CHAPTER – III

CONCEPTUAL FRAME WORK

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CHAPTER-III

CONCEPTUAL FRAME WORK

Conceptual Framework is a group of concepts that are broadly defined and systematically organized to provide a focus, a rationale, and a tool for the integration and interpretation of information. Usually expressed abstractly through world models, a conceptual frame work is the conceptual basis for many theories. Conceptual framework also provides a foundation and organization for the study. In the present study Quality Indicators is the independent variable and Teaching Competence of B.Ed students is the dependent variable. The review of related literature has demonstrated through empirical studies about the variables. The literature sources gave a clear picture of the variables which are described in this chapter.

3.1. QUALITY IN EDUCATION

Quality has a variety of contradictory meanings. As Naomi Pfeffer and Anna Coote have observed in their discussion of quality in the welfare services ‘Quality’ is a slippery concept. It implies different things to different people. Everyone is in favor of providing quality education. The arguments start because there is a lack of agreement as to what it means. It is, therefore, necessary to have a clear understanding of the various meanings of quality otherwise there is a danger that it becomes a mere catchphrase, a world with high moral tone but little practical value. Understanding of the diverse meanings of quality is a necessary starting point for the discussion of Total Quality Management (TQM).

A possible reason for the enigmatic nature of quality is that it is a dynamic idea. The emotional and moral force which quality possesses makes it a difficult idea to tie down. There is the danger that much of its vitality can be lost if it is subjected to too much academic analysis. Westley and Mintzberg make the point that this happens to many important concepts which are freely
used in practical settings. A strange process seems to occur as concepts such as culture and charisma and we can add quality move from practice to academic research. Loosely used in practice, these concepts, as they enter academia become subjected to a concerted effort to force them properly scientific. In the process they seem to lose emotional resonance, no longer expressing the reality that practitioners tried to capture. Quality is a dynamic idea and exact definitions are not particularly helpful. However, its range of meanings does cause confusion. Important practical consequences flow from these different meanings. For this reason they need discussion. Good qualities teach education programme produces high-quality students of education. Quality Education is fundamental to national development, become school supply the largest single human resources of the lower end of the human resources hierarchy. Further, school education feeds higher and professional education without quality education professional education cannot achieve quality (NCTE-2009).

The issue of quality is an inalienable aspect of any educational policy discourse. However, the concept eludes a consensus definition, despite an agreement on the need to achieve it. The concept of quality is changing with developments in educational theory and practice, trying to keep pace with changing educational needs and aspirations of people. In the era of globalization, as governments focus more and more on developing skills and capabilities of their human resources, there is a need to ascertain how different governments and educational providers understand ‘quality’ and attempt to attain it in their educational regimes. One also needs to know where they stand vis-à-vis one another so that policy lessons can be drawn. This calls for a comparative study of the quality of education in various countries. Such studies are few in number due to issues of time, finance and cross-country coordination involved in the enterprise.

The term ‘quality education’ conveys multiple meanings due to its relative nature. Dhankar (2002) has examined the notion of ‘Child-centered MLL-Oriented’ (CMO) notion of quality inherent in the District Primary
Education Programme then run in India. Ruling out the CMO model which includes child-centered methods, multilevel/multigrade teaching and Minimum Levels of Learning (MLL), Dhankar suggests an alternative framework which constitutes interconnected aspects like curriculum, pedagogy, school organization and evaluation. Quality is related to the content and process of education, i.e. classroom processes, textbooks and materials used, and teacher training. Factors like community participation, monitoring, evaluation, school building are also important indicators of school quality, but are secondary.

A framework for quality can also be advocated in Kumar (2005) where goals of education are seen to be in direct link with the capacity of the system to reform itself with the coming of new practices. Quality in education as stated by Agarwal, et al., (1995) depends on

(i) Reliability: the ability to impart knowledge dependably and accurately,

(ii) Responsiveness: willingness to help students and provide prompt guidance,

(iii) Tangibles: physical facilities, laboratory equipment,

(iv) Assurance: knowledge and courtesy of faculty and their ability to convey trust and confidence and

(v) Empathy: caring, individualized attention to students. Power (2002) tells us that the notion of quality is a matter of location and perception.

While discussing quality, students may focus on facilities provided, teachers on the teaching-learning process, management and parents on the scores or grades achieved by pupils, and the prospective employers on the nature of output. According to UNESCO chief Koichiro Matsuura (2005), the way societies define the purpose of education illustrates what quality is. Two objectives must be fulfilled-cognitive development of learners and cultivating
creative and emotional growth of learners which helps them imbibe values and
attitudes for conscientious citizenship. Moreover, quality should provide for
equity whereby there is no bias against any group in an education system.

3.2. QUALITY: MEANING AND DEFINITIONS

‘Quality is a much-debated term. To some it is like ‘beauty’ that lies in
the eye of the beholder! Those who believe in this are ‘objectivists’. The
word quality comes from the Latin word quails meaning ‘what kind of ’. With
a variety of meanings and connotations, it has been referred to as a ‘slippery

