

## **NAI TALIM: ENHANCING PROFESSIONAL ETHICS THROUGH EXPERIENTIAL LEARNING AMONG PROSPECTIVE TEACHERS**

Jerold Antony Ephream<sup>1</sup> and Devaki<sup>2</sup>

---

### **Abstract**

*According to Gandhi's educational philosophy, work and knowledge are inextricably linked. The emphasis on the lifetime nature of education, its social aspect, and its form as a holistic process were the three pillars of Gandhi's pedagogy (Kumari, S.,2016). Education is the most effective means of encouraging youth to value the dignity of work and to acquire a variety of skills. Universities can greatly benefit the nation by turning all the children into skilled manpower. The aim of this study is to find out the level of professional ethics of Prospective Teachers through experiential learning. Professional ethics is the term used to describe the traits that make up the teaching profession, such as duties, attitudes, honesty, fairness, integrity, diligence, loyalty, cooperation, justice, faithfulness, respect for others and oneself, teaching methods, student evaluations, and behaviour standards. (Sreevardha,2018). A set of self-imposed professional standards and principles required for achieving professional success and self-satisfaction can be referred to as the code of professional ethics (Arora, G.L., and Chopra, K.R., Encyclopedia of Indian Education NCERT,2004). The research was a survey type, which consists of simple random sampling of 45 prospective teachers. The researcher has constructed and validated the Prospective Teachers Professional Ethics Scale (PTPES). This study indicates how experiential learning influence the Professional Ethics of prospective teachers.*

**Keywords:** *Nai Talim, Professional Ethics, Holistic Process, Prospective Teachers.*

---

### **INTRODUCTION**

Man can make a purposeful, conscious effort to live comfortably and joyfully in his physical and social environment with the aid of education. From this point of view, education is seen as a continuous process with two components: individual and social. Education defined potential development as the process of adapting to a constantly changing social context. Since there has been a significant rise in Prospective teachers' use of sick days and job resignations across all cultures and nations, professional ethics and have drawn a lot of attention. The most significant characteristic that distinguishes a profession from others is its

---

<sup>1</sup> Research Scholar, Dept. of Education, GRI-DTBU, Gandhigram

<sup>2</sup> Assistant Professor, Dept. of Education, GRI-DTBU, Gandhigram

adherence to particular norms and regulations known as professional ethics (Atul Gurtu,2019). The Code of Professional Ethics for Teachers is a set of guiding principles to help educators fulfil their responsibilities to students, parents, coworkers, and the community. Prospective teachers must be more knowledgeable about the moral standards that guide the teaching profession if they are to be treated professionally.

## **REVIEW OF RELATED LITERATURE**

Sivagamasundari (2020) conducted a study entitled on "Effectiveness of Experiential Learning in Enhancing Environmental Ethics among prospective Teachers". The finding of this study reveals that the effectiveness of Experiential Learning helps in enhancing the Environmental Ethics among Prospective Teachers.

Mallika Kalita (2019) The "Present Day Relevance of Gandhi's Nai-Talim for Rural Development" was explored by Mallika Kalita (2019). In this study, the emphasis is placed on how technology, people, traditions, skills, and entrepreneurial spirit are combined in Nai-Talim with the goal of achieving sustainable development that is commercially viable, socially equitable, and environmentally sound while still being relevant to modern society.

Students learn joyfully through any type of activity-based education, gaining not only literary knowledge but also moral, physical, and mental development. It aids in their independence and helps them understand the value of labour. In addition to being able to support themselves, they are also able to fulfil their family's commitments, and by paving their own road forward, they are eventually able to reach their life's ambition.

## **EXPERIENTIAL LEARNING**

Experiential learning is the process of learning via experience and is more particularly described as learning through reflection on doing. Hands-on learning is a type of experiential learning, although it is not always accompanied by students' feedback on their final product. Different from rote or didactic learning, when the student takes a relatively passive part, is experiential learning. Other active learning methods including action learning, adventure learning, free-choice learning, cooperative learning, service-learning, and situational learning are similar to it but not the same. Experiential learning and experiential education are frequently used interchangeably, however experiential learning focuses on the individual learning process, whereas experiential education is a broader philosophy of work.

