Chapter – I

THEORETICAL AND CONCEPTUAL FRAMEWORK

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character is the goal of true education”

– Martin Luther King, Jr.

The prime responsibility of the society is to educate every young person to meet the challenges of the future. The young persons of future India will face all types of challenge in scientific, technological, economical, social, political and cultural. The knowledge based society is an important factor since the scope of education and learning is increasing. Hence the need to focus on quality in education is being given more weightage. Particularly, education in India is not only considered for improvement of the country’s economy but also to concentrate on and take effort to make a modernised and democratic nation. Unfortunately, higher education in India, both in quality and quantity is under debate.

Quality education is given by competent training college teachers. They have an important role in providing a quality education to face the future with a sense of purpose and responsibility. They naturally have the responsibility of shaping the future society. Jamani (2007) says that the quality and the level of excellence in education depend upon the quality and competence of teachers. Teachers’ performance basically depends on their
professional competencies although their commitment to job and relationship with others are also important in this regard.

The American commission on teacher education rightly observes: “The quality of a nation depends upon the quality of its citizens. The qualities of its citizens depend not exclusively, but in critical measure, upon the quality of their education; the quality of their education depends more than upon any single factor, upon the quality of their teacher”. To make our student teachers competent and efficient has always been the target of training college teachers. The quality of education is a direct outcome of the quality of teachers and the teacher education system. Teachers are in need of continual education so that they can deal with the changes cropping up in the society.

“Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work which they can be fully effective” (Kothari Education Commission, 1964-66).

1.1 TEACHER EDUCATION

Teacher education is considered one of the integral parts of the education system. The National Council for Teacher Education was
established by an Act of Parliament in 1993 for the purpose of improving the quality education at school level in general and teacher education in particular. It states that teacher education means a programme which prepares the students to teach at Pre-Primary, Primary, Secondary, Higher Secondary level in schools. According to Goods Dictionary of Education, teacher education means all the formal and non formal activities and experiences that help to qualify a person to take responsibilities more effectively.

Teacher education is concerned with aspects such as, who (Training college teachers), whom (student teachers), what (Content) and how (Teaching strategy). Teacher education is dependent upon the quality of training college teachers. They are responsible for the development of teaching skills, proficiency and competence of prospective teachers. This would enable and empower them to meet the requirements of the profession and face the challenges therein.

Teachers are torch bearers in expanding knowledgeable society and strengthening national integration. They not only bring knowledge but also create and disseminate newer knowledge for the benefit of future India. A teacher without teacher education can lecture well and make the students pass the examination. But neither teaching nor success in the examination is the sole objective of education. That is why, Kothari Commission report (1964-66) recommended that a sound programme of professional education
for teachers is essential for the qualitative improvement of education. Investment in teacher education can give rich dividends because the financial sources required are small when compared with the enormous improvements in the education of millions.

1.2 SIGNIFICANCE OF TEACHER TRAINING COLLEGES AND TEACHERS

In the schools established by the British, the teachers were Englishmen. Since the training of teachers did not really become established till the end of the nineteenth century in England, such training was not considered necessary for the teacher in India (Lipkin, 1970). But soon it was realized that the training for Indian teachers was important. In 1854, Wood’s Despatch suggested the formation of normal schools for the required supply of teachers. In 1882, the Hunter Commission declared that the professional training of teachers should be conducted in the best high schools under the school headmasters. In 1899, the state of Bombay began the secondary teachers’ certificate examination. In 1904, Lord Curzon insisted on the training of secondary teachers. With these developments, training colleges and normal schools began to increase gradually; but till 1947, their numbers were limited. In schools more untrained teachers were employed. After 1950, our country adopted the directive principle of universal primary education and therefore the need for trained teachers increased. Training institutes were established for elementary as well as secondary teachers.
At present, there are number of institutes in almost all the states of the country imparting instruction to prospective teachers of elementary and secondary schools. These may be classified vertically as well as horizontally.

In vertical classification, the institutes may be categorized into pre-primary, primary and secondary education. There are no training institutes exclusively meant for college or university teachers. In the horizontal classification there are 1) Colleges of education or training colleges and training schools etc. 2) Departments of education attached to Arts colleges giving training up to the B.Ed level. In a few cases, they also provide education up to B.Ed or M.Ed level. In certain departments, besides the M.Ed course, M.A in Education courses and a few diploma courses for secondary teachers are also provided.

Teacher education programme is to be taken up by teacher education institutes on national concerns and priorities. The system framework developed by NCTE aims to prepare effective teachers and to ensure quality in teacher education institutes. Teacher training colleges include teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching skills + Pedagogical theory + Professional skills.

One of the objectives of teacher training colleges is to produce efficient teachers with high qualities. So the teacher training colleges give
priority to different skills, methods, principles, definitions, ideas, techniques and help student-teachers to prepare lesson plans, take guidance for and approval of the lessons and then teach in the classroom accordingly. The lesson observer and other student teachers of the same subject also observe the lesson in the class. After taking the lesson, they discuss the lesson and in this discussion the student teachers learn more about the mistakes in their teaching and the important points in the lesson. This discussion itself is a process of learning to teach for all. This process is called teaching practice. The process of teaching practice is the “soul” of teacher training. But often its significance is neglected and only practical work is done in many colleges.

A study conducted by Fuller and Alexander (2004) indicates that students who are taught by educationally qualified teachers show better results. Berliner (2002) shows in his study that students who are taught by untrained teachers perform poorly. Fetler (1999) is of the view that teachers with short training do not perform well. But those who are fully trained and have longer experience perform well. This shows that well trained teachers can lead the future generation. The society also depends on this type of teachers. The difference between a trained and an untrained teacher lies in strategies adopted for teaching and managing the classroom environment. Only training can make a perfect teacher. The training for prospective teachers can be re-oriented, re-shaped and re-drafted to improve the overall
status of a teacher. A well trained teacher will be able to deliver quality education benefitting the future generation of the country.

All educationists have advocated the need to renovate the present system of education and to fulfil the needs and aspirations of the present society through teacher training colleges. Training college teachers are therefore the most forceful instruments for creating efficient teachers who can bring social changes and help us to establish an egalitarian society.

1.3 THEORETICAL FRAMEWORK

The theoretical framework is the structure that supports a theory of a research study. It introduces and explains why the research problem is taken for investigation. It depends on the literature reviewed. It also provides a general representation of relationships between variables which are all under the investigation.

