A Theoretical Understanding on Innovative Pedagogical Approach with Special Emphasis on Strategic Teaching Learning Method for Undergraduate and Postgraduate Students

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Abstract

In India, the societal nature, which is collectivistic, influences student mind and academic success. The socio economic policies strongly influence study habits, examination taking habits, will power to struggle to have a future bright career. Under such context, a teacher can influence a student's inner strength. The present paper discusses learning habits of students. A significant part of a teaching process is evaluation. Student's role in evaluation system will be considered in this review. Moreover, strategic teaching learning process will be discussed with the help of cognitive psychology and positive psychology domains. A strong emphasis on perception process has been shared which is perhaps vital for a learning experience to occur. However, pedagogical system can be influenced by institutional factors or management policies. A different perspective on teaching has been prioritized on the basis of institutional and professional sub cultures. A concept of academic emotions for a pedagogy framework will be delineated. In this action research, different aspects related to pedagogical advancement will be focused. Various psychological aspects have been understood within pedagogical system. A rapid systematic review will be accomplished. Various theoretical approaches for improving teaching learning system will be considered. Differential teaching learning plans will be presented for students who come from various income slabs. Classroom applications of stress anxiety management during usual classes besides completing regular syllabus may help students immensely of higher level. A teacher must focus on basic psychotherapy steps to reduce student stress. Separate strategic pedagogical plans will be focused for undergraduate and postgraduate students as per their learning goals. A special emphasis will be given on learning assessment and developing adequate perception towards this. An application of concepts from Industrial Organizational Psychology will be conducted to get a broader perspective about the main concept of this research article. Discussion portion of the paper reveals content presentation in terms of modeling and capacity to explain the content in simple ways. Teaching strategies will be explained from research evidences. These are namely group summarizing step, compare vs contrast method and game tactics. Learning strategies included are namely commitment with goals decided, academic self-efficacy, elaboration, and keyword mnemonic. Pedagogy plans for undergraduate and postgraduate level of education will be understood separately. An importance on informative style of teaching, precise presentation of talk and different perspective for government and private institutions will be considered. While undergraduate level teaching will focus on implementation of language abilities to sharpen, the postgraduate level teaching will be centered on video based content sharing during physical classes. The presentation sequence of teaching materials is vital for obtaining success for the total teaching learning method. In conclusion, the present research is unique to understand the role of a teacher for finding bright stars for a blooming country.

Keywords: Pedagogy, strategic teaching methods, strategic learning methods, perception

Introduction

Teaching and learning is a process to exchange information and build character in teacher and student both. This dual process has been influenced by various aspects in our society. Teaching, learning and assessment are three processes in pedagogy. While teaching a subject to students, psychologically a teacher needs to build a bond with fellow students. It further strengthens the learning process in students. The end product is assessment based rating of learned subject matter. Pedagogy in India can be influenced by factors such as country's educational policies, socio economic instabilities, reservation policies in institutions,

privatization of higher education, unavailability of good teachers due to caste reservation policies, strictness on qualifications of teachers and so on.

Pedagogy is of four types (Nanjundaswamy *et al*, 2021) [29]. These are.

i).   Teacher centric pedagogy
ii). Learner centric pedagogy
iii). Learning centric pedagogy
iv). Participative pedagogy

The pedagogy plays a significant part in building a student's career. A teacher's psychological mindset is important indeed.

Various studies have shown the teaching method and teacher's class monitoring are crucial. Asthana and Rao (2018) [3] found differences in teaching aptitude of teachers between government aided Institutions and self-financed institutions. The teaching aptitude of male and female teachers was found to be higher in self-financed colleges but not in government aided colleges. Significant aspect noted by this study were competition for survival in male teachers whereas ability to learn in female teachers.

Different pedagogical approach must be maintained by a teacher for school students, for undergraduate students and Postgraduate to higher level students. Depending upon the nature of batch of students again the teacher must modify his or her teaching pattern. Teaching a subject matter must take sufficient hours. Starting from simple view on the, to be taught matter, the teacher must guide the students to know the higher level and logical understanding of the applied side of it. The students must be guided to understand the relationship between the current topic and other nearly convenient aspects of social life. However, a teacher's expectations must not be too high for student's performance. The students must be involved in the whole process of pedagogical system. In this theoretical paper, theories on teaching learning system will be focused to find the best guidelines for improving student performance in examination.