## **DEFINITION OF KEY-TERMS**

**Professional Ethics:** By the term professional Ethics, the investigator means “a code of conduct which can guide the teacher’s conduct and behavior in their institutions and outside”.

**Prospective Teachers:** By the term Prospective Teachers, the investigator means, the B.Ed. trainees who are perusing the first year B.Ed. Degree in College of Education at Dindigul district, Tamil Nadu.

## **OBJECTIVE OF THE STUDY**

To analyse the effectiveness of Nai Talim in enhancing Professional Ethics among Prospective teachers.

## **HYPOTHESIS OF THE STUDY**

To what extend the level of professional ethics is being established among Prospective Teachers?

## **METHODOLOGY**

**Method:** Mixed Method.

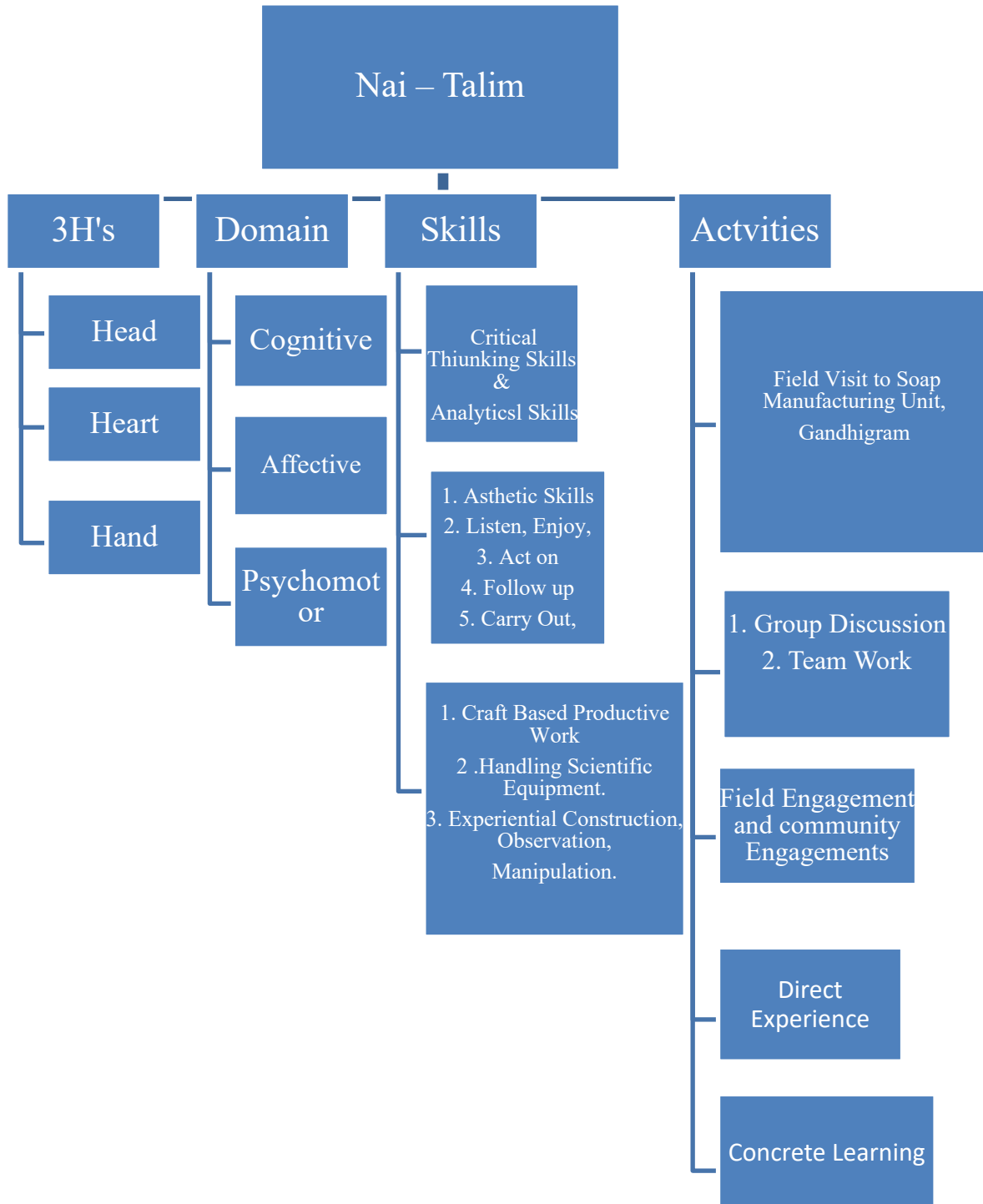
**Design:** The Exploratory Sequential Design is used.