1.3.1 TEACHING COMPETENCY

In the present situation the aim of education changes quickly depending on the demands. These demands directly affect the educational system. Teachers are directly responsible for operating the educational system so that they acquire strong and efficient professional competencies.

Competencies can be defined as “the set of knowledge, skills and experience necessary for future, which manifests in activities” (Katane,
There are two divergent approaches to defining “competencies”. In one of them, competencies denote a set of conscious, trainable skills and abilities which can make a teacher effective. In the other, competencies are addressed in the context of changeability and uniqueness of each and every educational situation and mean a repertoire of knowledge, personal features (responsibility and ethical engagement) and educational techniques (Golebniak, 1998). “Competencies are the positive combination of knowledge, ability and willingness in the availability of the individual to cope successfully and responsibly with changing situations” (Weinert, 2001).

Teacher’s competencies must be reviewed and refined only on the development of the whole life of humans through education. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the noble profession. Teacher’s competencies can be described in various ways like curriculum competencies, socio-cultural competencies, emotional competencies and communicational competencies.

Fakhra (2012) defined teachers’ competencies as knowledge and skills of teachers required for effective and quality education at the higher education level. These include a set of teaching skills that a teacher at the tertiary level needs to possess and to become an effective teacher. These are pedagogical skills, classroom management and assessment skills and research skills.
An educator’s knowledge base includes not only knowing one’s content, but also pedagogical knowledge in the context of content and application (Shulman, 1986; Darling-Hammond, 2005). Shulman (1986), who discusses three kinds of knowledge related to teaching are: content knowledge, pedagogical content knowledge and curriculum knowledge. If teaching is defined simply as a set of observable teacher behaviours that facilitate the pupil learning, the teaching competency then means an effective performance of all the observable teacher behaviours to bring about desired pupil outcomes. Teacher competency refers to teacher’s behaviour that produces intended effects (Medly & Mitzel, 1963). Thus the structure of teaching competence embraces the following three dimensions. i) Knowledge (Teachers’ cognitive abilities) ii) Performance (Teachers’ behaviour and teaching skills) iii) Consequence (Pupils’ learning outcomes).

The term teaching competency is defined by various authors. Rama (1979) defines teacher competency as the ability of a teacher as manifested through a set of overt teacher classroom behaviours which is resultant of the interaction between the presage and the product variables of teaching within a social setting. Teaching competencies is defined as “an incorporated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various teaching environments” (Wolfhagen & Vleuten, 2004:255).
In the Indian context, an effort is made to conceptualize competency based in-service teacher education for improving the quality of school education. NCERT has a document titled “Competency-based and Commitment-oriented Teacher Education for Quality School Education” (1998). In that document ten competency categories were identified in teacher education. Among them the conceptual competencies, content competencies, transactional competencies and evaluation competencies are found to be very important for teacher educators. Some of the abilities referred in the context of these competencies are as follows. (1) Conceptual competencies: Teacher understands the general meaning of learning outcomes, competency, competency statements and cluster of competencies; comprehends the difference between specifications of behavioural objectives and competency statements; understands the utility of criterion-referenced test and norm-referenced test without specific reference to a subject. (2) Content competencies: Teacher identifies facts, concepts, principles and theories in a school subject; comprehends relationships among facts, concepts, principles and theories constituting the structure of a particular school subject. Teacher identifies new developments in the subject and classifies them in terms of the structure of the subject. (3) Transactional competencies: Teacher plans the use of text books and other learning materials in the competency-based teaching-learning process; engages pupils in group learning, peer learning, individual learning and uses the
occasion for close supervision. (4) Evaluation competencies: Teacher understands the concept and importance of evaluation in the process of implementation of minimum levels of learning; plans yearly/monthly units of programmes; prepares a blue print for test; analyzes and interprets test data applying suitable methods; identifies students needing remedial teaching programmes. The first three of the above competencies are related to pedagogy, subject matter and the combination of these two. The fourth one is a part of the first competency.

1.3.2 MULTIPLE INTELLIGENCE

Intelligence is a mental ability to solve problems of a new situation in one’s life. It is the capacity of an individual to understand behaviour patterns so as to act more effectively and more carefully in critical situations than in the past. Burt viewed, “Intelligence means innate, general, cognitive ability”. Piaget viewed, “Intelligence means adaptation to the physical and social environment”. Howard Gardner viewed intelligence as “the capacity to solve problems or to fashion products that are valued in one or more cultural settings”.

The concept of multiple intelligence has recently become a popular area in education field. Students come into the classroom with different levels of intelligence such as genius, intelligent, normal and dull. They cannot be treated in the same way. This is the recognition that no two people
are alike, including how they learn (Dunn, 1996). The multiple intelligence theory will help teachers to handle and tackle these students and to guide students to choose their career. Thus, intelligence is an ability or general capacity by which a person can get knowledge and adjust with their environment.

Howard Gardner, a well-known American Psychologist and professor at Harvard University, has written a lot of books and articles on education of human mind but he is probably best known for his Theory of Multiple Intelligence. In 1983, he wrote a book called ‘Frames of Mind: The Theory of Multiple Intelligence’ (1983). In this book Gardner first proposed seven different intelligences namely verbal-linguistic, logical-mathematical, musical-rhythmic, visual-spatial, bodily-kinesthetic, interpersonal and intrapersonal. Later he added an eighth intelligence in 1995, known as naturalist intelligence. In 1999, he proposed existential intelligence and spiritual intelligence and it was proposed in the book ‘Intelligence Reframed: Multiple Intelligence for the 21st Century’.

Each intelligence has its own memory system with cerebral structures and specific contents (Gardner, 1993). Each of the intelligences is comprised of a complex set of specific skills that embody both convergent problem-solving as well as divergent thinking abilities. According to Gardner, both a biological base anchored in neuroscience research and a cultural base
anchored in anthropology and sociolinguistic research support the concept of multiple intelligence.

Many research studies related to multiple intelligence theory (Parviz and Farhady, 2012; Hajimirzayee and Abadi, 2012; Akbari and Masoomiezhad, 2012) indicate that teachers who apply multiple intelligence theory in their teaching contribute to significant differences in their students’ achievement. Teachers should plan in a way that can involve as many of the intelligences as possible because all the intelligences contribute to student achievements (Ghazi, Gilani, Shabbir and Rashid, 2011; Kornhaber and Gardner, 2006; Rettig, 2005). Certain studies have shown that teaching with multiple intelligence in learning result in many benefits. The multiple intelligence theory was not originally designed for use in a classroom application. It has been, however, widely utilized by educators and has earned numerous adaptations in a variety of educational settings.