In this paper, students and their needs without any health issues have been focused by the researcher. Their learning habits have be focused with certain perspectives taken by the current researcher.

The conventional theories of teaching are crucial to understand new methods of pedagogical advancement. For enhancing potentials in teachers and students, theories of teaching have paramount significance. Various studies have analysed these theories critically. Ausubel (1963) [4] emphasized three systems for meaningful learning to take place in his theory of meaningful learning. These three subsystems namely advance Organizer, learning materials, and cognitive organizer provide immense support for a student to relate new knowledge with the existing total knowledge through an active and receptive learning. Gordon (1968) [16] emphasized teaching as a non-confrontational endeavor where students must be engaged as a part of it. An authoritarian perspective has been discarded here. Clarke (1970) [8] stated that teaching is an active process in the teachers and students. Teaching incorporates a number of planned activities intended to bring positive changes in student's general behavior. Kumar (2012) [23] has mentioned about dual function of teaching. Teaching according to him helps to shape belief system and at the same time teaching brings changes in behavior in students. He has also mentioned an interconnection among teaching tasks, teaching activities and educational objectives. Additionally, teaching occurs in three phases (Kumar, 2012) [23]. These are planning, implementation and evaluation phases. Every phase needs to be structured in such a way so that students can take part in teaching process equally with the teachers. Three groups of theory of teaching are useful to understand teaching process (Kumar, 2012) [23]. Formal, descriptive and normative theories carry theoretical as well practical importance.

Waseem *et al* (2020) [46] cited educational learning theories with their implications in their study based research article. The main theoretical groups are behaviorist, cognitivism, constructivism, and humanism. The pedagogy oriented theories again captured attention of researches.

Rutto (2017) [33] has focused on three groups of pedagogical theories namely Herbatianism, the new london group, and learning theories.

The theoretical framework for educational assessment has been found in the work of Smale *et al* (1993) [39]. These are questioning model, procedural model and exchange model. There is a need to understand curriculum concept in this regard.

Yasar *et al* (2021) [52] have cited various theories on curriculum namely academic rationalism, social efficiency, deliberative, learner centered, society centered and knowledge centered.

However the psychological domains are also important part of pedagogical system. It has been assumed in this paper that perception, resilience skill, hope, rational thinking, basic psychological rights, and emotion are the important domains to be focused while deciding on strategic teaching learning ways. Hope and resilience concepts are important in pedagogical shift for benefits of students. The researchers namely Snyder (2002) [40] and Margalit *et al* (2004) [25] are prominent in providing elementary yet invaluable ideas on the mentioned concepts. Hope constitutes of goals which allows a specific sequence for some action, goal directed energetic thoughts (agency) and pathway or planned thoughts in order to arrive at the goals (Snyder, 2002) [40]. The mediating factors for hopeful thinking are curiosity, focused attention, positive emotions, and motivation in the person according to the author of hope theory. In a detailed understanding, it had been stated that resilience or recovery from difficulties requires mental energy which may be served by hopeful thinking in learning disabilities (Margalit *et al*, 2004) [25].

Two important theories of Perception have been assumed in this study to be vital in explaining learning experiences by students. Demuth (2013) [10] has explained various theories in his research. The two important theories are Gregory' theory of perception and Marr's model of perception. Gregory in his theory of perception indicated that current sensory experience is associated with previous experiences. Experience is highly valued concept than sensory image in interpreting sensory data according to Gregory (1970) [17]. This theory explains reasons for incorrect perceptions. In Marr's theory (1982) perception is a problem solving approach. According to this theory, implementation of a task requires adequate activities by visual system and a representation of inputs must be formed.

Academic emotions (Wu *et al*, 2021) [50] was found to be significant aspect for online learning satisfaction along learning strategies of students. Activity related academic emotions (positive and negative) were studied by these researchers in the context of online pedagogy.

Bloom's taxonomy of teaching is now followed in every institution of India. This is an important concept in academia. It consists of three domains namely cognitive, affective and psychomotor domains (Madaan, 2019) [24]. The cognitive domain involves comprehension on the subject matter, analyzing it and evaluation on it. The affective domain involves response part of the students. The psychomotor domain involves naturalization and manipulation of ideas by the students (Madaan, 2019) [24]. Therefore, teaching learning paradigm must be organized in such a manner that the student must co participation in achieving instructional objectives together with the teacher. The student must be able to gain precise knowledge on the subject matter and must be able to contribute something new ideas to the existing knowledge following the similar line of reasoning. Indeed, in this way

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teaching learning method is an active, dynamic and practical task.