Quality is typically conceptualized as the features of environment and
experience that are presumed to be beneficial to the children’s development
and well being. (Retas & Kwan, 2000). According to Farago (1994) quality
should be seen from a holistic point of view where all aspects, processes and
structural terms, are included (Anderson, 1999). Hagekull and Bohlin (1995)
concur that quality is a multidimensional construct (cited in Hayes, A (2000)
Early childhood services and the “wealth’ of nations: From a precious past to a
pre-eminant future, encompassing the physical environment, social policy,
educational curriculum, staff training, child/staff rations, group sizes and
interpersonal relations. (McGurk et al., 1993; Ochiltree, 1994: Scarr, 1993)
O’Brein, (2001) on a recent NICHD study on quality child care points to these
characteristic of quality -how providers interact with children, kind of learning
environments, lower adult-to-child ratios, providers with more training
(DeBord). According to Bredecamp & Copple (1997) the biggest challenge is
to keep sight of the “whole child” to integrate development and learning;
interconnected across and within domains, to help children make meaningful
connections across domain and to develop optimally in all areas (Sim Poh Khi,
2003).
There are number of overlapping perspectives drawn from industry and commerce which seek to define the meaning of quality. Each perspective has a rather different emphasis. Quality may be about perfection, inspection, and conformance to requirements, fitness for purpose, improving customer-client satisfaction or empowering the customer/client. These perspectives raise interesting implications when applied to education. Does inspection the pouring on of quality at the end of a process mean that 20% of student must fail in order to “preserve standard”? Does conformance to requirements—which emphasizes “quality systems” and “getting it right first time”, prevention rather than inspection-reduce a teacher’s freedom to abandon a well-planned class and attend to a particular concern or difficulty. Does fitness for purpose beg the empowering the customer/client-giving power to the student—mean enhancing their ability to exact sanctions if they think that the education they have received is unsatisfactory?

Quality is about improving customer client satisfaction or in educational terms, improving the quality of learning for students. In practice, this means engaging in a systematic and continuous process of development and incremental change that is heavily dependent for its success on all the “partners” having meaning purpose and satisfaction in their work. One of the overarching themes in the higher education literature on quality assurance is how to define and measure “quality”. Harvey and Knight (1996) identify the following meanings attributed to Quality:

- Quality as exceptional, i.e., exceptionally high standards of academic achievement;
- Quality as perfection (or consistency), which focuses on processes and their specifications and is related to zero defects and quality culture;
- Quality as fitness for purpose, which judges the quality of a product or service in terms of the extent to which its stated purpose—defined either as meeting customer specifications or conformity with the institutional mission-is met;
• Quality as value for money, which assesses quality in terms of return on investment or expenditure and is related to accountability.

• Quality as transformation, which defines quality as a process of qualitative change with emphasis on adding value to students and empowering them.

• Quality as transformation is further described as “critical transformation” and as a “meta-quality concept”:

The transformative notion of quality presupposes a fundamental purpose of higher education. It assumes that higher education must concern itself with transforming the life experiences of students, by enhancing or empowering them. The transformative conception is, in effect, a meta-quality concept. Other concepts, such as perfection, high standards, fitness for purpose and value for money, are possible operationalizations of the transformative process rather than ends in themselves, Harvey & Knight, 1996, Bogue (1998) highlights the following three “perspectives” on quality common to institutions of higher education.

Quality is a much more complicated term than it appears. Dictionary definitions are usually inadequate in helping a quality professional understand the concept. It seems that every quality expert defines quality is a somewhat different way. There are a variety of perspectives that can be taken in defining quality. Quality professionals constantly debate this question. The editors of Quality Digest say that defining the word "quality" is "no simple endeavor." They asked, in their December 1999 issue, for readers to send them their definitions of quality to be gathered and posted on Quality Digest Online. A modern definition of quality derives from Juran's "fitness for intended use." This definition basically says that quality is "meeting or exceeding customer expectations." Deming states that the customer's definition of quality is the only one that matters.
A number of scholars in the quality field have developed lists of dimensions that define quality for a product and/or a service. David Garvin developed a list of eight dimensions of product quality. Evans and Lindsay provide a list of eight dimensions of service quality. These are general lists and serve as good starting points. But, current research indicates that in terms of service quality, the dimensions are different for different industries. So Evans and Lindsay's list may not apply equally well to, for example, health care services and food services. Parasuraman, et. al. developed a general list of five service dimensions that they tested in four types of service industry, but the applicability of these dimensions in other industries is unknown. Developing a list of quality dimensions for a specific service industry requires determining what is important to customers. Methodologies which are appropriate for this would include focus groups and surveys.

The British Standard Institution (BSI) defines quality as “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs” (BSI, 1991). Green and Harvey (1993) identified different approaches to defining quality:

- In terms of exceptional (exceeding high standards and passing a required standard);
- In terms of consistency (exhibited through “zero defects” and “getting right the first time”, making quality a culture);
- As fitness for purpose (meaning the product or service meets the stated purpose, customer specifications and satisfaction);
- As value for money (through efficiency and effectiveness); and
- As transformative (in term of qualitative change).

These different notions of quality have led Reeves and Bednar (1994) to conclude “…The search for a universal definition of quality and a statement of law like relationship has been unsuccessful”. According to Gummesson (1990)
Conceputal Frame Work

it might be useful to create an insight into the many dimensions that form a fuzzy entity referred to as quality through social consensus rather than defining it Garvin (1998) classified the various definitions of quality into five major groups:

1) **Transcendent definitions.** These definitions are subjective and personal. They are eternal but go beyond measurement and logical description. They are related to concepts such as beauty and love.

2) **Product-based definitions.** Quality is seen as measurable variable. The basis for measurement is objective attributes of the product.

3) **User-based definitions.** Quality is a means for customer satisfaction. This makes these definitions individual and partly subjective.

4) **Manufacturing-based definitions.** Quality is seen as conformance to requirements and specifications.

5) **Value-based definitions.** These definitions define quality in relation to costs. Quality is seen as providing good value for costs (Largosen et al. 2004).

Quality has a few central ideas around which the whole concept revolves. Quality as absolute, quality as relative, quality as a process and Quality as culture.

### 3.3 QUALITY INDICATORS

A quality indicator is an agreed-upon process or outcome measure that is used to determine the level of quality achieved. A measurable variable or characteristic that can be used to determine the degree of adherence to a standard or achievement of quality goals.