**Multiple intelligence theory asserts that**

- All human beings possess all intelligences in varying amounts;
- Each person has a different intellectual composition;
- We can improve education by addressing the multiple intelligence of our students;
- These intelligences are located in different areas of the brain and can work either independently or together;
• These intelligences may define the human species and

• Each individual has nine intelligences (may be more to be discovered).

In teaching, multiple intelligence involves: (1) Comprehension: The teachers can recognize dominant intelligences in both himself/herself and the students (2) Application: The teacher should utilize his/her own intelligence to guide students in their learning and encourage their strengths. (3) Stimulation: The teacher should constantly stimulate students’ dominant intelligence and multiple intelligence. Some components of multiple intelligence teaching are: (1) Critical thinking (2) Passion and enthusiasm for the surrounding (3) Courage to try new things (4) Creativity and skills (5) Generosity and tolerance and (6) Keen observations (Rockwood, 2003).

In recent years, spiritual intelligence has become an important part of our lives as well as workplaces. Spirituality is considered to be one of the key factors for the success of an educational organization and the professional life of the teacher. The spiritual perspective is causing shift in the workplace values promoting cooperation rather than fear at the workplace (Labbs, 1995). Sisk (2008) mentioned that spiritual intelligence, using a multisensory approach to access one’s inner knowledge to solve global problems, could be an integrating theme to create global awareness among teachers and students. Ruiz (2005) gave amazing results about the spiritual dimension in educational leadership.
Mc Kenzie W (2005) had explained Howard Gardner’s Ten multiple intelligence and some verbs associated with the observable actions, characteristic of multiple intelligence as follows:

1. **Verbal-Linguistic Intelligence (Word Smart)** denotes well developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.

*Verbal MI verbs:* read, write, speak, tell, ask, explain, inform, convey, report, articulate, address, confer, recount, request, lecture, present, announce, narrate, debate, discuss, converse, recite, quote, describe and clarify.

2. **Mathematical-Logical Intelligence (Minds-on Smart)** is the ability to think conceptually and abstractly and the capacity to discern logical or numerical patterns.

*Logical MI verbs:* solve, resolve, question, hypothesize, theorize, scrutinize, investigate, experiment, analyze, deduce, prove, verify, decipher, determine, predict, estimate, measure, calculate, measure, calculate, quantify and simplify.

3. **Visual-Spiritual Intelligence (Picture Smart)** is the capacity to think in images and pictures, to visualize accurately and abstractly.
Visual MI verbs: observe, symbolize, draw, sketch, draft, illustrate, paint, colour, contour, outline, rearrange, design, redesign, invent, create, conceive, originate, innovate, imagine, picture, envision, visualize and pretend.

4. Bodily-Kinesthetic intelligence (Hands-on Smart) is the ability to control one’s body movements and to handle objects skilfully.

Kinesthetic MI verbs: build, construct, erect, assemble, make, manufacture, structure craft, imitate, play, perform, walk, run, jump, dance, collect, gather, compile, fashion, shape, duplicate, dissect, exercise, move, transport.

5. Musical-Rhythmic intelligence (Rhythm and tone smart) is the ability to produce and appreciate rhythm, pitch and timbre.

Musical MI verbs: listen, hear, infer, audit, note, pattern, sing, clap, chant, model, repeat, replicate, reproduce, copy, echo, imitate, impersonate, mimic, compose, harmonize, dub, rap, orchestrate and resonate.

6. Intrapersonal intelligence (Reflective Smart) is the capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.

Intrapersonal MI verbs: express, imply, support, sponsor, promote, advise, advocate, encourage, champion, justify, rationalize, characterize, defend, validate, vindicate, assess, evaluate, judge, challenge, survey and poll.
7. **Interpersonal intelligence (Cooperative Smart)** is the capacity to detect and respond appropriately to the moods, motivations and desires of others.

**Interpersonal MI verbs:** share, lead, guide, direct, help, mediate, manage, conduct, collaborate, cooperate, interview, influence, persuade, campaign, convince, compromise, role-play, improvise, ad-lib, reference and reconcile.

8. **Naturalist intelligence (Ecology Smart)** is the ability to recognize and categorize plants, animals and other objects in nature.

**Naturalist MI verbs:** sort, organize, categorize, compare, contrast, differentiate, separate, classify, detail, align, order, arrange, sequence, inventory, catalogue, group, file, index, chronicle, log, map, chart and graph.

9. **Existential intelligence (Rationale Smart)** is the sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die and how did we get here.

**Existential MI verbs:** reflect, contemplate, deliberate, ponder, summarize, synthesize, associate, relate, recapitulate, encapsulate, elaborate, appreciate, appraise, critique, evaluate, assess, speculate, explore, dream and wonder.
10. **Spiritual intelligence (Religious Smart)** is the ability to behave with compassion and wisdom while maintaining inner and outer peace regardless of the circumstances. Compassion and wisdom together form the manifestation of love.

**Spiritual MI verbs:** commune, meditate, realise, pray, illuminate, self-hypnotise, heal, liberate, guide, enlighten, seek, visualise etc.

The impact of Gardner’s theory of multiple intelligence has been tremendous. It has influenced Psychology and Education by initiating discussion on the nature of human cognition. It has showed that people can expand their levels of knowledge across a wide spectrum of abilities. Its implications for the classroom include developing the curriculum to cater to students’ strengths and changing the traditional styles of teaching to conform to a more multi-faceted approach (Chen, 2004). Gardner’s (1983) theory suggests that students will succeed if they are exposed to a broader view of education. So teachers must utilize a variety of methodologies, exercises and activities to reach all students. They should not teach just those with logical and linguistic intelligence. They should teach all with the ten intelligences.

### 1.3.3 TEACHER RESPONSIBILITY

Education is the most powerful tool which requires dedicated work and sacrifice. It is in the hands of teachers to get all the best qualities for its effective use. Every profession has its norms, responsibilities and personal
values. Particularly in the teaching profession, teachers must have responsibilities, ethics, morale, commitment, accountability and professional excellence. Teachers also have various roles to play including research, guidance, extension work and management of classrooms. Hence teachers must work responsibly to attain success in the profession.