Pedagogical advancement has been found to be influenced by institutional factors namely performance appraisal of teachers, teaching role expectations, institutional norms and management styles. Pedagogical activities can be influenced by teacher's motivation in the educational institute set up, task identity, sense of autonomy, student feedback, perception of reward and risks for teaching subject related various courses. The Industrial Organizational Behavior Psychology based concepts can be helpful in formulating a strategic pedagogical plan that will satisfy needs of teachers and students. Simandan (2011) [37] has adopted the concepts of institutional subculture and professional subculture. Teaching can be influenced by these two contexts in institutional teaching. Moreover, performance appraisal of Teachers often influence the teacher student relations in either way. Nor (2018) [30] included aspects regarding performance appraisal in his paper. The performance appraisal serves the functions to see employee's improvement during on the job roles, helps to decide on further objectives for the work role and to encourage employee staff development. According to this author, performance appraisal declares work norms or standards an employee must follow.

The job satisfaction aspect is also a predictor for improved teacher student sustainable relation. Organizational climate is very crucial factor. Now a day Private Universities follow certain critical organizational policies which hinder careers of bright eligible teachers. Organizational harassment may contribute to the frequent shifts in institutes by the teachers. This context is not so evident in government institutes. But the chances are less to enter government sectors in India for eligible teachers. Strategic teaching learning method must consider the mentioned organizational aspects however. The pedagogical structure must be followed at par with India's New Educational Policy 2020.

An important part of pedagogical planning is assessment. It decides futures of students. It gives a score or grade which signifies student's command on the subject matter under consideration. It denotes aptitude in a particular area of studies. Assessment can utilize written tests on answers for questions in a controlled and supervised conditions, project, assignment, presentations or group discussions. Assessment can be summative and formative (Taras, 2010) [43]. But its difficult often to segregate them during evaluation phases. Peat and Feanklin (2002) [31] have found in their study that student participation was substantially low in formative assessment. Compulsory assessment tasks received high student participation as stated in this study. Assessment resources these authors utilized were of online and offline in nature. Both supervised and non-supervised orders were maintained. Summative assessment included weekly quizzes (supervised, online), group work on oral and poster presentation (non-supervised, offline). On the other hand, Formative assessment included by the researchers are mark based evaluation for mid examination on practical papers (online, non-supervised), weekly self-test quizes (offline, non-supervised), taking mid-course practical examination (offline, supervised). Yambi (2018) [51] mentioned on distinctive roles of assessment and evaluation in his research. He has emphasized appraisal aspect of assessment process and defined evaluation as attaching values to student performances. He has included a detailed description on types of assessment namely.

i). Formative and Summative

ii). Informal and formal
iii). Continuous and Final
iv). Process and product
v). Divergent and convergent

He has mentioned that assessment helps to understand areas in studying a subject that need more support from the teacher. Whereas evaluation provides a grade only. The judgmental role is fulfilled by evaluation process but not by assessment process.

In another study, Alzubi and others (2022) [2] noted that English as Foreign Language Teachers rated assessment through online mode of teaching learning as having medium significance. Assessment for offline teaching learning method was found highly beneficial by these teachers in this study. Moreover, these teachers assessed online language learning by quizzes, questioning and assignment writing methods. The face to face teaching assessment included questioning, discussing and conducting quiz to see language skill related improvement. The researchers suggested for Faculty development programs to enrich teachers in online and offline assessment techniques and preventing misconduct by students during examination by either mode of assessment.

