.³
4. **M.P. Hunt (1975)**, “As a judgment concerning the worth of an object, person, group or situation. Value judgment contains evaluating rating terms such as good, bad, moral, immoral, beautiful, ugly etc”.⁴
5. **R.B. Perry**, “That which is an object of interest is invested with values”.⁵
6. **J.S. Brubacher**, “To state one’s aim of education is to state one’s educational values”.⁶
7. **Kluckhohn (1957)**, “Value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group of these desirable, which influences the selection from available modes and ends of action”.⁷
8. **Parsons (1960)**, “Value is an element of shared symbolic system which serves a criterion or standard for selection among the alternatives of orientation, which are intrinsically open in situation”.⁸
9. **Allport (1961)**, “The value as a belief upon which a man acts by preferences”.⁹
10. **Rokeach (1973)**, “The values are ending beliefs that a 29 specific mode of conduct or end State of existence”.¹⁰
11. **Brightman (1978)**, “Value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed by any one at a time”.¹¹

The concept of value is clarified by different Indian schools of thought in the following manner-

- *School Charvaka, "Value is happiness and happiness is value"*
- *Philosophy of Jain, "Value is celibacy, asceticism and control of senses".*
- *Philosophy of Buddhist, "Value is the liberation and service of sentient beings of the world"*
- *Philosophy of Sankhya, "Viveka, Janana and Jeevan Mukti are the sole ideals".*

Therefore, "Values are properties that spring from the sublimity of the soul. They are notions like love that include brain, feeling and will, which are solid, profound and persevering. They resemble truth, impression of reality that isn't discouraged by any sort of bias. They resemble magnificence culminations in themselves, in each feeling of term. They are frames of mind that give a man humanism and harmony. They upgrade the better side of his potential. They enable him to live amicably and thoughtfully with the fellowmen. They go about as an inner voice of the network which when fueled with light of learning would influence him to understand the obligation he owes the general public. They are connected to the conduct that uncovers the internal life, which advances life and secures life". The Values that have been at the quintessence of perpetual rationality are hereby viewed as human qualities; yet these are enhanced by the estimations of GreeceRoman starting point, most eminently the possibility of equity, common right and popularity based opportunity. Value actually implies something that has a value, something valuable, dear and worthwhile; consequently something one is prepared to languish and forfeit over it. In the expression of John Dewey – "The Value implies principally to prize, to regard (respect) to evaluate and to appraise. It implies the demonstration of accomplishing something, holding it and furthermore the demonstration of condemning upon the nature and measures of Values as contrasted and something unique." Values are respected, honoured, and held in high regard by a specific culture in which an individual lives. In this manner "*Values give significance and solidarity to an individual's character by possessing a focal place in his life. They impact our considerations, sentiments and activities*". They control us to do the correct things.

Values provide guidance and morality to life and bring about the vital components essential to living. Values are the bases upon which an individual learns to have self-control and is part and parcel of every human action. A framework for values contains a lot of convictions about the idea of man, convictions about standards, about what is great or attractive for the good of its own, rules setting down what should and what should not to be done and thought processes that slants us to pick the good and bad course. As a framework, Values comprises of a lot of meta-physical convictions about man and life, convictions about the summary or the most noteworthy guidelines about what one should do (and not to do) and how. Any Value in like manner could be viewed as a subsystem, a progressively broad socio-philosophical and social custom. The Indian perspective of Values from socio-logical conventions has its roots in traditional, religious, spiritual and moral prescriptions and to that extend, it represents one of the core traditional Indian values. In contrast to the west, rationality of India was not only a method for fulfilling scholarly uncertainty (samasya), however, a more down to earth concept that demonstrated the correct method to achieve other worldly freedom (moksha), meaning liberation of the soul. There are four incomparable finishes of life (purusharthas) which accentuates the correct method for living. Etymologically Value means quality which makes a thing, idea or individual essential, helpful and worth going in for. At exact dimension, whatever fulfills human needs is Value. Henderson logically connotes values as neither a thing nor an individual however it is an idea, a basic thought, which may exceptionally or vary much from place to places, time to time. The value components particularly related to education for aesthetic consciousness may be seen as follows:

- Beauty
- Goodness
- Honesty
- Simplicity
- Austerity
- Economy
- Co-operation

- Fearlessness
- Patience
- Love
- Kindness and affection
- Sympathy
- Neighbourliness
- Sacrifice

The thoughts and experiments on aesthetics especially in connection with education for values demand a spell out objectives which education for values demand a spell out of objectives which cover almost all the avenues of efflorescence in learning:

- To enable the learner to identify and exercise the essential components of aesthetics like Truth, Beauty and Goodness in the pursuit of education for values.
- To encourage learners to assimilate aesthetics at the most appropriate moment in education for values.
- To stimulate every learner to probe into the possibilities of value orientation by means of aesthetics in education and act in accordance with the satisfactory rationale of socio-aesthetic sensibilities.
- To enquire into the vulnerable areas of introducing aesthetics in education where values are either ignored or misinterpreted for reasons best accommodated to suit particular interest.
- To ensure the learner to look upon values in terms of the fundamental principles of aesthetics encompassing the individual and the society, religion and culture, humanism and mystic beyonding of the self and the society.
- To explore newer dimensions of values in terms of aesthetics and cultivate the spirit of education for socio-aesthetic advancement.
- To stimulate the creative spirit inherent in education for values in terms of aesthetics and to accelerate the scope for pan-aesthetic revaluation of values.

In education for values the role of aesthetics is to bring about a certain sense of positive consciousness of refinement. This refinement is necessary both for the individual learner as well as for the group. As the quality of refinement determines the quality of values, education should be so imparted as to enrich refinement with the best possible aesthetic design with best order best control, best supervision and best acceleration. The framework of qualitative refinement by means of education for values should be at par with the individual pupil's trends, attitudes, interests, temperaments and appreciation to every item of thought and experience in terms of aesthetics.

Value education for aesthetic awareness should be directed towards negotiating the vulnerable areas of pupils' refinement of sensibilities. This should be imparted right from the early stage so that every learner may be interested in self-valuation and also makes a comparative approach to aesthetic efflorescence among classmates. In the society, too, where value-education for aesthetic consciousness is very much necessary care should be taken to establish a sound platform of socio-aesthetic interaction of values among all members of the society.

1.2 VOCATIONAL INTEREST

The term vocation, as advocated by Deighton (1971), "Vocation occupation chosen and engaged in for a substantial period of time because it is appropriate to the individual's ability, interests, and value derives, personality and achievement motivation".¹²

Vocation according to Super (1983), "Vocation is an activity pursued for its own sake with an Objective other than monetary gain, although it may incidentally result in gain. Since vocation relates to the survival of human being, therefore it is a vital facet of human life".¹³

G K. Post of Stanford University added to the quest for expert interests has been mentioned, "The Vocational interest of expert enthusiasm for crafted by the individual. It is extremely precarious to give a meaning of expert interest. The advancement of expert choices prompts race, whose forms begin from grade school. Vocation openings can be characterized as a chain of occupations or callings of work

face to face. By occupation fifteen and twenty years, the arrangement of Vocational choices centers explicitly around the universe of work. Help us plan for the change to a workplace or for post-optional instruction or preparing."

Vocational interest explains variance or changes in real-life outcomes which are not possible for simply through individual abilities and personality traits. Thus, individual's choice of career may not be predetermined solely by personality or intelligence even though to a considerable extends, it may affect the choices. It is to be noted that an individual's choice of career definitely affects their educational and occupational future. The renowned sociologist, Furnham (1992) conceptualized six major types of theoretical approaches to the study of vocational interests:

1. Developmental- Examines changes in vocational interests throughout the life span and how these develop.
2. Psychodynamic- Such decisions are often irrational or based on unconscious motives.
3. Motivational- Takes into account the needs of the individual and how they can be satisfied in the context of organizational settings.
4. Sociological- Highlights the importance of socio-economic and political factors as determinants of vocational aspirations and possibilities.
5. Decision-making- This examines the factors underpinning individual's decision making schemes.
6. Existential- It focuses on the self-actualization or self-realization of the individual through the accomplishment of vocational goals.