Teachers should understand students’ needs, developmental level and instructional goals. The educators help their students to achieve high levels of learning based on student responses. Teachers must respond to students’ learning rather than simply implementing a set of strategies (Darling-Hammond & Cobb, 1996).

Teachers are expected to be positive role models for their students, both inside and outside the classroom. Rose (2005) has examined the role of educators as role models in formal and informal education. He also stressed that role models can expose groups to specific attitudes, lifestyles and outlooks. Students often see teachers as important role models on par with parents (Rose, 2005). According to Carr (2000), teachers, regardless of the subject area, have a moral role to play in education. Hence teacher candidates must be helped to examine their beliefs and values, related to teaching and learning. This forms the vision of good teaching. Their work is a central task of teacher education (Fieman-Nemser, 2001). The Ministry of Education document ‘Challenge of Education: A Policy Perspective’ (1985)
has shown, teacher performance is the most crucial input in the field of education.

The teacher has to play additional roles in various contexts. Therefore, the following 14 capabilities should be taken into consideration in the profile of the teacher: 1) inculcating the intrinsic and extrinsic values of professional competency, professional commitments and professional ethics; 2) Creating and restructuring knowledge; 3) Selecting, Organising and using learning resources; 4) Effectively transacting the curriculum, selecting and organizing educational activities and programmes for learners with special needs; 5) Using media and appropriate instructional technologies; 6) Communicating effectively and responding to the challenge of continuity and change; 7) Counselling students for personality development, adjustment and learning attainment; 8) Conducting action research and initiating innovative practices; 9) Organising students activities; 10) Inculcating a sense of value judgement, value commitment and value transmission; 11) Understanding the importance of inter-relationship between culture and education and culture and personality; 12) Fostering interest in life-long education; 13) Understanding aspiration and expectation of community, establishing mutually-supportive links between school and community and 14) Acting as a change agent for modernization and development.
1.3.4 PROFESSIONAL RELATIONSHIP

Relationships are more important to the educational experience. It is helpful to the individual influencing future relational experiences. Perry (2001), “Capacity to form and maintain relationships is the most important trait of humankind. Without it none of us would survive, learn, work or procreate” (p.32).

According to Borba (1989), “The importance of interpersonal relationships in our lives cannot be overstated. We need connectedness that we consider to be important and significant” (p.163).

Attachment theory describes the dynamics of long-term relationships between humans. It addresses how human beings respond within relationships.

Strong relationships based upon trust and cooperation of teachers with students, teachers, parents, administrator, board of education and community residents can play an important role in improving educational institutions and student performance.

1.3.4.1 TEACHER-STUDENT RELATIONSHIP

The relationship between teacher and student always plays a pivotal role in the educational process. The role of teachers is important in the perceptions of students and their relationships with students can influence the processes in the classroom.
Good and Brophy (2000), suggest that the relationship between the teacher and the student is the most significant factor in maintaining a positive classroom culture. Teachers develop ethical and caring relationships with students to promote academic success (Noddings, 1988). Bru and Thuen (1999) conclude that the positive relation between the pupils and the teachers reduces problems of behaviour in the classrooms as it increases the pupils’ academic concentration.

Researchers illustrate significant behavioural and academic improvement (Bridger & Winsor 1997) and motivation to learn (Dornbusch, 1996) when students have good and supportive relationship with teachers.

According to Fisher and Cresswell (1999), interaction with other people (students, other teacher and staff) is actually a major part of teaching. It is important to study the naturalness and quality of teacher-student relationship, as it influences the quality of their relationships (Sava, 2001).

1.3.4.2 TEACHER-TEACHER RELATIONSHIP

The teacher is expected to establish and maintain harmonious and cooperative professional relationships with all staff members. Colleagues can be a great source of support to teachers throughout the career, especially in the first few years.

Interactions with colleagues are teachers’ most valued form of professional stimulation as said by Yee (1990). Relationships are positive
among teachers who become better in their practical knowledge that
develops as they learn to reconstruct meaning in their interactions with one
another (Ayers, 1980; Casey, 1993).

It is important to have a good working relationship with colleagues in
educational institutions. Mainly, teaching can get benefit from a successful
relationship with colleagues. When an issue arises with a student or a lesson,
the teacher can discuss it with their colleagues for help and guidance.
Teachers should share ideas and techniques for improving teaching with one
another and at the same time they have to accept and give constructive
criticism.

1.3.4.3 TEACHER-PARENT RELATIONSHIP

If teachers want to become effective, they must collaborate with
parents for the success of the students. Mutual understanding and
communication are necessary to pave the way for students’ benefit.

A national study found that “one-fifth of teacher education
institutions offered no parent involvement preparation; a few colleges
include some parent involvement content in five or more courses and 79.1%
of teacher education programs offer one or more courses that include content
dealing with parent involvement” (Katz 1999, p.3).

In today’s educational field, it is important for parents and teachers to
work together to better the educational experience of the child (Grodnick,
1994). Relationship between parents and teachers is characterised by diverse agendas, expectations and priorities (Laluvein, 2007). Teachers, teacher educators and policy makers believe that family involvement is important. But little has been done to include the topic in teacher education programmes.

Furthermore, parent teacher relationships are more critical where parents and teachers come from diverse cultural and racial backgrounds (Bernhard et al., 1998). Everyone benefits from good parent-teacher relationships, but that doesn’t make them easy. Strong parent-teacher relationship enables positive student outcomes for students, such as healthy social development, high student achievement and high rates of college enrolment.

1.3.4.4 TEACHER-ADMINISTRATOR RELATIONSHIP

Teachers’ relationship with institution administrators have been researched for decades. An administrator is one who supervises and evaluates teachers in the educational institution. The administrators could be Principals, Vice Principals, Deans and educational institution-based supervisors. Relationship between a teachers and administrator includes: (a) shared responsibility to focus upon teacher growth and facilitate teacher collaboration of instructional improvement efforts (Glickman et al., 2010); (b) shared involvement in ongoing reflective inquiry by the teacher and
administrator (Gordon, 1997); and (c) administrative functions such as organizing professional learning, facilitating school improvement and motivating the staff (Pajak, 1989).

DiPaola and Hoy (2007) felt that administrators in educational institutions must address the management on teacher effectiveness. It should be based on evaluation and supervision as a collegiate process facilitating professional development that provides opportunities for teacher trust and commitment to growth. Youngs and King (2002) concluded that an important capacity building strategy for administrators is promoting trust among teachers. Educational administration is not an end in itself but it is a means to facilitate effective teaching and learning in order to have effective and excellent colleges.