A specific measurement of the performance of functions and processes used to make informed decisions regarding whether a process is in control or to identify opportunities for improvement.
The Importance of Quality Indicators (QI) may have to be operationalised according to the practice carried out. This may involve suitable ramifications in the way Quality Indicators are stated. Taking cue from various other fields in developing indicators, the Expert Group agreed on the following three selection criteria.

**Fig: 3.3 QUALITY INDICATORS**

- It had to capture an important performance aspect
- It has to have an impact on the overall quality improvement
- It had to be potentially feasible

It has to be recognized that each Quality Indicators will have a different role in the overall programme context. In other words, all quality indicators
will not be similar in respect of their functional relevance. There is need to view each Quality Indicators in terms of its appropriate functional feature. Developing a list of Quality dimension for a specific service industry requires determining what is important to customers. Methodologies which are appropriate for this would include focus groups and surveys (NAAC-2008).

3.4. QUALITY INDICATORS IN TEACHER EDUCATION BY NAAC

The identified QIs were grouped in respect of broader aspects of institutional functioning, which have been called “Quality Aspects”. The detail on the identified QIs is presented in Section II. The six broad areas of a TEI’s functioning, i.e. the Key Areas are stated below: (NAAC, 2007).

Fig: 3.4 QUALITY INDICATORS IN TEACHER EDUCATION BY NAAC

- Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organization and Management
Fig: 3.1. Six Key Areas of Quality Indicators by NAAC
DIMENSIONS OF QUALITY INDICATORS

Key Area I
- Curriculum Design and Planning
  1) Institutional Vision
  2) Process of Curriculum
  3) Curriculum Content
  4) Curriculum Revision
  5) Assessment and Evaluation
  6) Teacher and Teaching

Key Area II
- Curriculum Transaction and Evaluation
  1) Induction / orientation
  2) Transaction of Theory
  3) Transaction of Practical Experiences

Key Area III
- Research, Development and Extension
  1) Research and Development
  2) Community Engagement

Key Area IV
- Infrastructure and Learning Resources
  1) Physical Infrastructure
  2) Institutional Infrastructure
  3) Human Resources

Key Area V
- Student support and Progression
  1) System Efficiency
  2) Feedback Mechanism
  3) Diagnosis and Remedial Programme
  4) Guidance and Counseling Service
  5) Admission Procedure
  6) Social, Cultural and Leisure Activities

Key Area VI
- Organization and Management
  1) Internal Coordination and Management
  2) Academic Calendar
  3) Faculty Recruitment
  4) Financial Governance
  5) Academic Quality and Management

Fig: 3.2. Dimensions of Quality Indicators
3.4.1. Key Area I-Curriculum Design and Planning

It is common knowledge that curriculum of most TEIs are similar in that they share a common goal of teacher preparation. The variations are worked out in respect of the type of programme being offered by the TEI. Some may offer preparatory programmes for entrant teachers; some may focus on particular stage for working teachers, and so on. At the same time, most TEIs are part of a larger network of institutions, such as universities or departments under the ministries in respective countries. A broad curriculum framework is adopted as a common direction provider to all the constituent institutions. Usually it is the macro unit that specifies details of syllabus including the assessment procedures.

![Diagram: Curriculum Design and Planning](image)

**Fig: 3.5 Curriculum Design and Planning**

In spite of all such streamlining the actual curriculum transaction is unique to each institution. This is because of the institutional goals, the way
the institution visualizes the how and why of carrying out selected learning activities and plans the academic programme details. In this sense, what the institution implements is its “operational curriculum” and it is designed in an internally relevant manner by each institution. This is a very institution-specific process. The process of Curriculum design, Institutional vision, Curriculum Content, and Curriculum revision.

**Quality Indicators 1. Institutional Vision**

There is a clear statement of the vision and mission, which reflect the teacher education goals and objectives and are compatible with the regional, national and global expectations. The clearly stated vision and mission guide the Institutional functioning, which is well within the framework of the National policy and addresses the stakeholder requirements. A clear statement of vision and mission provides direction to the effective functioning of the institution and helps in maintaining appropriate linkages among different components. The institution has a clear vision.

![Vision and Mission](image)

*Fig: 3.6 Quality Indicators Institutional Vision*

**Quality Indicators 2. Process of Curriculum**

Curriculum is visualized with adequate and appropriate interfacing of various curricular components including the goals and objectives through active deliberations. Curricular components are visualized ensuring proper interfacing of the stated goals and objectives through active deliberations involving stakeholders. It is a process of developing appropriate curriculum through a need assessment process and in consultation with expert groups based on the feedback from the stakeholders resulting in the development of
relevant programmes with flexibility to suit the professional and personal needs of the students in the university, colleges and school sector.

![Fig: 3.7 Process of Curriculum](image)

The program has clearly laid down modalities, policies and regulations for implementation of the curriculum. Modalities for implementation are evolved in partnership with the staff and management which is realistic and relevant to local and school contexts. They are clearly laid down, are comprehensive and well articulated. While clarity in modalities and policies ensures effective implementation of all aspects of the curriculum, evolving them through participatory approach enhances the commitment of all for achieving the programme goals.
It is ensured that there is no mismatch between the visualized curriculum inputs and the envisaged duration of the programme. The level of attainment of content and pedagogical competencies is a function of the instructional time. Every component of the curriculum needs an appropriate provision of time input for its implementation. Hence, internal reflection is employed to assess whether the duration of the program corresponds to the learning experiences envisaged and leads to achievement of the curriculum objectives. Appropriate inputs and experiences are necessary for achieving the stated objectives. Time provided for an input would reflect the importance attached to it. Since acquisition of competencies occurs at different paces for different learners, the time spent on specific components of the programme and in turn the total duration of the programme influences the overall quality. The institution follows the curriculum prescribed uniformly by the ‘Tamil Nadu Teacher’s Education University’. Thus the selected college fulfils these indicators 2,3,4,8.