Idea of Vocational interest: (1) "We know about a specific thing, we will give our response, we will lean toward, we will separate ourselves from it, we won't favor it and it will be called Vocational Interes". (2) Bingham's frame of mind says: "Vocational enthusiasm". (3) In the expressions of Guilford, proficient interest. (4) According to Rommel, Pestelli and Gaz, "Vocational interest is communicated in cheerful and troubled types of sentiments, inclinations, connections and biases." Super Jones answers "when and how Vocational Interest is exhibited" in his book

‘Introduction to Estimation and Assessment-nature and the Impact of Legacy’. Together with birth, Vocational Interest is prepared through the impact of various events, structures and condition. Everybody impacts Vocational interest. Because of certain expert interests, proficient interest creates through the contact of companions. There are numerous distinctions and conclusions on Vocational interest. It is trusted that proficient interest cannot be prepared. (5) An expert interest is an inclination to be consumed by an affair. (6) Vocational interest is a propensity to offer fulfillment to an article, an individual or an individual. Understudies can make progress just when they have an expert enthusiasm accordingly. It must be your Vocational interest, the correct condition is there for your improvement, and you get included and make progress through devotion. An expert understudy keen on music can turn into a decent artist. Whenever they are given consolation, it opens doors for execution, direction, simplicity of training and investment in the challenge. The "green leaf" thinks of it as "a fragrant reaction". Proficient interest is an indistinguishable piece of a person's life. The significance of Vocational interest is less. On the off chance that one has an expert enthusiasm for this. He prevails through his steady endeavors. His endeavors are futile when he has no Vocational interests in specific exercises.

1) Vocational Interest Disseminated through Conduct: Teachers and guardians watch understudies when they are engaged with different exercises identified with different subjects or occasions. Their companions may likewise watch them. The onlookers note down the outward practices of the understudies. To mention the objective fact reasonable, it ought to be done at different spots and in different exercises. Perception is to be finished by numerous individuals to cover the most extreme edges. At times constrained condition or financial condition is hindrances for understudies' Vocational Interest.

2) Vocational Interest Increased through Accomplishment Tests: In this technique, target tests are connected and Vocational Interest is estimated dependent on accomplishments on such tests. Capacity additionally is connected with Vocational Interest. It cannot be purely said that accomplishment is because of Vocational Interest but once in a while accomplishment is picked up without getting chance for doing a task.

3) Vocational Interest Estimated through Vocational Interest Look into: In this technique, the specialists measure Vocational enthusiasm for a methodical, logical and target path by applying institutionalized or self-arranged apparatuses.

4) Vocational Interest Dislike Conduct: Teachers and guardians watch the understudies, when they take part in different exercises identified with different subjects or occasions. Your companions can likewise watch them. Spectators take note of the understudies outside conduct. For sensible perception it must be performed in better places and in different exercises. Individuals are expected to cover the most extreme points. Now and again a restricted domain or financial conditions are hindrances to understudies' proficient interest.

5) Vocational Interest Salary Through Benefit Testing: In this strategy, target tests are connected and the expert interest is estimated dependent on the outcomes accomplished in these tests. The capacity is likewise identified with Vocational interest. Some of the time it may not be that the outcome is expected only to Vocational Interests. Some of the time, profit is acquired without having the chance to carry out a responsibility.

6) Proficient Interest Estimated through Research of Expert Enthusiasm: In this technique, analysts measure proficient enthusiasm for an orderly, logical and target route through the use of institutionalized instruments or individual arrangement.