1.3.4.5 TEACHER-BOARD OF EDUCATION RELATIONSHIP

Board of education means that it is an elected group of people who oversee a specific educational system. An example of a board of education is a group of administrators to supervise schools in a community. An elected body manages with delegated powers in regard to the delivery of educational services within a defined territory. A board controls an educational system or a unit of it. The board of citizens is controlling especially the elementary and secondary public-school education in a country, state, city or town. The elected council decides the educational policy in small regional areas, such
as a city or a state. It usually shares power with a larger institution, such as the government’s department of education.

National Board for Professional Teaching Standards (NBPTS), professes the five core propositions (NBPTS, 2010c):

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

During the past decade “boards and board members have often been overlooked in reform initiatives. They are the forgotten players on the education team (Usdan, 1987). Perhaps this is because boards appear to have little participation in reform efforts. This lack of attention has changed in the ‘90s.

The researchers noted, “Some school boards have developed an historical culture of board operation that is dominated by the assignment of trivial tasks to their highly trained administrators. It is this commitment that drives each board member to work through inevitable differences; to
establish procedures that guide efficient board meetings; and to communicate in an open and honest manner listening and building on each other’s contribution. This commitment is the keystone that supports these boards in effectively directing their districts through educational improvement initiatives. Boards wishing to move in this direction will need preparation for new roles (Glass, 1991) such as those described above. It will be necessary for many boards to develop new skills if they plan to involve all district staff in a significant manner (Patterson, 1993). Board members bring a range of skills, abilities and experiences because each has different needs (Hoelscher, 1993, p.36).

1.3.4.6 TEACHER- COMMUNITY RELATIONSHIP

A community is a social unit of any size that shares common values. Prospective teachers need to know about the community in the initial years of teacher preparation; so training college teachers should give ideas of why, when and how to facilitate links to the community.

The New South Wales Institute of Teachers’ Professional Teaching Standards states that teachers should be actively-engaged members of their profession and of the wider community by communicating and engaging and making connections with the community (NSW Institute of Teachers, 2005, p.17). Establishing genuine connections that are long-lasting and meaningful between universities and the community is beneficial to both universities
and members of the community (Bartlett, 1995; Reardon, 1999). Community relationships in educational settings promote positive outcomes for children (Kamara, 2007). The findings support other researches suggesting that teachers and teacher education programmes need to be responsive to communities and families. That will facilitate the best outcomes for children and families (Dockett & Perry, 2008).

Recent research outcomes also confirms a need to prepare teachers, particularly working with poor urban communities, on how to establish more authentic relationships that will lead to increased family and community involvement and student success (Henderson & Mapp, 2002; Henderson et al., 2007; Ingram, 2007; Jeynes, 2003; McWayne, Hampton, Fantuzzo, Cohen & Sekino, 2004; Sheldon, 2007). The correlation among effective teacher, family and community relations guarantees students’ success. Researchers Delgado-Gaitan (2007) and Epstein (2006) argue that teacher preparation programmes must deliberately focus on how teacher credential candidates understand school, family and community partnerships.

1.4 CONCEPTUAL FRAMEWORK

A conceptual framework is the researcher’s view on how the research problem will have to be explored. This is based on the theoretical framework, which lies on a much broader scale of resolution. It gives a specific direction by which the research work will have to proceed.
1.4.1 TEACHING COMPETENCY OF PROFESSIONAL EDUCATORS

Teacher educators are defined as people “who provide instruction or who give guidance and support to student teachers and who thus render a substantial contribution to the development of students into competent teachers” (Koster et al., 2005. P.157). Today’s knowledge societies demand high quality education. No doubt that quality in teaching and education is given only by competent teachers. They are responsible for the quality of teachers and of education.

Teachers’ competencies lie behind quality in teaching and education. In training colleges, teaching competency is the key to ensure that all teachers are working towards a certain standard. The performance of the training college teachers is revealed in the performance of their student teachers. In this context, researchers have identified the components involved in enhancing teaching competency from the theoretical framework. One cannot identify them all, but may enumerate which ones are most important. Many studies support that teaching competency comes under four dimensions. They are: content knowledge, teaching skill, attitude and classroom management.

1.4.1.1 Content Knowledge

Teaching is a complex process and it requires many kinds of specialized knowledge. Among them content knowledge is essential.
Content knowledge is teachers’ knowledge about the subject matter to be learned or taught. To teach all student teachers in accordance with present standards, training college teachers need to understand the subject matter deeply. Then only they can help students to create new teaching methods and teaching aids and relate one idea to another.

Content knowledge can be classified into two categories: pedagogical content knowledge and technological content knowledge.

Pedagogical content knowledge is teachers’ knowledge about the methods of teaching and learning. It includes knowledge about methods used in teaching, the nature of the student teachers and strategies for evaluating student teachers’ understanding. Technological content knowledge is an understanding of how teaching and learning can change when particular technologies are used in specific ways. They must also have a capability to adapt themselves to changing technologies.

1.4.1.2 Teaching Skill

Teaching skill is defined as a group of teaching activities intended to facilitate students’ learning directly or indirectly. Its function is to impart knowledge and develop understanding. The teaching skills ensure competency in teaching, make the class interesting and enable the teacher to develop confidence in teaching and the learner in learning. They are also useful in understanding individual differences in the learning of the students.
In the present scenario, the teachers must possess excellent communication skill to explain the subject matter in different ways to students who have diverse learning abilities. Collaborative skills enable them to work productively with their colleagues. Training college teachers must know what to teach, when to teach and how to teach. This skill can make teaching smooth and effective.

1.4.1.3 Teaching Attitude

Teacher education is a professional preparation of a person to accomplish the work of a teacher successfully. It is apt to make a mention of Prof. Humayun Kabir’s observation that with a good teacher even the worst system can be largely overcome. This shows that teachers are not only improving the knowledge but also acting with healthy professional attitudes. The present trends and concerns of teacher education in India expect something more from the prospective teachers. This will influence their teaching competency and create positive attitude in their student teachers towards the teaching-learning process.

1.4.1.4 Classroom Management

Classroom management is a key component in any educational setting. It is essential to create a conducive learning environment. The success of teaching-learning process depends on the ability of teachers to manage the classrooms and control the behaviour of their students.
Classroom management can be classified into two aspects such as physical environment and management of the students.