Quality Indicators 3. Curriculum Content

The operational curriculum is visualized with adequate flexibility to include and effectively reflect the emerging concerns and expectations from a school teacher. Curriculum content has adequate scope and flexibility to adopt to the demands on the school teachers and the emerging issues in the national and international contexts. There would always be a gap between the curriculum of teacher education and the school reality. A rigid curriculum would make this gap more pronounced. Hence, there is a need for a certain amount of flexibility in the Teacher education curriculum to incorporate the emerging concerns. In other words, the teacher education curriculum should respond to both the current and the futuristic scenario of school education.

The institution has a practice of time allocation and scheduling for conceptual inputting (theory) through a process of deliberations. There exists a timetable for the theory, which is evolved in consultation with the staff before its implementation. It is made available to the staff as well as the students, in advance. A timetable is not merely an arrangement for work allocation. It
Conceptual Frame Work

needs to be worked out collectively by the staff accommodating their preferences. The staff and students need to have it well in advance so as to plan and prepare and also to ensure that there is no loss of instructional time.

The operational curriculum content is designed in such a way that it has adequate inputs for development of attributes expected in a school teacher. Every academic institution translates the curriculum framework and the syllabus by rendering them into practical forms, in which the main focus is on teacher attributes and on developing a complete teacher i.e. a teacher who can display multiple skills and qualities for the wholistic development of children under his/her care. An entrant teacher has to be prepared with the technical understanding and competency to design and execute instructional activities, deal with learner variations and lead them to effective and actual learning, as well as conduct oneself as a professional. To ensure assimilation of the several attributes required in a teacher, the teacher education programme has to provide a comprehensive set of experiences within an absorbing ethos. The way this is visualized including the specified syllabus and much beyond represents the operational curriculum.

While working out the details of operational curriculum it is ascertained that the theoretical and practical inputs are appropriately dovetailed to provide a comprehensive understanding. There is an effort made to synchronize theoretical and practical inputs in such a way that various components of both aspects are integrated into a gestalt leading to a comprehensive understanding. Theoretical and practical inputs are seen separately as two aspects mainly for operational convenience but are intended to provide a comprehensive understanding of the educative process. Therefore, deliberate efforts need to be made to provide a comprehensive understanding by appropriately dovetailing the two, leading to teacher quality.

The operational curriculum content has ample scope for varied learning situations both at the institution as well as at the school/field levels. An appropriate understanding of and sensitivity to the diverse learning situations in
the field are essential for effective teacher performance. This is attempted through institutional exposure to both in field as well as simulated institutional experiences. A teacher needs to have a sound knowledge base of the content and pedagogy, should have the right attitude and commitment, and also should be able to achieve the objectives of school education in a variety of contexts of which she/he would work in future. For this to happen the inputs of the teacher education programme should not be limited to explications and simulations at the TEI but must include field experiences and both should be dovetailed meaningfully.

**Quality Indicators 4. Curriculum Revision**

The basis for curriculum revision emerges from the need to achieve stated objectives effectively. The curriculum revision is based on the database and experiences of implementation. Hence, the experiences and insights of all concerned are collected and the areas of weaknesses and redundancy in the curriculum are reviewed before revising the curriculum.

![Fig: 3.8 Curriculum Revision](image)
Curriculum revision is a continuous process. Even though it is difficult to revise the curriculum on a yearly basis, the experiences and insights in implementing it over years need to be recorded and the inputs strengthened and those absent but necessary for improving efficacy of the programme are identified and revisited at the time of revision. The institution undertakes curriculum revision on a regular basis in the form of continual deliberations on its substance, adequacy and updatedness. A curriculum review meeting is held at least once in the year and the curriculum is revised at least once in three years. Taking corrective measures to remove irrelevant aspects, strengthening existing weak components and adding essential inputs through review can improve the effectiveness of the programme. A programme of quality seeks /has provisions for doing so on a timely and regular basis.

3.4.2. Key Area II: Curriculum Transaction and Evaluation

Curriculum transaction is the most crucial dimension of an institution’s functioning.

Fig: 3.9 Curriculum Transactions and Evaluation
The dynamism, flexibility and intentions of the curriculum visualized/planned need to be explicated in the transaction modes, which means, these features must be observable in the manner in which the curriculum design is put to practice. The best laid plans may be rendered less effective by weak implementation mechanisms. The extent of teacher involvement and commitment, student interest and motivation, coordination between and among the various units of the institution as well as several learning activities, meaningful interconnections among the theoretical and practical activities on the one hand and the institutional the selected college tries to fulfill the Q.I by appouriting qualified staff members, providing good infrastructure and instructional facility and the field based activities on the other are important considerations for of student learning, mechanisms of feedback and its use to enrich the curricular inputs, are equally significant as they showcase to students and teachers the actual relevance of the learning activities. There can be a wide range of transaction practices: from well coordinated meaningful activities pre-designed by teachers and participated by students, systematically monitored by teachers (teacher centric) to entirely learner evolved, learner need based, teacher facilitated, and not pre-designed but evolving set of activities (learner centric). Most institutions are somewhere between these two extremes.

One thing must be remembered. Some of the Quality Indicators (QIs) listed may be found ‘not applicable’ to particular transaction modes. For instance, time allocation for particular components such as theory classes, practice teaching, and community based activities and so on may be not apply in the same manner to the Open and Distance Learning (ODL) mode. Yet, these are not irrelevant to the Open and Distance Learning (ODL); the need to be stated differently in order to accommodate the needs of individual learner. Similarly, other aspects also need to be seen in respect of the learning context/institutional situation and appropriately defined.
Quality Indicators 5. Induction/Orientation

Comprehensive orientation is given to the freshers about the institution and the programme. An orientation programme for the new entrants is held immediately after admission procedures are completed. The orientation addresses all concerns and needs of the new entrants and is given by those who are competent to do so. Admission is a transition from one academic environment to the other. Adjusting to the new environment should be achieved for a new comer to participate and benefit from the programme. Moreover all expectations and guidance cannot be informed through the admission announcement. The institution conducts three-day orientation programme to the fresher’s each year in which the students are given guidance to be followed through the year; information regarding their syllabus, expectation fun the staff etc.