- **Significance of Vocational Interest Measurement**

As a vital piece of life, career is identified with Vocational Interest. It is simply the reflection, recognizable proof and a result of the best endeavors. There is in no way a reminiscent of momentary imprints in vocation. It is a club of "The Best individuals" where 100%, not 110% implementation is given. Moment, investigation and fortune - these 3 things are of extraordinary significance. Profession is certifiably not a ready organic product falling in anyone's stage. It must be sustained and disseminated. A person's life is affected by his calling. Choice of livelihood is especially imperative throughout everyday life (Ginzberg, 1972). As indicated by Ginzberg, choice of work is a tedious procedure. It goes on for a significant long time. An individual attempts to set his objective, gets ready for its accomplishment in the midst of the unforgiving

substances of work. He endeavors to make the most ideal game plan throughout everyday life. In India, it is for the most part the guardians who choose the vocation for their youngsters. Their desires assume an essential job in the vocation of their kids. Regardless of whether their youngsters should manufacture profession in expressions, science, business, building, medicinal science, design, specialized and so on is regularly the choice of guardians. Understudies for the most part acknowledge the choice taken by their folks. Indian understudies barely require directing in professional choice or choice of work. Not many individuals truly consider it. Be that as it may, for future achievement, understudies should choose the employment and also profession as per their capacity and decision. This is basic to remember the interest, capacity, insight, bigger capability, frame of mind and needs while choosing livelihood. There is each probability that understudies with various dimensions of knowledge see the employments distinctively and they settle on various decisions. Correspondingly, the understudies with bigger capacity and accomplishment would demonstrate more elevated amount of professional goal that results in the individual to set themselves up more effectively in vocations than those less splendid, if different conditions viz. inspiration, cognizance, duty, and so on, stay same or equivalent. Educated and considered profession choices result in enhanced matches among individuals and their work. Such coordination shows itself in enhanced usage of instruction and preparing assets, more elevated amounts of specialist fulfillment, favored examples of business security and portability, expanded salary and benefits, and numerous chaperon advantages to families and networks. Experts in career guidance can encourage the process of improving the profession, or people can participate in the process without anyone else.

1.3 TEACHING COMPETENCY

Competency is more than simple knowledge and skill; “implies the ability to satisfy complex demands through the use and mobilization of psychosocial resources (including skills and attitudes) in a particular context. Competencies are essential for the pursuit of excellence by an educator. Teaching Competency and teaching skills include the acquisition and demonstration of the composite skills required to teach students such as introducing a lesson, fluency of questions, probing questions,

explanation, lesson rhythm, strengthening, and understanding of child psychology, recognition of behavior, class management and assignment of tasks”.

The development of skills must be a continuous process in the organization. *Encyclopedia Dictionary of Education (vol.1: 1997)* describes, “The State of having demonstrative skills, abilities or attitudes in the successful execution of a learning task”. “The encyclopedia of teacher education and training (vol.ii, 1998) defines the Teaching Competency as, adequate or sufficient skills, knowledge and experience for the purpose of teaching, duly fulfilled”. As defined by “B K Passi and M S Lalitha, Teaching Competency means an effective performance of all observable behaviors of teachers who produce the desired results for the students”. “S. Venkataiah (2000) defines Teacher’s competence” as “any knowledge, skill or unique professional experience that (1) can be said to have a teacher possessed and (2) whose possession is considered relevant for the positive practice of teaching”. “Halls & Jones (1976)” defines competencies as “composed skill, behavior or knowledge, what the student can demonstrate and what is desired from the explicit conceptualization of the desired results of learning competences are the States that allow students to evaluate their learning through direct observation of the behavior of the students”. “Walker (1992) developed the following definition of competence – The attributes (knowledge, skills and attitudes) that allow an individual or group to perform a role or a series of tasks at an appropriate level or at the level of quality or performance (i.e, an appropriate standard) and then the individual or group is competent in that role”. In the consultations initiated by the NCTE in various activities, the following ten categories of interconnected competences have emerged.

- i. “Contextual competencies include not only educational systems but also social and cultural ones. It includes the management of problems of waste and stagnation, diversity in society, the development of a cohesive society and issues such as urbanization and the inculcation of values”.
- ii. “Conceptual skills include knowledge of the stages of child development, the correct perspective on education and the implications of education”.