An uncomfortable physical environment can lead to a lack of concentration of students and create disruptive behaviours in the classroom. So, the teacher must concentrate on spatial structure of the classroom and seating arrangement of students in the classroom. This makes the classroom pleasant, safe and comfortable to teaching and learning.

The second aspect of classroom management is the management of students. It includes controlling students’ behaviour and management of interaction with and within the students. Students’ behaviour is controlled with help of giving rewards and punishments. The students’ interaction is managed with help of whole-class work, group work, pair work and individual work.

1.4.2 MULTIPLE INTELLIGENCE IN TEACHING

Now a days, to manage diverse students’ activities in higher education classes, is a challenge. One student’s weakness may be another student’s strength. So, training college teachers must be aware of various cognitive and educational psychology studies particularly in individual differences, learning styles and multiple intelligence. This will be helpful to teachers to modify their teaching strategies according to students’ learning styles. Therefore, teachers need to create an effective learning environment
which enables student teachers to develop skills for problem solving and learning throughout their careers.

Gardner’s (1983) multiple intelligence theory has numerous classroom applications. It enables the teacher to diversify instruction, aids the students in becoming empowered and helps them to understand themselves and others better.

**There are three main reasons for understanding multiple intelligence:**

1. Teachers can extend their teaching with all the intelligences and teach in ways that help students to develop strength in all the intelligences.

2. The curriculum can be implemented to give value and status to all the intelligences (not just verbal-linguistic and logical-mathematical).

3. Every student’s ability can be validated by recognizing their unique pattern of intelligences.

Training college teachers should exert more responsibility in effective teaching. They train the students in lesson-plan writing, micro teaching, teaching aid making, how to handle the students in the school, etc. In each of these, multiple intelligence is involved; especially, with regard to teaching aids.

Researcher has demonstrated how all these ten intelligences can be involved in teaching activities. An outline for making use of the ten intelligences in teaching is given below:
Example: In teacher training colleges, teaching how to make various teaching aids is a challenge. It demands hands-on working and creative thinking. Many of the students who take the course are not strong in the areas of bodily-kinesthetic and visual-spatial but the teacher must appreciate that they are bright and capable persons in other areas.

**Verbal-Linguistic Intelligence**

Linguistic intelligence is displayed in the demonstration of strengths in language use (e.g., listening, speaking, reading and writing). Making of good teaching aids is not easy; it requires many skills. So, teachers should refer to many books and take hints for developing teaching aids appropriate to the concepts. Then they explain the concept using the teaching aid in a clear tone and clean pronunciation for the understanding of the students.

**Logical-Mathematical Intelligence**

Logical-Mathematical intelligence is the ability to understand the concepts and principles of numerical systems. The teachers have to rectify the defects that may be in the working models. They should be aware of the number of teaching aids required for each and every lesson.

**Visual-Spatial Intelligence**

Visual-spatial intelligence is the ability to visualize and imagine things in the mind. Teachers should keep the teaching aids in the classroom itself for the perusal of students now and then.
**Bodily-Kinesthetic Intelligence**

Bodily-kinesthetic intelligence is the ability to control body movements and handle objects skilfully. Teachers should make the teaching aids with their own hands and demonstrate to the learners how to prepare them. At the time of demonstration they use gestures to explain the concepts to the students.

**Musical-Rhythmic Intelligence**

Teachers have to prepare teaching aids which make sound so as to attract the attention of the students.

**Interpersonal Intelligence**

Interpersonal intelligence is the ability to relate to and understand others. The teacher divides the students into groups and gives a topic to each group to discuss and share their ideas for developing teaching aids. They may also discuss with other teachers and get new ideas from them.

**Intrapersonal Intelligence**

Intrapersonal intelligence is the ability to self-reflect and be aware of one’s inner state of being. Teachers have to allow the students to express their ideas freely. Besides, teachers have to motivate the students to prepare teaching aids by themselves.
Naturalist Intelligence

Naturalist intelligence is the ability to understand and manipulate the environment and also ability to discriminate among living things and appreciate the features of the natural world. Teachers must be careful while preparing teaching aids, since the teaching aids are to be prepared without affecting the environment. They have to ensure that the students are also preparing pollution-free teaching aids.

Existential Intelligence

Existential intelligence is the individual’s ability to ponder fundamental questions about life, death and existence. Teachers can prepare apt teaching aids to teach the concepts. Each teaching aid should have a rationale.

Spiritual Intelligence

Teachers may help poor students to prepare teaching aids by providing financial assistance. They may also help slow learners by concentrating more on their studies.

Multiple intelligence theory insists teaching the subject to understand the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to make things, understanding ourselves and interaction with others. Hence training college
teachers should make use of their well-developed intelligences in their teaching and thus help the student teachers to learn according to their intellectual strengths and weaknesses.

1.4.3 RESPONSIBILITIES OF A TEACHER

Training college teachers can be called teachers of teachers. A teacher not only educates students, but also helps them to grow and develop as human beings. An effective teacher is not only skilful in promoting learning but also is a model of ethical behaviour. Teachers should act with professional ethics, commitment and accountability in each and every action.

Teacher education as a man-making process starts from infancy and continues uninterrupted up to adulthood. It is due to the fact that teacher education is a composite responsibility of the entire teaching community, that different individuals are engaged in different stages of teacher education.

Training college teachers should understand their role instead of simply criticizing the system under the NCTE. Today, privatization rules the educational system and they cannot deny it. A large number of students are enrolled to get degree and diploma in teacher education. The high enrolment does not entail quality. It fulfils the aspiration for higher education only. The Indian society is facing many problems with the activities of school pupils,
sex oriented problems even at primary stage and unsupporting parents in students’ learning. In teacher education, teachers do not teach their students how to solve the school related problems. One of the aims of teacher education is to develop problem-solving skills rather than imparting knowledge alone. Training college teachers are responsible for guiding the student teachers to tackle the problems and give them knowledge to find workable solutions for them.

Hence training college teachers should work with a vision and extend a helping hand to the NCTE rather than criticizing or finding faults with the apex body of teacher education. One of the objectives of the NCTE is to produce quality teachers. Because the NCTE only depends on the services rendered by teacher educators employed in colleges and universities, training college teachers should realize their responsibilities and help produce quality teachers for schools.