The institution has evolved its own process of induction every year, and takes place at the commencement of the programme. The induction programme
Conceptual Frame Work

is a part of the academic calendar of the programme and is an institutional event. All concerned teaching and non-teaching staff participate in it and have their roles specified. An induction programme is one of those occasions when all staff and students come together. It is a confidence building measure and would foster familiarity. A well-organized induction would reduce the incidence of drop out due to apprehensions and lack of information.

Quality Indicators 6. Transaction of Theory

The various courses of theoretical study are provided in order to develop an understanding and appreciation of teacher in a holistic educational perspective through dynamic learning experiences. By articulating on the dynamic, complex set of interacting forces that a teacher has to deal with in the field, the theoretical inputs lead to an understanding of field realities and the teacher’s position of significance among them. Field realities need to be understood not merely in a factual way but also its conceptual basis so that a functionally relevant and at the same time, theoretically justified practice can be evolved by a teacher. The instructional processes are geared to develop reflective thinking and practice both individually and in groups. Students are provided with material and experiences to reflect upon. The teacher educator employs an ‘eliciting’ stance rather than an ‘informing’ stance. Questioning is employed extensively and students are called upon to recall their experiences and tryout/demonstrate their thinking, both individually and in groups. Teaching is an act of making right kind of decisions at the right time in a classroom. In order to do so, a student teacher must not only know how to act but also be able to reflect on the actions with a view to analyze their effectiveness. Hence, teaching is viewed as a reflective practice and the teacher a reflective practitioner. The Quality Indicators 6 & 7 is a most crucial one and the institution tries to fulfill these indicators. The success any Teacher Education Institution depends upon these Quality Indicators.

Curricular activities reflect interconnectedness among the various components of the programme. The teacher educators as well as the student
teachers know why and how one component of the programme is connected to another and teacher educators make conscious effort to establish such interconnectedness. The separation of one component of the programme with the other is only an arrangement made for organizing the programme. Several inputs provided parallelly or sequentially, aim at achieving the same goal. Hence, for synergy to occur, the interconnectedness of components is to be visualized and established.

The staff and students have access to technology and information retrieval on current and relevant issues. The staff and students are found seeking new information and revising existing ones and employ information and communication technology for the same. Complacency with oneself is not a sign of professionalism. One who is satisfied with what one knows is not likely to grow. In a world where newer and better techniques and methodologies are regularly discovered, both the teacher and the learner must access such information.

Quality Indicators 7. Transaction of Practical Experiences

Adequate preparation for practice of teaching is provided through various in-house hands on experiences including simulated practice. Various experiences for developing essential skills and competencies required in a student are provided as preparatory for real classroom teaching. The nature and extent of preparations made for an intervention reflects the extent to which it is viewed as important and essential. Since teaching skills practice is an inseparable component of teacher education, the planning and preparation for its implementation needs to be comprehensive.

The school-based experiences are comprehensive and varied to include exposure not only to instructional role of teachers but also their other roles and functions. There exists clarity about the multifarious roles and functions of a teacher. The student teacher is provided with opportunities to perform and practice them in accordance with their relative importance. A teacher has to perform various roles and functions in a school apart from teaching. A quality
teacher education programme provides experiences for a student teacher to learn how to perform them.

The process of nurturing and mentoring of student teachers is visualized and institutionalized. Nurturing and mentoring of student teachers is not an accidental process but the result of systematic and planned attachment of students to staff of the teacher education institution and of the school. There exists clarity of purpose of attachment. Acquisition of skill and competency is a gradual process requiring practice, feedback and corrective suggestions. If some of them happen at the teacher education institution, there are others that need to happen at the practicing school under the supervision and guidance of a teacher. There is a need to have clarity about the place and purpose of an experience in teaching that is known to all. Institutionalizing the process ensures regularity in its occurrence.

The learning experiences are followed by feedback, reflection and follow-up. There exists an arrangement for feedback from the supervisor and peers, reflection by the student teacher and follow-up by the administrator with respect to Practice and Experience inputs. Making provisions for practice and experience, inputs cannot ensure acquisition of skills and competencies aimed at. Objective and comprehensive feedback, reflection on possibilities and providing follow-up experiences are essential for their acquisition.

**Quality Indicators 8. Assessment and Evaluation**

Apart from grading and certification, the institution employs assessment and evaluation outcomes for enhancing competence of students. Assessment and Evaluation system employed has also a qualitative dimension that is used for enhancing the competence of student teachers. One of the purposes of evaluation the institution is to provide development-inducing feedback. Hence, there is a need for qualitative feedback based on evaluation. Further, it should also help a teacher educator to plan experiences and activities for enhancing the present level of performance. The evaluation protocol used by the institution
for the programme is comprehensive in its coverage of objectives. The Evaluation Protocol of the Programme includes all stated objectives and the Approach/Guidelines for Assessment and Evaluation are available and employed. Objectives to be achieved need learning experiences and evaluation is the process of knowing their attainment. A programme that states objectives that are not evaluated or assessed gets neglected in implementation. Hence, all stated objectives must form a part of the evaluation protocol of the programme. This would give direction to the inputs and for monitoring the outcomes.