- iii. “Content skills include joyous activities, media intervention, individual learning and providing an enriched learning environment”.
- iv. “Transactional skills include planning and evaluation of actions, including activities such as storytelling, singing, etc. in the teaching process”.
- v. “Skills related to other educational activities include human values, celebration of national events and community life activities”.
- vi. “The skills to develop teaching materials include innovative teaching methods and local visits to banks and other community resources”.
- vii. “Evaluation skills include the positivist evaluation process, the importance of feedback, etc”.
- viii. “Management skills include class and card management skills and teacher Skills related to working with parents include the role of parents and the need for their cooperation in teaching the learning process”.
- ix. “Skills based on the importance of the community in the integral development of students. It also helps them to increase their status in society”.

1.4 LEVEL OF ASPIRATIONS

“According to Boyd (1952)”, “LOA means an individual ambition in a dynamic situation, that is, it is an individual’s goal or expectation in regard to the goodness of his own future performance for a given tasks”.¹⁴

“Backer & Sehgal (1957)”, referred LOA as “individual strives for a particular goal or level of achievement”.¹⁵

“James Drever (1952)”, “The term LOA is best explained as a frame of reference involving self-value or alternatively, as a standard with reference to which an individual experiences, i.e. has the feeling of success or failure”.¹⁶

“Joshi (1963)”, pointed out that in “LOA; individual strives positively towards the goal, which is generally in keeping with his assets, whereas in wish fulfillment fantasies one is lost in him”.¹⁷

“The first survey helped to improve and enhance and assists an individual to prepare to work for the future. This is the only one that combines the components of his motivation (inspiration) in the future (ambitions). The level of aspiration of an individual is not only that, but also as it is. The term educational aspiration or professional choice is based on the knowledge of traits. The level of aspiration of an individual is an important motivating factor in his career. The level of aspiration is usually influenced by two types of factors. These are: (i) Environmental factors and (ii) Personal factors. Environmental factors include determinants such as parents' ambitions, social expectations, peer pressure, social value, competence, group cohesion, etc. On the other hand, personal factors include determinants such as desires, personalities, past experiences, values, interests, sex, socioeconomic background aspiration, social aspiration, economic aspiration, personal aspiration and educational aspiration”.

Therefore, the LOA is a form of self-motivation that implies competition with one's past performance. He himself is a new standard or goal to reach. Try to get excellence and have done it before. If he manages to reach his level, he experiences a success that not only satisfies him, but also serves as a motivating force to obtain better results. If he does not reach his goal, he feels a sense of failure. Therefore, this is an adjustment of the level of aspiration and the consequent sense of success or failure that determines the increase or decrease of subsequent levels.

Some studies indicate that creative individuals tend to be very ambitious. They had a high LOA, which could have accelerated creative functioning. Moore (1940) noted that "some of the best disappointments in life derive from the failure of expectations and hopes".

1.5 RATIONAL AND JUSTIFICATION OF STUDY

Researcher has chosen the topic values of prospective teachers and researcher is trying to find out, whether there is any considerable distinction between Central and State Universities of prospective teachers of values with relation to Vocational Interest, Teaching Competency and Level of Aspiration in Delhi NCR. The main reason behind choosing this topic is its Novelty. The researcher wants to find out

various values of Prospective teachers like Social, Political, Theoretical, Aesthetic, Religious and Economic and compare them in context to Central and State Universities with Vocational Interest, Teaching Competency and Level of Aspiration.

Another reason of choosing the topic is today's changing world. We are living in scientific era and today everyone is running after money, fame and success. Science and modern techniques are involved in all walks of life. So, the researcher is trying to find out how much values of prospective teachers are affected by Vocational Interest, Teaching Competency and Level of Aspiration. We are moving onto a scientific era but we are losing our values (either cultural or traditional). By this study, the researcher wants to discover how much our students are affected by Prospective teachers. Prospective teachers are called Future teachers who aim at providing effective knowledge to the students. This work aims at finding out whether our students are affected by the change in society and our society based on teachers performance. Are these values getting changed in accordance to time and period? And if the values are getting changed, then to what extent and to how these values are changing and what type of level of Aspiration will have an effect on prospective teachers' vocational interest.

