Research Paper

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Role of Teachers in Ethical Education With Special Reference to Semester System in Higher Education

Commerce

KEYWORDS :

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ABSTRACT

Education is the key factor for economic development of the any country. Ethics has to do with what my feelings tell me is right or wrong." "Being ethical is doing what the law requires." "Ethics consists of the standards of behaviour our society accepts." Ethical education is the main output of education institutes and teachers. This paper focused on the Role of Teachers in Ethical Education in semester system in Higher Education. This study is on the basis of literature review and personal discussion with various college principals, professors, students and other stakeholders. The study found that teachers should provide value base education and as per present requirement of the society. Teachers have not sufficient time for completion course in the subject and most of the time spend n examination work in the semester system. Teachers are not satisfied with their work in semester system compare to annual pattern. Principals, Teachers, students and other stakeholders believe that semester system is not fit in Indian Education System. Government should remove semester system from Indian higher education system or remove all the limitations of semester system.

Introduction

Education is the key factor for economic development of the any country. Ethics has to do with what my feelings tell me is right or wrong." "Ethics has to do with my religious beliefs." "Being ethical is doing what the law requires." "Ethics consists of the standards of behaviour our society accepts." "I don't know what the word means." These replies might be typical of our own. The meaning of "ethics" is hard to pin down, and the views many people have about ethics are shaky. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly-based. Code of Conduct developed by the American Association of Education (AAE) is given in Annexure-1. Ethical education is the main output of education institutes and teachers. Education institutes provide the infrastructure facility and education atmosphere. Teachers provide the knowledge to the students and society also.

Annual pattern and semester system are very popular words in education. In Annual pattern only one time university examination and two end semester examination in semester system. Semester word origin in early 19th century: from German *Semester*, from Latin *semestris* 'six-monthly', from *sex* 'six' + *mensis* 'month'

A semester system divides the academic year into two terms, which are usually 14–20 weeks each. A trimester system divides the academic year into three terms which can be as short as eight weeks or as long as 16 weeks each. Semester system has been introduced in Indian education system. After semester system introduced, number of limitations have been seen for all stakeholders. Numbers of problems are faced by the teachers due to semester system in higher education of Indian Education system. So it is very necessary to study the role of Teacher in ethical education with special reference to semester system.

Section-II

Literature Review

Sridevi (2012) examined the attitude of teacher trainees towards B.Ed Semester System and study the problems faced by teacher educators in dealing with new semester system along with the analysis of the curriculum of B.Ed Programme (Semester Scheme). The investigator randomly selected a total number of 6 B.Ed. colleges for the study that included Government, Private aided and Private unaided schools. He found that majority of the teacher trainees have mildly positive and mildly negative attitude. The investigator concluded that new curriculum created a lot of changes without considering the time duration of the Course from the data collected through unstructured interviews conducted.

According to P.S. Manisundaram, the first vice-chancellor of Bharathidasan University, the concept of semester system borrowed from American universities has failed in India. In the American system, the system is workable because the valuation process is entirely an internal affair.

Section III

Objective of the Study

(1) To examine the Role of Teachers in Semester System in Higher Education.
(2) To examine the problems of Teachers and Students in semester system.
(3) To suggests the ways for improvement in semester system in Higher Education.

Section IV

Methodology

This study is on the basis of literature review and personal discussion with various college principals, professors, students and other stakeholders.

Section V

Results of the Study

Some important results arrived from the study are as under

(1) Role of Teachers in Semester System

Following important output from the discussions with stakeholders regarding role of teachers in semester system are as under.

- To provide value base knowledge to the students.
- To provide society base education. It means to teach the students as per society requirements.
- To complete the syllabus with students' satisfaction.
- To encourage the students for higher education.
- To encourage the students for practical knowledge.
- To encourage the students for research work.
- To encourage the students to participate in social activities.
- To become a chain between the society and education institute.
- To develop the leadership skills into students.
- To do all the examination work with quality.
- To give more and more time for students oriented activities.
- To give education without any partiality between students.
- To encourage the students for the development of country.

- To encourage the students for participating in exchange programmes between two countries.
- To become a role model for the students and society.
- To give projects to the students which are very useful after the completion of education .Projects must be innovative.

(2) Problems of Teachers in Semester System

- High Teachers and Student ratio.
- Most of the time spent in admission and examination work
- Minimum Time available for teaching work
- Teacher cannot complete whole syllabus.
- Teachers are not satisfied with their work in semester system compare to annual pattern.
- Lack of students' interest in education after implementation of semester system.
- Students carry forward up to last semester. So they are not sincere towards the study compare to annual pattern.
- Over expectation of society and students from Teachers.
- Teachers feel that students have less respect towards teacher in semester system compare to annual pattern.
- No time for revision or no spare time for detail discussion of the topic in the class-room.

(3) Problems of Students in Semester System

- Maximum time spent for examination, assignment and project work.
- Students incurred double expenses towards books, examination fees and other stationeries.
- Teachers cannot spare time for detail discussion in the class room.
- Students have to prepare two times project work for the same subject.
- Students get their result of first semester after half of the second semester system.
- Different syllabus in different universities.
- Lack of sufficient faculty and facility in the colleges.
- Lack of sufficient faculty for soft skill and foundation course subjects.

Section VI

Limitation of the Study

This study is only on the basis of discussion with stakeholders. In this study structure questionnaire has not been used. Statistical tools have not been used. A comparative data analysis of results has not been done. The study has not covered the benefits of the semester system in higher education.

Section VII

Scope of the study

Further research study can be done on the basis of primary data collecting from all stakeholders through structured questionnaire. A comparative study of Annual pattern result and semester system can be done.

Section VIII

Conclusion

On the basis of University Grant Commission state government has implemented semester system for higher education in the state. University has implemented semester system (CBCS) on the basis of UGC and state government recommendations. After implementation of the semester system in higher education all the stakeholders have been facing number of problems. The paper concluded that after semester system in higher education most of the teacher time spent on examination and paper assessment. Teacher cannot complete syllabus due to lack of sufficient time. Teachers fill that they are not satisfied under semester system. The government should appoint more faculties to decrease Teacher-student Ratio. Skill based faculty should be appointed. University should frame the syllabus on the basis of skill base present requirement of the society. The Government and Education institute should provide all types of facilities to the students and teachers in the institute. Government and education institute should encourage and motivate to the students and faculties for research and extension activities. Government, UGC and University and other stakeholder should solve all the problems of semester system in Indian Higher Education or the government should remove semester system from Indian Education system.

Annexure-1

Code of Conduct developed by AAE

PRINCIPLE I: Ethical Conduct toward Students

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.

2. The professional educator does not intentionally expose the student to disparagement.

3. The professional educator does not reveal confidential information concerning students, unless required by law.

4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.

5. The professional educator endeavours to present facts without distortion, bias, or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.

2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.

3. The professional educator continues professional growth.

4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.

5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.

6. The professional educator honestly accounts for all funds committed to his or her charge.

7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.

2. The professional educator does not will fully make false statements about a colleague or the school system.

3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

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PRINCIPLE IV: Ethical Conduct toward Parents and Community

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.

2. The professional educator endeavours to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.

3. The professional educator manifests a positive and active role in school/community relations.

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