The mechanism employed for gathering, consolidating and disseminating evaluation data reflects fairness and transparency. The student teachers and teacher educators are aware of the nature of assessment followed for different components of the programme. The assessments made are brought to the notice of the student teachers and their agreement is sought before finalization. Evaluation is a process of indicating learning as well as areas where learning has not happened or is to be improved upon. Hence, not only should the students know what is being assessed, but they should also be aware of the way in which they are going to be assessed. Such a process makes evaluation objective.

The institution employs ICT extensively in assessment and evaluation activities of the programme. The institution employs information and communication technology for preparation, storage, reprography, processing and reporting activities of assessment and evaluation. Traditionally, institutions have had problems with large-scale data storage, management and processing. Information and communication technology is useful in several activities involving information processing and management. Using ICT enhances the efficiency in performing these activities.

**Quality Indicators 9. Teacher and Teaching**

Teachers function as a team of efficient professionals. Teachers exhibit qualities of commitment, involvement and competence in their professional
effort. Quality of an academic programme lies in the extent to which teachers exhibit certain qualities beside technical competence. These include commitment, involvement, identification with the institutional goals, being steadfast, friendly without being unnecessarily lenient, willing cooperation to colleagues, clear in priorities and strive for individual excellence and group success.

Teachers take initiative to learn the latest pedagogic techniques, to innovate and continuously seek improvement in their work, visualize and carry out curriculum transactions according to the nature of the enrolled student groups. Teachers make efforts to evolve transaction modalities with due considerations to the learner characteristics and diverse and emerging field requirements. Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. Thus, the institutional modalities need to be rendered relevant for the learner group. To cater to the changing groups of learners every year, teachers need to be adept at adopting newer and better ways of dealing with students. For this, teachers need to take continuous initiative to seek and find more efficient ways.

Teachers provide a variety of learning experiences including individual, collaborative learning experiences; and there is flexibility in their implementation. The teacher educators employ interactive and participatory approach in the teaching of theory and foundation courses. Explanations and justifications are developed with the help of students and not ‘taught’ to them. Learning is a process of construction of knowledge and not one of receiving from a person who knows. A learner finds it difficult to retain a content that does not integrate meaningfully with his/her knowledge base. Interactive and participatory approach provides scope for removing the conceptual difficulties and the misconceptions of students creating a feeling of responsibility in learning.
3.4.3. Key area III: Research, Development and Extension

These terms are very familiar to most persons, though they are connotated differently quite often. Research is perceived a something technically ‘heavy’ something that is not ordinary, is very abstract, etc. Thus, every teaching institution may not feel capable of pursuing research. It is true that specialized institutions for research have been established and the earlier expressions may be appropriate for them. The view taken here is slightly variant. Research refers to any systematic attempt to understand something, even practice. Seen thus, every academic institution has research as an integral component of its existence. Every TEI places its emphasis on research differently on a continuum of need based problem solving to formal rigorous exploration of educational phenomena. The kinds and extent of emphasis on research that a university department places will be naturally different from a teaching college. Pursuing practice in field relevant ways requires generating evidence to find out the process ramifications that worked the impact generation and the outcome relevance of the practice. In this sense, research development and extension can be very well the substance for research just as any systematic exploration can contribute to enhancing the worth of development and extension activities. It is necessary not only to be aware of the commonly connoted meanings of the terms extension and development, but also be able to visualize in house and/or field based development activities that lend strength to the regular processes in one’s own institution and to other institutions.

Quality Indicators 10. Research and Development

Teachers explore better ways of functioning and build upon their experiences systematically. All routine as well as new practices are systematically planned and carried out with adequate efforts for gaining an understanding of the processes generated thereby. In a Teacher Education Institution (TEI) it may not be always possible for teachers to be engaged in research in a formal way such as doctoral and/or post doctoral studies, formal sponsored projects. In fact, effective regular practice is what needs to be seen
as the process of generating knowledge and understanding education. Teacher education programme has to bring teacher educators together to systematically apprise and obtain insights. Such research emphasis not only enhances teacher educators’ quality continuously but also provides ample scope to the students teachers to get engaged in action research as a regular part of their practice.

Necessary learning material and organizational arrangements are discerned and developed by teachers and utilized as part of regular practice. Consistent efforts are made to recognize and evolve effective learning materials and the needed organizational arrangements thereof. These need to be systematically appraised and the effective ones incorporated into regular practice. Every institution where the programme is implemented is a unique context of implementation and hence it is desirable that there are variations and adaptations made to the programme to suit the context. More over a vibrant institution has its additions to the common vision and has homegrown solutions to problems.

The institution has the practice of appraising its work through in-house research, institutionalizing innovative practices and undertaking formal sponsored research projects relevant in institutional and national contexts. Institution systematically documents all its efforts, analyses them along with outcomes and feedback obtained, and derive directions for improvements in future, but also encourages staff to undertake sponsored as well as formal research work. Exploration and reflection are crucial among teacher educators for developing a research database on different educational contexts. Systematic and action oriented in house compilation results in such a dynamic data base which should be appropriately used and extended for in house research and improvements. Engagement in research beyond the institutional and local issues provides teachers with a wider perspective on the developments in the field and a better backdrop to enrich TE inputs.

The institution adopts policies and strategies for adequate technology deployment and to use it for learning enhancement. Continuous efforts are put
forth towards identifying and deploying latest technology and procuring learning material available - in print, audio and digital forms, and to actively use them in instructional transactions. Teachers and students need to make optimum use of technology for creating a knowledge base, information retrieval and dovetail these into instructional process/learning transaction.

**Quality Indicators 11. Community Engagement**

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity, and similar issues. There is a wide range of learning activities provided that bring to focus not only the technical aspects of the educative process but also the diversity involved in respect of students’ background as well as the emerging issues in the national and global contexts. An effective teacher needs competencies not only for impactful handling of instructional process but also develops strategies that relevantly sensitize one’s students to the diversities in the societal contexts. For this it is necessary that the learning experiences are varied and also include those relevant for students with special needs.