By doing this study the researcher will be able to find out various characteristics of prospective teachers. It will also help the researcher to get knowledge about social and cultural thinking of prospective teachers. By studying various values the researcher will come to know what type of general knowledge and modern thinking students have. Does their perspective shift towards the positive or negative? If they have negative thinking suggestive measures could be provided to improve and change those thinking. The budding generation is our student folk. The future of these students remains in the hands of teachers. Teacher's personality is reflected through their students. Teacher's own personality affects the children's behaviour patterns and ultimately may affect their personalities.

The brief review of related studies reveals the importance of the study of the teacher's personality which plays an important role in the teaching and learning process in the class room situations and the educational environment of the school. It is also

indicative of the dearth of the attempts made to study the impact of experience on the personality pattern of the teachers. Therefore, the necessity of this study is evident. Prospective Teachers engaged in modification of the behaviour of their students in the desired direction, are to be studied from the point of view of the vocational interest because it is the personality of teachers which is responsible for the effective teaching in the class. If personality of teacher necessarily affects the teaching process, the need is to select what type of personality for teacher's training will be better for teacher's teaching in school.

As such, the task of identifying probable effective teachers is crucial; to the selection of the trainees in the training colleges. This study may tell the authorities the traits which are peculiar to the experienced teachers and form different strata of the population. It may also reveal the differential traits between the teacher trainees and the actual experienced prospective teachers from different level of Aspiration. Youth of today is perplexed and diverted by realism. There has been many research contemplates directed on youth by prominent researchers in the field of brain research, human science, training, and so forth. The present investigation will be helpful for society in particular and country in general to comprehend the forthcoming instructors, their interests and qualities which can end up being exceptionally valuable for society and building it towards a superior tomorrow. Prior to this, the understudies had no enthusiasm for choosing their profession as the understudies favored going in the occupation their folks wished them take up. This pattern has been changed and now understudies wish to choose their own area of employments and have their very own professional advantages, showing competency and dimension of goal. For the above factors and significant reasons of the examination, researcher has chosen the theme "Values of Prospective teachers in relation to their Vocational interest, Teaching Competency and level of Aspiration of Central and State Universities: A comparative study"

1.6 STATEMENT OF THE PROBLEM

"Values of Prospective Teachers in relation to their Vocational Interest, Teaching Competency and Level of Aspiration of Central and State Universities: A Comparative Study"

1.7 OPERATIONAL DEFINITION OF THE TERMS

1.7.1 Values

In this study, value has been considered as a dependent variable. Theoretical, Economic, Aesthetics, Social, Political and Religious Values have been considered components of values for the study. "Values are conscious and unconscious preferences accepted by the majority of members of the society and are socially regulated. Value is something which an individual holds to be important and preferable".

1.7.1.1 Theoretical Value

The prevailing enthusiasm of the hypothetical man is the revelation of reality. In seeking after this objective, he, by and large accepts a subjective demeanor, which drops the judgment on the magnificence and value of items, and looks forward to just watching and thinking. Since the interests of the hypothetical man are exact, basic and reasonable, he is fundamentally a savvy person, frequently a researcher or a thinker, his principle objective in life is to arrange and systematize his insight.

1.7.1.2 Economic Value

The financial man is keen on a trademark path in what is valuable. Originally dependent on the fulfillment of substantial needs (self-protection), the enthusiasm for benefits is created to cover the handy issues of the universe of business: the generation, promoting and utilization of merchandise, the handling of credits and the collection of unmistakable riches.

1.7.1.3 Aesthetics Value

Tasteful man sees its most astounding qualities in frame and congruity: each individual experience is made a decision from the point of view of elegance, symmetry or demeanor." Consider life as a parade, every individual impression is delighted in as an end in itself. "It doesn't need to be an imaginative craftsman, nor should it be fleeting, it is stylish in the event that it discovers its primary enthusiasm for the aesthetic scenes of life.