1.4.4 PROFESSIONAL RELATIONSHIP FOR PROFESSIONAL DEVELOPMENT

In the 21st century, training college teachers must possess special knowledge and skills. They should meet today’s challenges with understanding and competencies to work with diverse people. To maintain productive professional relationships with the people is not a simple matter. In the present situation it is unavoidable too. It will enhance the teaching-learning process. Teachers ought to maintain good relationship with
students, colleagues, parents, administrators, board of Education and the community. It is essential for their profession. According to numerous surveys, approximately 85% of our success in life is directly attributable to our communication and relationship-building skills. Most of the teachers do not realize the significance of communication with others.

Relationship-building and maintaining are related in pedagogy. Teachers can have a relationship with students through effective strategies, which help teachers to manage the classroom effectively and efficiently and to maintain discipline. For many students, their successes or failures are largely dependent upon their relationship with teachers.

Relationship among teachers is essential for professional success. The staffroom is much more than just a place for tea and biscuits. It provides facility to make friends and share things. Colleagues can provide feedback to one another and give ideas for successful teaching. It gives impact to working styles. Hence training college teachers ought to avoid gossip, be open-minded and try to understand the feelings of colleagues. It leads to a better working environment.

Parent-teacher relationship provides an opportunity for students to reach their maximum potential both in the classroom and outside the classroom. Parents have deep knowledge about their children’s personality, learning methods, interests and their weaknesses. Teachers should try utilizing this knowledge of parents for understanding the students. So
teachers should invite the parents to Parent-Teacher Association meetings and college functions and inform them of their student’s achievements. The teachers may pick three to four students per week and contact their parents with something positive. This may lead to good parent-teacher relationship.

The administration is different from one institution to another institution. Some administrators follow strict rules and regulations. The teacher finds it difficult to adapt the situation when the management changes. At that time teachers and administrators need to work together to create a happy and healthy organizational culture. If teachers have good relationship with administrators it will help them when making a request for a transfer, special leave or permission for a student event or field trip. Administrators also should cooperate with teachers to improve their educational qualifications. This will give job satisfaction for both.

Teaching gives a chance to serve our nation. According to teacher education NCTE, NCERT, NAAC, UGC and SCERT and other educational agencies are called boards of education. Training college teachers cannot directly contact them. But they can communicate and make relationship through seminars, conferences, workshops, in-service programmes and other educational activities organized by them. Through this programmes teachers can suggest and give ideas for policy making and educational reforms. Further teachers can invite board members to college functions.
Basically community means a group of people coming together to share their values and interests. Communities play an important role in the development of a nation. They provide a platform for people to come and exchange various ideas and experiences which facilitate holistic development of the society. Teachers are not only responsible for teaching the students and also inculcating social values in them. So teachers have to conduct social awareness programmes, participate in community meetings and share their ideas for social welfare and organize educational programmes in rural areas through their student teachers. These will lead to a cordial relationship with the community.

Building and maintaining relationship with others is to avoid problems rather than solving them. Professional relationship is an essential component in the teaching-learning process. Unfortunately, this skill does not come easy for some of us. It requires practice, understanding capacity and adjustment with others. This relationship earns respect from others and support for working together towards a positive outcome.

1.5 NEED FOR AND SIGNIFICANCE OF THE STUDY

Excellence in Education is the need of the hour. The number of teachers produced at different levels is gradually increasing to meet the demands of education. The whole process of education is shaped and moulded by the human personality called teacher, who plays a pivotal role in
any system of education. Teachers produce the future architects of the
nation. Particularly training college teachers should carefully mould the
future teachers with all development components by their teaching
competency. The preparation of such an important functionary must
conceivably get major priority. Teachers are expected to use the best
practices and strategies to meet the challenging demands of their career.

Now a days creating interest in learning among students is vital. So, first
of all, teachers have to understand students’ nature and use a variety of
teaching methods in the classroom. This is possible when teachers use their
multiple intelligence. For that teachers should share ideas among themselves
and get help from others. So they have to maintain cordial relationship with
students and others. These are possible when teachers realize their
professional responsibilities to mould the prospective teachers. Then we can
ensure growth of the nation. In this context the investigator considers
multiple intelligence, teacher responsibility and professional relationship are
more influencing upon teaching competency.

Teaching is not only conveying subject matters but also inculcate
social values. So, training college teachers should use their effective
teaching competency by utilizing their multiple intelligence, responsibility
and professional relationship for preparing prospective teachers.
The researcher feels that the future of the nation lies in the hands of the teachers. They are responsible for moulding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have a positive attitude towards the students and only if they are truly committed to their profession.

1.6 STATEMENT OF THE PROBLEM

Quest for quality is the characteristic of human civilization. It is the driving force behind human beings. Teacher quality, which is more related to their teaching, is considered the main part of educational innovations. In the past, teaching was centred on the teacher only. Now a days teaching has gone beyond traditional classroom instruction. Today, it is changed to be learner-centred. Learning objectives are remoulded into curricular statements. Lecture method has become activity-oriented. Competent teachers only survive in this world with their knowledge and skills.

Out of the personal experience of the researcher, while observing classes, it was discovered that some trainees are competent in their subject but they fail in classroom teaching and management. In such a situation, teacher-trainees are to undergo rigorous training to develop their capacity in the teaching profession and enrich their pedagogy skills. Then only they can cope with the emerging changes in the field of education. This can be made possible only by the training college teachers who are playing a key role in
educating prospective teachers. If they possess effective teaching competency they can produce well equipped teachers. Teaching competency is not a single factor, but many variables influence it. In recent years, multiple intelligence, teacher responsibility and professional relationship are more influential on teaching competency. Hence the researcher feels that the above-said variables can influence the teaching competency of training college teachers to a great extent.

Reviewing the previous studies conducted both inside and outside India, no research work was carried out by taking these variables in this geographical area. So the researcher intended to study the teaching competency of training college teachers. Hence, the problem chosen for the present study is entitled as **“A Study on the Influence of Multiple Intelligence, Teacher Responsibility and Professional Relationship upon Teaching Competency of Training College Teachers”**.

1.7 OPERATIONAL DEFINITIONS

➢ **TEACHING COMPETENCY**

‘Teaching competency’ refers to the set of content knowledge, teaching skill, attitude and classroom management possessed by the training college teachers and bring it to the teaching situation effectively as perceived by them.
➤ **MULTIPLE INTELLIGENCE**

‘Multiple intelligence’ refers to the ability of the teacher to use Verbal Linguistic Intelligence, Logical Mathematical Intelligence, Visual Spatial Intelligence, Bodily Kinaesthetic Intelligence, Musical Rhythmic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence, Existential and Spiritual Intelligence by which training college teachers enhance their teaching competency level thereby improving the quality of student teachers.