Online and Offline in person pedagogy have received immense attention during and after COVID19 Pandemic. Simon (2012) [38] found a conflict in teaching identity among teachers in identifying them as virtual teacher rather classroom teachers. It has been emphasized that an absence of positive perception of online teaching, motivation for technological engagement and virtual teacher community are the barriers for virtual teaching when compared to face to face teaching. Face to face classroom and online classroom are having different pedagogical significance as narrated by this study. In another study, Gandhi (2020) [14] emphasized the importance of official platforms for conducting online classes. This study has also observed an absence of adequate learning environment during virtual learning on the part of students. An appropriate pedagogical step is needed for conducting practical classes online. Hong and others (2020) [19] found that the total teaching experience and learning effect of online courses are not so substantial when compared this to traditional face to face classes. They have noted that online learning can add knowledge and skills of medical undergraduate students. Yu and others (2021) [53] studied medical college students and revealed that positive online teaching effects were recorded among students of grade four in four year academic system. Familiarity with learning platform, residence in rural areas and female gender were few aspects noted by this student as risk factors contributing to psychological stress. Nanjundaswamy and others (2021) [29] found that digital teaching learning pedagogy is creating customized learning opportunities and carries significance as it reduces time and energy related barriers for scheduling a class.

In another research, Veerasamy and Goswami (2022) [44] pointed out that digital technologies go through rapid development which leads to changes in product cycle. It creates disturbances in online teaching learning method. They have also identified aspects such as eye gaze, on task and off task student behavior, active participation may hinder virtual learning. Their study showed no such impact of online teaching learning on student academic performance among post graduate students.

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Method

This research article is an action research based study. A rapid systematic review of existing literature has been conducted. The primary objective is to support and formulate a tentative evidence based strategic teaching learning method for enhanced assessment scores. The basic factors related to this pedagogical reform have been discussed critically considering Indian context. Past studies during the span of past 50 years have been summarized, critically analyzed and included for a better teaching learning plan.

Discussion

The theories of teaching are contributive for understanding pedagogical advancement. Based upon the theoretical understanding, suitable teaching learning methods have been included for discussion in this paper.

A teacher is a lifelong student. A teacher's successful career depends upon careful planning and learning at every phase of life. Clarke and others (2002) [9] showed relevance of changes in knowledge, belief and attitude in teachers may make classroom teaching more effective. Professional experimentation has been emphasized as well. Teacher's performance can be improved by certain training programs namely modeling and explaining content or MEC (Stickler *et al*, 2016) [42]. MEC training is helpful in optimizing every student's access to ideas of subject matter, integrated presentation of the subject matter, careful usage of language while teaching, and teacher's ability to express personalized thoughts on the subject matter. Demonstration has been emphasized as important part of teaching. In India, similar training and assessments are present namely National Eligibiity Test, State Eligibility Test, Teacher Eligibility Test, Central Teacher Eligibility Test, Bachelor of Education, Master of Education, Diploma in Elementary Education, and Montessori Training Course.

The strategies for bringing excellence in teaching and learning method require certain amount of efforts from both sides. A teacher must learn and understand the best way to facilitate a student. On the other hand, the students must put some efforts to engage in strategic learning process. Strategic teaching must be focused with reference to the subject to be taught and educational level to be reached. The total teaching hours for a single class must be divided into three parts namely brief outline on the portion to be taught, student participation for knowledge sharing on it and final discussion by the teacher. The teacher needs to start the topic from a simple view on it towards the most critical understanding on it.

Wandberg and Rohwer (2010) [45] offered certain teaching strategies namely taxonomy strategy, group summarizing strategy, minute paper strategy, numbered student strategy, and prereading and predictions.

Silver and others (2012) [36] suggested teaching strategies namely meaningful reading, reading a subject matter actively by comparing and contrasting and preparing subject matter inductively. Moreover, teacher must have to emphasize on making a circle of knowledge, preparing by writing and making some code of learned material for recalling further.

Al-Banna (2014) [1] explained the teaching activities with regard to educational situations. Further, he has emphasized suitable teaching plans such as brainstorming, small group case based discussion, demonstration, game, and independent study. These methods can be followed for advanced batch of students such as final year of undergraduate studies and post graduate batches.

Zohud (2015) [54] has ascertained the four actions need to be incorporated under teaching strategy. These are reading, writing, listening and speaking on a particular topic of discussion. The author has divided the teaching strategies in traditional and nontraditional approaches. The traditional approach sees teaching as teacher dominated process where students passively listen the instructions taught. However, the nontraditional approach can be a best strategy where students get equal scope with teachers for concept analysis, creative problem solving and concept mapping. It further enhances student attentiveness.