1.7.1.4 Social Value

The most elevated incentive for this sort is love for individuals. In the investigation of qualities, the selfless or charitable part of adoration is estimated. The social man offers an incentive to other individuals, on the grounds that they are themselves kind, comprehensive, and interested. It is likely that you will locate the hypothetical, monetary, and stylish frames of mind in the person.

1.7.1.5 Political Value

The political man is essentially keen on power, his exercises are not really in the restricted scope of governmental issues, but rather whatever his livelihood, he uncovers himself as human being. The pioneer in each field for the most part has estimations of high power.

1.7.1.6 Religious Value

The most elevated estimation of religious man can be called solidarity; it is magical and tries to comprehend the universe in general, to relate it to its worldwide fulfillment." Springer characterizes religious man as one "whose psychological structure is for all time situated towards the production of the most elevated and most fulfilling background of significant worth.

1.7.2 Vocational Interest

In this study, researcher has considered various components – Agriculture, Artists, Commercial, Executive, House Hold, Literary, Scientific and Social of Vocational Interest for the research. Vocational interest is defined as your own model of preferences, attitudes, as aversions, preferred in any way, wisely or imprudently by itself or by another source for a given professional area.

1.7.3 Teaching Competency

In this study, “researcher has taken different components which are connected to five main portion of classroom teaching, namely, Planning, Presentation, Closing, Evaluation and Managerial .Teaching Competency depends on teaching in a particular setting, the

culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context. The effectiveness or ineffectiveness of teaching is closely linked to Teaching Competency”.

1.7.4 Level of Aspiration

This study has considered various dimensions like “Goal Discrepancy Score (GDS), (2) Attainment Discrepancy Score (ADS) for the study of Level of Aspirations. The degree or quality of performance (exhibited in a testing situation) that a person desires to attain or feels he or she can achieve”.

1.7.5 Prospective Teachers

The students who are studying B.Ed. course in College of Teacher Education are called prospective teachers.

1.7.6 Central Universities

“Those universities which are established by an Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry governed, called Central universities”.

1.7.7 State Universities

“A university established or incorporated by a Provincial Act or by a State Act is called a State University”.

1.8 OBJECTIVES OF THE STUDY

1.8.1 To study and compare the Values and its Dimensions of Prospective Teachers of Central and State Universities.

1.8.2 To assess and examine the Vocational Interest and its Dimensions of Prospective Teachers of Central and State Universities.

1.8.3 To evaluate and compare the Teaching Competency and its Dimensions of Prospective Teachers of Central and State Universities.

- 1.8.4** To assess and compare the Level of Aspiration and its Dimensions of Prospective Teachers of Central and State Universities.
- 1.8.5** To find out the relationship between Values and Vocational Interest of Prospective Teachers studying in Central and State Universities.
- 1.8.6** To find out the relationship between Values and Teaching Competency of Prospective Teachers studying in Central and State Universities.
- 1.8.7** To find out the relationship between Values and Level of Aspiration of Prospective Teachers in Central and State Universities.

1.9 HYPOTHESES OF THE STUDY

To carry out the present study, following null hypotheses were formulated:

- 1.9.1** There is no statistical significant difference between Prospective Teachers of Central and State Universities in respect to their Values and its Dimensions.
- 1.9.2** There is no significant difference between Male and Female Prospective Teachers studying in Central Universities with respect to their Values and its Dimensions.
- 1.9.3** There is no significant difference between Male and Female Prospective Teachers studying in State Universities with respect to their Values and its Dimensions.
- 1.9.4** There is no significant difference between Rural and Urban Prospective Teachers studying in Central Universities with respect to their Values and its Dimensions.
- 1.9.5** There is no significant difference between Rural and Urban Prospective Teachers studying in State Universities with respect to their Values and its Dimensions.
- 1.9.6** There is no significant difference between Arts and Science Prospective Teachers studying in Central Universities with respect to their Values and its Dimensions.