**Sample Size:** The sample size of sixty-one Physical Science Prospective teachers belongs of Department of Teacher Education, Dindigul District.

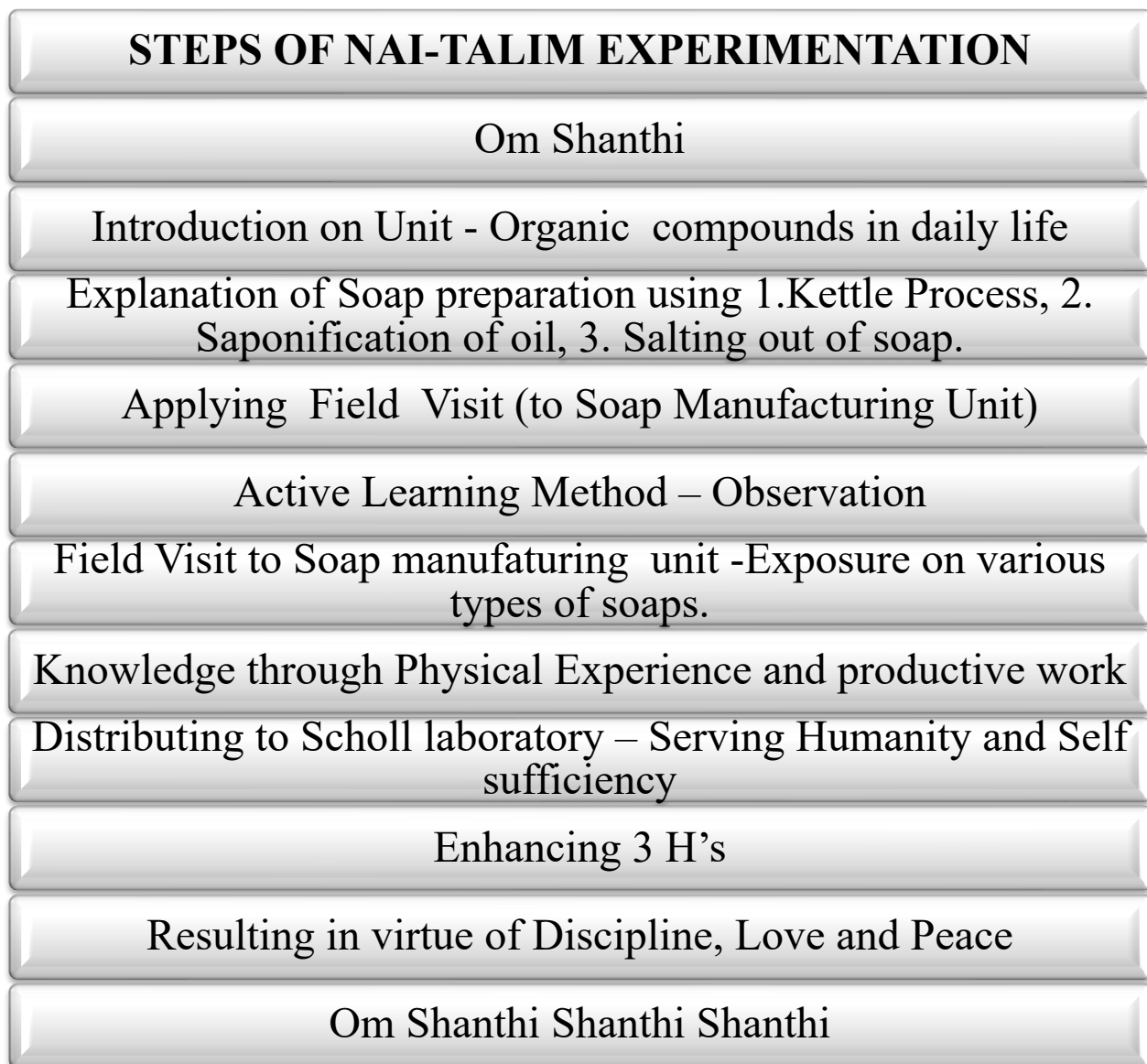
**Intervention:** Nai Talim based field activity.