Following this line of thinking by these authors, a teacher must have to gain complete govern on the subject matter and must be using flexible thought process during teaching. A teacher must engage in homework for learning the subject by herself or himself. Ayua (2017) [5] included lesson plan strategy in his study. Often teachers do not follow such structured procedure before teaching. In his study, the teaching strategies to be followed are setting induction, using frame of reference, using examples, and repetition taught matter in a planned way. Other strategies emphasized are stimulus variation, question driven teaching, and summary formation at the end of teaching activity. All these strategies are therefore reflecting energetic, pre-planned and complete control for subject matter on the part of a teacher.

In another research (Sarode, 2018) [34] qualities of a teacher have been emphasized. A teacher must have an engaging personality, a capacity to inspire students for achievements and have a strong rapport with students. The teaching strategies according to this author include creating a threat free environment for interaction, teaching followed by healthy competition oriented assessment, and offering students a sense of control along responsibilities. The useful teaching strategies are further divided into strategic teaching as a facilitator, demonstrator, delegator.

In another study (Kumar, A 2022) [22] teaching strategy has been conceptualized by considering teaching as a macro endeavor which depends on policies organizations have adopted as a whole. An adequate teaching activity, according to the author of this study, must respect the mutual communication between teacher and students.

The effective learning strategies have been studied in various studies by efficient educators.

- Stern (1975) [41] identified crucial learning strategies. These are.
i). Personal learning style
ii). Semantic need to gain knowledge
iii). Active, tolerant, and methodical way to learn tasks
iv). Inner urge to practise the learned task

- O'Malley and Chamot (1990) [55] gave importance to learning strategies namely.
i). Metacognitive ways
ii). Cognitive ways
iii). Social and affective ways

Metacognitive means employ selective attention and self-monitoring skills of the students. Cognitive ways are using summary, imagery and elaboration by the students while learning a task. Questioning to go deeper of the subject matter and self-talk together form the social and affective strategy. These three strategies can be used simultaneously for a particular task to learn.

Weinstein (2004) [48] emphasized skill, will and self-regulation as three core domains for learning a task. He has

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segregated important factors which contribute in enhancing learning by students. These are learning context and learning goals (skill), enabling beliefs, commitment to achieve goals, academic self-efficacy (will), and adopting a systematic approach for accomplishing an academic task (self-regulation). Flexible way of looking at learning tasks is important here. Other studies reveal striking evidences.

Weinstein and others (2010) [49] gave immense attention to three learning strategies namely rehearsal, elaboration and organization of studied materials.

Dunlosky *et al* (2013) [12] followed quite a few effective learning strategies in their study. These are.

i). Imagery about the text to be learned
ii). Self-explanation for the taught matter
iii). Interleaved practice which corresponds to a study time where multiple subject matters can be learned as per student's choices
iv). Practice testing that leads to self-testing phase where students lost initial knowledge on the subject before going in depth
v). Keyword Mnemonic to create association among learned materials
vi). Highlighting or underlining important parts of printed material
vii). Elaborative explanations for understanding truthfulness of a topic related concept
viii). Summarization
ix). Rereading
x). Distributed practice which corresponds to learning the task for longer period of time

Wegner and others (2013) [47] focused on autonomous learning. They emphasized learning strategies namely Cooperation strategies, elaboration strategies, motivational and emotional strategies, revision, organizational and control strategies. These strategies originally proposed by Mandl and Friedrich (2006) [13].

Shi (2017) [35] focused upon individual differences in utilising learning strategies.

Ignatenko (2021) [20] presented guessing game idea for strategic learning by the students in a competition oriented learning situation.

The above mentioned strategic teaching methods and learning methods have considerable importance in Undergraduate and Postgraduate pedagogy planning. Meritorious students generally take admission in government Institutions. Students from middle or lower middle and lower socioeconomic level with average grades chose government aided Institutions instead private Institutions. Students from various income families select either government institutions or private institutions. Economic flexibility influences thinking and action patterns. Therefore, in private Institutions, where tuition fee is quite high than the government or government aided Institutions, care must be taken to formulate a flexible and informative class lectures. A research data and finding oriented lecture on a topic would be more appreciated in private Institutions. Whereas, government or government aided Institutions receive students primarily from lower middle economic sections. An empathetic attitude on the part of Teachers during coordinating a lecture may grab more attention here. A sole and precise focus on topic of lecture will help students in this case. A remedial class plan after actual teaching hours will help these students. Often it is the context that economic backwardness is associated with lower educational achievement in the parents of these students. An

extra effort should be executed by government teachers which will be unique one.