There exists a preparedness for and incidence of extending service to other academic institutions. The teacher education institution provides academic leadership to the institutions around it and there exists a keenness to respond to the calls for help and guidance. For teacher education to be responsive to the local realities, it should have functional linkages with schools and other educational institutions around it. Not only has that it received help and facilities from the school to organize some of its activities, it should also take lead and provide an academic forum for discussing educational issues and problems. This Quality Indicators is very well follows by the selected college as it is reneed by the various activities done such as Medical awareness, Environmental awareness, Scout Camp, citizenship Camp etc.
3.4.4. Key Area IV: Infrastructure and Learning Resources

Resource sufficiency is crucial to the effective functioning of an institution. It goes to building up a congenial atmosphere, supports and sustains the working ethos within an institution. In a TEI inputs for theory and practical components of the programme require different types of physical infrastructure. Therefore, it is essential that a mechanism is in place to ensure availability of adequate and appropriate infrastructure and for its constant augmentation to keep pace with the academic growth of the institution.

Fig: 3.11 Infrastructure and Learning Resources

Facilities like the library are the actual learning locations and so it is essential that they have adequate volumes in terms of books, journals, other learning materials and facilities for technology aided learning which enable students to acquire information, knowledge and skills required for their study. Thus it is not only necessary that the computer facilities and other learning resources are available in the institution for its academic and administrative purposes but are also accessible to staff and students who are adept at using them. It is not merely the availability of the space and infrastructure, but the way in which it is maintained and productively utilized that decides the quality of the infrastructure. Thus, it is necessary that there is an effective mechanism for maintenance of physical and instructional infrastructure such as buildings, ICT facilities, laboratories, learning resource center and other allied infrastructure of the institute.
Quality Indicators 12. Physical Infrastructure

The physical infrastructure of the institute is suitable and adequate for effectively implementing the programme. The Physical Infrastructure is designed to implement all components of the programme effectively and is in keeping with the strength of staff and students. The theory and practice inputs of the programme require different types of physical infrastructure and furnishing. It is not merely the space available but the way in which activities envisaged in the programme can be implemented that decides the quality of the programme. Each course has its own requirements and the inputs in ICT need deployment of computers and other equipments and ensures their access to all students.

Fig: 3.12 Physical Infrastructures

The institution has sufficient resources for regular upkeep of the physical infrastructure. Specially trained staff maintains the physical infrastructure and the facilities and schedule needed for maintenance are available. There exists a mechanism to monitor maintenance and the procedures for undertaking repairs are simple and clear. Having physical infrastructure makes it possible to arrange activities and experiences planned in the curriculum. But what ensures quality is the sustained maintenance and upkeep. This is possible if the institution has specially trained manpower with a clear job chart, procedures which are simple and known to one and all, and monitoring and supervisory arrangements to avoid exigencies and non-
availability of resources. the selected college fulfills the Quality Indicators 12,13,14,15,16,18,19,20,22,23,24,25, to the maximum.

Quality Indicators 13. Instructional Infrastructure

The teaching-learning material, ICT facilities, laboratories and learning resource centre necessary for implementing the programme are available and utilized on a regular basis. The teaching-learning material, ICT facilities, laboratories and learning resource center necessary for implementing the programme are available with the institute and are optimally utilized. Every input of teacher education requires unique facilities. The teaching learning material in the library; the ICT, ET and Methods Laboratory; and Learning Resource Centre are some such facilities necessary for implementing a teacher education programme. Without their availability, certain hands-on experiences necessary for competency and skill development are difficult. Hence, it is necessary that they are well maintained and strengthened by making available human resources and funds necessary; and ensure they are accessible and utilized by the staff and students regularly.

Quality Indicators 14. Human Resources

Institution has well evolved processes for recruitment and retention of staff as well as judicious process of co-opting staff. Suitably trained and professionally competent staff provides different course inputs. Wherever necessary, the Institution has a policy for training of the staff and to encourage specialization. The quality of teacher educators is an important factor that decides the quality of teacher education. The content and pedagogical inputs of teacher education require teacher educators who are qualified and competent to provide them. Their professional development should be of concern for an institution that seeks to provide quality teacher education. Teachers seek to gain professional development by participating in in-house discussions and professional forum. Teachers put forth efforts to keep themselves updated
through regular sharing and discussions and participating in seminars and conferences, and contributing articles to professional journals.

Fig: 3.13 Human Resources

Academic alertness is essential and needs continuously pursuing the knowledge. In-house discussions on practice provide opportunity to share one’s experiences, accept other’s views as well as evolve functionally relevant processes for coordinated working. At the same time, exposure to the work and thinking of other professional colleagues in the field and sharing one’s experiences in professional forum helps build confidence in teachers and make them well informed about field developments. Institution must encourage such practices. Efforts are made to upgrade professional competence of not only academic but also administrative staff. Both the staff and the administration recognize that professional development is a continuous process and both show interest and concern in seeking professional development. The emerging issues, concerns and technologies in the field of education in general and teacher education in particular can be effectively incorporated into the programme only if the staff undertakes an up gradation of their skills and
competency. Hence, the staff and administration should take initiatives for continuous up gradation in the professional skills and competence of staff.

3.4.5. Key Area V: Student Support and Progression

Students of a Teacher Education Institution (TEI) are being prepared to operate as professionals with responsibilities and commitment. The extent of their learning and absorption during the Teacher Education Institution (TEI) programme depends considerably on the comfort they feel in the institution. Along with access to the available learning resources and physical comforts it is essential that the students perceive a cohesiveness and involvement in the institution- both with the staff and the peers.