**Tool:** The Professional ethics scale consisting 50 questions.

**NAI TALIM FRAMEWORK FOR FIELD BASED ACTIVITY**



**Steps of Nai Talim Experiential Learning**



**ANALYSIS OF THE DATA**

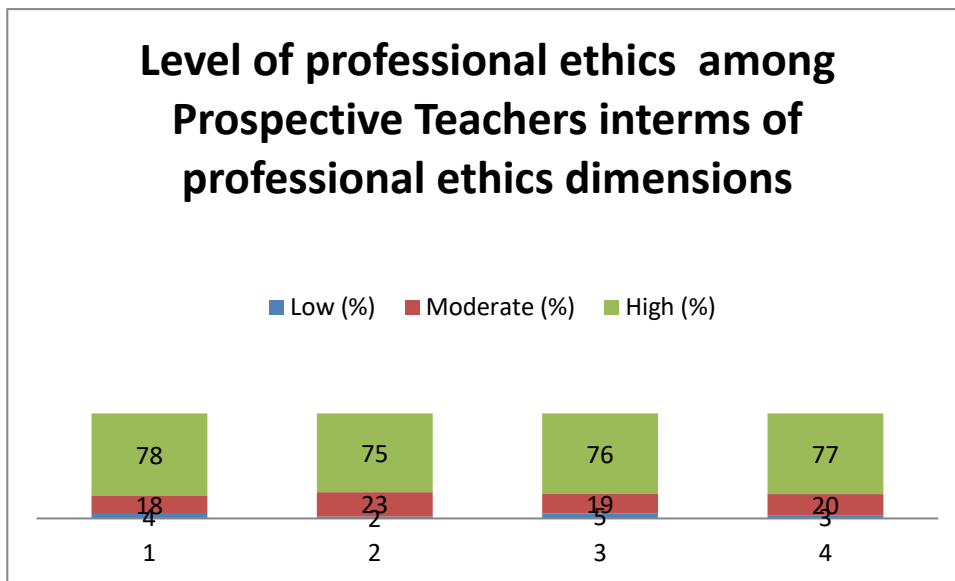
Table 1.Total percentage of Professional Ethics of Prospective Teachers

No. of Sample	Total Score Obtained	Maximum Score (=45*170)	% of Professional Ethics	Level of Professional Ethics
45	5875	7650	76	High

Table 2. Level of professional Ethics among Prospective Teachers in terms of Dimensions

Professional Ethics dimensions	Low (%)	Moderate (%)	High (%)	Total (%)
1. prospective teacher- student aspect	4	18	78	100
2. prospective teacher-parent aspect	2	23	75	100
3. prospective teacher- professional aspect	5	19	76	100
4. prospective teacher -society aspect.	3	20	77	100

Figure 1. Level of Professional Ethics among Prospective Teachers in terms of Dimensions



## FINDINGS AND DISCUSSION

The research shows that prospective teachers have a high level of professional ethics. A high level of professional ethics is exhibited by 76% of aspiring teachers.