Now, for UG and PG levels, separate pedagogical plans may be ascertained irrespective of nature of Institutions. PG classes in any subject must incorporate use of technology mediated lectures, guest lectures, showing video or movie on topic from syllabus, conducting short researches and publications of them. The syllabus must be made detailed with current topics found in decade long researches. Students need to follow research oriented topic materials along textbooks. The UG class lectures need to be made more structured and precise in nature. PowerPoint presentations can be given along teaching from textbooks. Language skills must be enhanced in UG students. The medium of language should be ascertained in students and any difficulties need to be addressed. Frequent class tests are best way to motivate UG students in studies.

Irrespective of level of education (UG or PG) teachers must follow delivering lectures primarily in English language along languages students are comfortable in listening the topics. However, for students who face language issues, must be encouraged to follow books of lower grades on the subjects in languages they feel comfortable. This can be followed for students who chooses a different core subject than high school subjects.

In order to reduce stress and anxiety in students beyond school grades, frequent personalized counseling and psychotherapists can help. In classroom situation Progressive Muscle Relaxation, Yoga Nidra steps and Rational Emotive Training can be designed to support cognitive and emotional issues in students. Students must be equipped with capacity for optimum concentration, zeal and grit.

Live teaching app, Virtual Reality classroom technologies used in USA and China may be followed. Every higher educational institution needs financial support for implementing it without hiking tuition fees for students. Offline classes of shorter duration, proper lesson plan and short tests may help for face to face teaching.

Teachers must be given healthy time for rest, family interaction and academic progression. Work policies must include human aspects.

Khanna (2016) [21] showed by a study that performances of employees are not influenced by age factor. Literatures summarized by this empirical study focused upon several aspects of performance appraisal namely character rules, job values, job environment, and job characteristics. Performance appraisal and job satisfaction are closely associated as supported by this study.

Rajni (2022) [32] in his theoretical paper discussed on hygiene factors responsible for job satisfaction. Herzberg's two factor theory on hygiene factors is important to understand teacher's performance and stay on the job specially in private universities of India. The administrative policies, salary, working atmosphere in terms of physical aspects are crucial hygiene factors for a suitable pedagogical application for enriched student's performances.

Bruner (1966) [7] suggested an optimal sequence for presenting teaching materials to the students. Moreover, this sequence used for instruction is crucial for further cognitive processes to take place under the teaching learning process. He has also spoken about three modes of presentation of to be taught materials for teaching. Enactive, iconic and symbolic sequences can help students according to him. A concrete learning can be supported first and abstract learning at the

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end. Starting with action function, next is image formation and last is expression through language.

Recent guidelines of UGC on examination of higher education has been prioritized. Students can write examination answers in local languages. The current research article has additionally prioritized the National Curriculum Framework or NCF guidelines for school education which aims to improve multi language skills in Indian students. This approach must have to be followed in cases of higher degrees. National Education Policy 2020 has been supported in this current research. These are evolving areas and a further process for thorough implementations is required.

An optimal assessment must include student's capacity to evaluate and guide own learning, formal and informal feedback, easy and complex assessment tasks, and confidence boosting activities (McDowell *et al*, 2009) [27]. Dolan and others (2013) [11] investigated the importance of self-organized learning environments in school students. This framework can be helpful for students in higher education. Gordon (?) has emphasized inner self control based discipline for educational achievements. The concepts he has given are useful in promoting good learning behaviors in Postgraduate students. Using I messages by the teacher in class, collaborative rule setting along students, participatory classroom management, and a posture of listening along understanding instead sending along assertive are wise ways to deal higher batches of students.

Conclusion

In this research article teaching learning process in the context of higher education in India has been discussed. Relevant tactics are included which are found suitable. A special inclusion has been made to understand pedagogical advancement as determined by Industrial Organizational behavior. Institutional work atmosphere or organizational climate may influence teaching learning procedure to a greater extent. Teaching is responsible profession. Every teacher needs to be honest in dealing students. Any unhealthy circumstances a teacher faces in institutional teaching must be discussed in a morally responsible manner with significant others. Teacher recruitment process must be nonjudgmental from a teacher's side. Merit and teaching ability must be demonstrated during recruitment process. Teachers play important role in pedagogical process. Therefore, disciplinary actions must be applied on teachers by higher Authority with valid proof and with empathetic attitude.

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