- 1.9.7** There is no significant difference between Arts and Science Prospective Teachers studying in State Universities with respect to their Values and its Dimension.
- 1.9.8** There is no significant difference between Prospective Teachers studying in Central and State Universities with respect to their Vocational Interest and its Dimensions.
- 1.9.9** There is no significant difference between Male and Female Prospective Teachers studying in Central Universities with respect to their Vocational Interest and its Dimensions.
- 1.9.10** There is no significant difference between Male and Female Prospective Teachers studying in State Universities with respect to their Vocational Interest and its Dimensions.
- 1.9.11** There is no significant difference between Rural and Urban Prospective Teachers studying in Central Universities with respect to their Vocational Interest and its Dimensions.
- 1.9.12** There is no significant difference between Rural and Urban Prospective Teachers studying in State Universities with respect to their Vocational Interest and its Dimensions.
- 1.9.13** There is no significant difference between Arts and Science Prospective Teachers studying in Central Universities with respect to their Vocational Interest and its Dimensions.
- 1.9.14** There is no significant difference between Arts and Science Prospective Teachers studying in State Universities with respect to their Vocational Interest and its Dimensions.
- 1.9.15** There is no significant difference between Prospective Teachers studying in Central and State Universities with respect to their Teaching Competency its Dimensions.
- 1.9.16** There is no significant difference between Male and Female Prospective Teachers studying in Central Universities with respect to their Teaching Competency and its Dimensions.

- 1.9.17** There is no significant difference between Male and Female Prospective Teachers studying in State Universities with respect to their Teaching Competency and its Dimensions.
- 1.9.18** There is no difference between Rural and Urban Prospective Teachers studying in Central Universities with respect to their Teaching Competency and its Dimensions.
- 1.9.19** There is no significant difference between Rural and Urban Prospective Teachers studying in State Universities with respect to their Teaching Competency and its Dimensions.
- 1.9.20** There is no significant difference between Arts and Science Prospective Teachers studying in Central Universities with respect to their Teaching Competency and its Dimensions.
- 1.9.21** There is no significant difference between Arts and Science Prospective Teachers studying in State Universities with respect to their Teaching Competency and its Dimensions.
- 1.9.22** There is no significant difference between Prospective Teachers studying in Central and State Universities with respect to their level of Aspiration and its Dimensions.
- 1.9.23** There is no significant difference between Male and Female Prospective Teachers studying in Central Universities with respect to their Level of Aspiration and its Dimensions.
- 1.9.24** There is no significant difference between Male and Female Prospective Teachers studying in State Universities with respect to their Level of Aspiration and its Dimensions.
- 1.9.25** There is no significant difference between Rural and Urban Prospective Teachers studying in Central Universities with respect to their Level of Aspiration and its Dimensions.
- 1.9.26** There is no significant difference between Rural and Urban Prospective Teachers studying in State Universities with respect to their Level of Aspiration and its Dimensions.

- 1.9.26** There is no significant difference between Arts and Science Prospective Teachers studying in Central Universities with respect to their Level of Aspiration and its Dimensions.
- 1.9.28** There is no significant difference between Arts and Science Prospective Teachers studying in State Universities with respect to their Level of Aspiration and its Dimensions.
- 1.9.29** There is no significant relationship between Values and Vocational Interest of Prospective Teachers.
- 1.9.30** There is no significant relationship between Values and Teaching Competency of Prospective Teachers.
- 1.9.31** There is no significant relationship between Values and Level of Aspiration of Prospective Teachers.

1.10 DELIMITATIONS OF THE STUDY

Present study is delimited to the subsequent parameters:

- 1.** The study is confined to Prospective Teachers of Uttar Pradesh only.
- 2.** It is restricted to only two types of Universities (Central and State).
- 3.** Researcher had used standardized test for study and sample size was five (**500**) hundred.
- 4.** The study is proscribed to Gender, Locale and Subject Stream i.e. Male and Female, Rural and Urban and Science and Arts streams.

Endnotes

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