According to table 1's descriptive analysis, 76.8% of potential instructors overall have high levels of professional ethics. Table 2 shows that in terms of the prospective teacher-student dimension, 4% of prospective teachers have a low degree of professional ethics, 18% have a moderate level, and 78% have a high level. In terms of the prospective teacher-parent

dimension, 2% of prospective teachers have a low degree of professional ethics, 23% have a moderate level, and 75% have a high level.

In terms of the prospective teacher-society component, 3% of prospective teachers have a low degree of professional ethics, 20% have a moderate level, and 77% have a high level. As a result, in the future teacher-Society dimension, the level of professional ethics is high. This study suggests that aspiring teachers have high standards for professional ethics. However, there are a few aspiring teachers who could require guidance due to their lack of professional ethics. They are easily anxious, stressed, and sad, which can lead to a decline in their behaviour. Therefore, colleges must set up an ongoing programme to aid these professors.

### **EDUCATIONAL IMPLICATIONS**

Regarding the prospective teacher-society component, only 3% of candidates have low professional ethics, compared to 20% who have intermediate levels and 77% who have high levels. As a result, there is a high level of professional ethics in the future teacher-Society dimension. According to this survey, future teachers hold themselves to a high degree of moral conduct. However, a few ambitious instructors could need assistance since they lack professional ethics. They experience anxiety, worry, and sadness readily, which might cause a deterioration in behaviour. Colleges must therefore establish a continuous programme to assist these instructors.

### **CONCLUSION**

Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room, imparting and transferring their knowledge to students. It makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. "Our education has got to be revolutionized. The brain needs to be educated through the hand Strong, supportive professional ethics provides prospective Teachers with the emotional resources to step out of their intellectual 'comfort zone' and explore new ideas and ways of thinking, which is fundamental to educational achievement. professional ethics is also important developing important democratic competencies of prospective teachers.

### **REFERENCES**

Baş, A. U. (2011). Investigating Levels and Predictors of Life Satisfaction among Prospective Teachers. *Eurasian Journal of Educational Research (EJER)*, (44).

- Devaki, N. (2020). Effectiveness of Experiential Learning in Enhancing Environmental Ethics among prospective Teachers (Unpublished doctoral dissertation).
- Gardner, S. (2010). Stress among prospective teachers: A review of the literature. *Australian Journal of Teacher Education (Online)*, 35(8), 18-28.
- Gustems-Carnicer, J., & Calderón, C. (2013). Coping strategies and psychological well-being among teacher education students. *European Journal of Psychology of Education*, 28(4), 1127-1140.
- Galand, B., Lecocq, C., & Philippot, P. (2007). School violence and teacher professional disengagement. *British Journal of Educational Psychology*, 77(2), 465-477.
- Ng, Z. J., Huebner, S. E., & Hills, K. J. (2015). Life satisfaction and academic performance in early adolescents: Evidence for reciprocal association. *Journal of school psychology*, 53(6), 479-49.
- Jennings, P. A. (2015). Early childhood teachers' well-being, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging students. *Mindfulness*, 6(4), 732-743.
- Kaur, T., & Som, R. R. (2020). The predictive role of resilience in psychological immunity: A theoretical review. *Int. J. Curr. Res. Rev*, 12, 139-143.
- Kessels, C. (2010). The influence of induction programs on beginning teachers' professional development (Doctoral dissertation, Leiden University).
- Kleinkorres, R., Stang, J., & McElvany, N. (2020). A longitudinal analysis of reciprocal relations between students' well-being and academic achievement. *Journal for educational research online*, 12(2), 114-165.

\*\*\*\*\*