➤ **TEACHER RESPONSIBILITY**

‘Teacher responsibility’ refers to the duties of a teacher to mould the student teachers into effective teachers and to make them good citizens.

➤ **PROFESSIONAL RELATIONSHIP**

‘Professional relationship’ refers to the relationship to improve oneself and students’ educational growth through developing an understanding the students, colleagues, parents, administrators, board of education and community.

➤ **TRAINING COLLEGE TEACHERS**

In this study training college teachers refers to those who are taking classes for D.T.Ed and B.Ed students are called training college teachers.
1.8 OBJECTIVES OF THE STUDY

After a deep analysis of the review of related studies, demographic variables were selected to fill in the research gap in this area. Based on this, the following objectives are framed for the present investigation:

1. To study the level of teaching competency of training college teachers.
2. To study the level of multiple intelligence of training college teachers.
3. To study the level of teacher responsibility of training college teachers.
4. To study the level of professional relationship of training college teachers.
5. To find out whether there is any significant difference in teaching competency of training college teachers with respect to the following sub samples,
   a. Gender : Male / Female
   b. Type of college : Government/Govt-aided/Private
   c. Major subject : Language/Science/Arts
   d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
   e. Classes handled : D.T.Ed / B.Ed
   f. Years of experience : Below 5years/5-10years/above10years
6. To find out whether there is any significant difference in multiple intelligence of training college teachers with respect to the following sub samples,
a. Gender : Male / Female
b. Type of college : Government/Govt-aided/Private
c. Major subject : Language/Science/Arts
d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
e. Classes handled : D.T.Ed / B.Ed
f. Years of experience : Below 5years/5-10years/above10years

7. To find out whether there is any significant difference in teacher responsibility of training college teachers with respect to the following sub samples,

a. Gender : Male / Female
b. Type of college : Government/Govt-aided/Private
c. Major subject : Language/Science/Arts
d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
e. Classes handled : D.T.Ed / B.Ed
f. Years of experience : Below 5years/5-10years/above10years

8. To find out whether there is any significant difference in professional relationship of training college teachers with respect to the following sub samples,

a. Gender : Male / Female
b. Type of college : Government/Govt-aided/Private
c. Major subject : Language/Science/Arts
d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
e. Classes handled : D.T.Ed / B.Ed
f. Years of experience : Below 5years/5-10years/above10years
9. To find out whether there is any significant relationship between teaching competency and multiple intelligence of training college teachers of the entire and various sub-samples.

10. To find out whether there is any significant relationship between teaching competency and teacher responsibility of training college teachers of the entire and various sub-samples.

11. To find out whether there is any significant relationship between teaching competency and professional relationship of training college teachers of the entire and various sub-samples.

12. To find out the extent of contribution of different independent variables namely multiple intelligence, teacher responsibility and professional relationship towards the dependent variable, namely, teaching competency.

1.9. HYPOTHESES OF THE STUDY

1. The level of teaching competency among training college teachers is average.

2. The level of multiple intelligence among training college teachers is average.

3. The level of teacher responsibility among training college teachers is average.

4. The level of professional relationship among training college teachers is average.
5. There is **no significant difference** between the following sub samples with respect to teaching competency among training college teachers.
   a. Gender : Male / Female
   b. Type of college : Government/Govt-aided/Private
   c. Major subject : Language/Science/Arts
   d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
   e. Classes handled : D.T.Ed / B.Ed
   f. Years of experience : Below 5years/5-10years/above10years

6. There is **no significant difference** between the following sub samples with respect to multiple intelligence among training college teachers.
   a. Gender : Male / Female
   b. Type of college : Government/Govt-aided/Private
   c. Major subject : Language/Science/Arts
   d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
   e. Classes handled : D.T.Ed / B.Ed
   f. Years of experience : Below 5years/5-10years/above10years

7. There is **no significant difference** between the following sub samples with respect to teacher responsibility among training college teachers.
   a. Gender : Male / Female
   b. Type of college : Government/Govt-aided/Private
   c. Major subject : Language/Science/Arts
   d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
   e. Classes handled : D.T.Ed / B.Ed
   f. Years of experience : Below 5years/5-10years/above10years
8. There is **no significant difference** between the following sub samples with respect to professional relationship among training college teachers.

   a. Gender : Male / Female  
   b. Type of college : Government/Govt-aided/Private  
   c. Major subject : Language/Science/Arts  
   d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education  
   e. Classes handled : D.T.Ed / B.Ed  
   f. Years of experience : Below 5years/5-10years/above10years  

9. There is **no relationship exists** between teaching competency and multiple intelligence of training college teachers of the entire and sub-samples.

10. There is **no relationship exists** between teaching competency and teacher responsibility of training college teachers of the entire and sub-samples.

11. There is **no relationship exists** between teaching competency and professional relationship of training college teachers of the entire and sub-samples.

12. The contribution of independent variables and other variables upon the dependent variable, namely, teaching competency is **significant**.

**1.10 VARIABLES OF THE STUDY**

In the present investigation one dependent variable and three independent variables are used to carry out this study.
I. MAIN VARIABLES

Dependent Variable : Teaching Competency

Independent Variables : Multiple Intelligence
Teacher Responsibility
Professional Relationship

II. OTHER VARIABLES BASED ON SAMPLE

a. Gender : Male / Female
b. Type of college : Government/Govt-aided/Private
c. Major subject : Language/Science/Arts
d. Professional qualification : M.Ed/M.Phil in Education/Ph.D in Education
e. Classes handled : D.T.Ed / B.Ed
f. Years of experience : Below 5years/5-10years/above 10years

1.11 BRIEF RESUME OF THE SUCCEEDING CHAPTERS

In chapter II, a review of the studies related to the present investigation carried out both in India and abroad has been done.

The theoretical bases underlying the construction of the various tools used in the study, the steps involved in their construction, a brief description of each one of them and the details of administration are all outlined in chapter III.
Chapter IV, gives the analysis and interpretation of data obtained by administrating the various tools of this study.

In Chapter V, the major findings of present investigation and suggestions for future research in this area are given.

Bibliography follows chapter V.

Appendices containing the copies of the tools used follow bibliography.