The institution has to identify the needs of the students and provide individualized support depending on the nature and extent of problems confronting the students. The various support services thus need to take into account the students’ educational, social, personal and vocational needs comprehensively. Facilitating mechanisms like guidance cell, placement cell and financial aid to support students are some examples. Through the various activities on and off the campus the institution encourages positive social interaction and self-motivation fostering the holistic development of the student.
This Key Area thus reflects the efforts of an institution to provide necessary support to students facilitating good campus experiences and their holistic development. It also helps to look at the institution’s linkages and attempts to collect, analyze and use feedback and contributions from students and alumni, to the institution and vice-versa.

**Quality Indicators 15. System Efficiency**

The quality of the product of the program is satisfactory in terms of expectations from the field. No student teacher has to repeat the programme for want of instructional inputs and the results of the programme indicate that the pass percentage over years is high. Outcome of a teacher education programme is an indicator of quality. High pass percentage means that the programme has made a comprehensive impact on the student teachers. Consistent high percentage of students who successfully complete the programme indicates that the processes and inputs are stable and institutionalized.
The reasons for dropout are acceptable and the dropout rate of the programme is well within the expected limits. The students who drop out of the programme do so due to reasons other than dissatisfaction with the staff, facilities or quality of inputs provided in the programme. Also, very few students drop out after taking admission or migrate to other institutions of teacher education. Students do have an idea of a quality institution and competent staff. Unless they have compelling personal reasons, students do not drop out or migrate from a quality programme. Incidence of drop out and the reasons for it can indicate the quality of a teacher education programme.

Institution shows concern for students’ progression to higher studies and to a teaching career as well as their retention in it. The institution has a placement service and provides placement related inputs and guidance for students. It is ensured that the students are placed within the least possible time of completion of study and there exists a record of placements facilitated by the institution. A quality programme leads to a quality product. If the students do not have to wait for long and if the schools come forward to conduct campus interviews and show interest in appointing the products even at a high pay and wages, the programme can be considered as of high quality. Annual report, Present and past students.

**Quality Indicators 16. Feedback Mechanism**

Institution values feedback and is responsive to feedback not only from within but also from schools and other external stakeholders. There is no gap between performance and feedback and the feedback provided is comprehensive. Feedback is essential for finding out the strengths and identifying the areas where growth is possible. If feedback is given immediately after performance, the trainee shows an interest to improve and time would be available for doing so.

The institution has a comprehensive feedback system in place through which relevant data/information is collected and collated. Feedback given is
Conceptual Framework

based on data obtained from more than one source and the information obtained from different sources is collated for arriving at a comprehensive feedback. The feedback data are both quantitative and qualitative by nature and they may be obtained from different sources. If feedback is provided based on a single source from where the data is obtained, it may not lead to changes in all aspects. Hence, there is a need to collect data from multiple sources and they need to be collated for arriving at valid observations and suggestions for change.

There are evidences to show that feedback is used for development. Feedback is not treated as a mere requirement of the programme. Both staff and students view that they are necessary for improvement and they are used for specific improvements leading to professional development. Writing feedback reports for trainees to improve their performance is an essential aspect of teacher education programme. Teacher educators should spend time and effort on developing feedback reports for trainees and should follow them up with specific inquiries and inputs for development.

Quality Indicators 17. Diagnosis and Remedial Programme

The concern for the development of students is reflected in the student monitoring system, which is in place. The staff perceives monitoring as an essential aspect of the programme and the institution has evolved and implemented a student monitoring system. Monitoring provides information about the extent to which the stated objectives of the programme are achieved. It helps the staff to implement corrections by designing additional inputs for those students who have not benefited from the general inputs provided in the course. The institution must have a mechanism for collecting and utilizing the data.

Progress in implementation of the programme and extent of achievement of students are monitored, discussed and weaknesses identified for remediation. The monitoring system is used by the staff for identification of objectives not
achieved satisfactorily, the findings are discussed in a forum created for the purpose, and decisions are taken about remedial inputs needed. The inputs of a programme may not be suitable for certain students since they are implemented in a group context. There is a need to identify the reasons for poor attainment. Having identified the hard spots, remedial measures are to be planned and implemented. Institution must have a procedure laid down for planning and implementing remedial inputs.

Institution plans and provides additional value added courses in relevant areas of specialization and remedial programmes as per the requirements of the students. Specially designed inputs are provided to the needy students with learning difficulties in areas of poor attainment. Provision also is made for bridge and specialized courses relevant to the programme and professional aspects. Remediation is a student support service that is based on the view that all students may not learn equally well from a general input provided in a group context. It should be a planned intervention rather than a sporadic activity of a few staff members. According to the specific needs and interests of the diverse student population enrolled with the institution special provision is made for bridge courses and others in specialized areas of relevance.

**Quality Indicators 18. Guidance and Counseling Service**

Institution has a well structured, organized, proactive guidance and counseling unit which is accessible to all students. The institution has guidance and counseling unit, which is one among the student support services provided by the institute. Students do not hesitate to use the guidance and counseling service; they find the staff accessible and compassionate to their needs; and opine that the service is comprehensive in its coverage of student needs. The reason for which a student teacher seeks guidance is different from that of the other. If some require it to solve their educational attainment related problems, there would be others who need it for personal growth. There exists no hierarchy among needs and each need is as important as the other. All students must get help from the guidance and counseling facility of the institution.
The institution has qualified staff and faculty for providing guidance and counseling services. The institution recognizes that guidance and counseling are a specialized service and so provides on its roll persons who are qualified and suitable for undertaking guidance and counseling. The teacher educators are not trained to undertake guidance and counseling activities and hence are not competent to implement such a service. It requires qualified staff that can plan and implement guidance activities and provide individualized counseling to the needy students.

The guidance and counseling unit provides for activities contributing to a holistic development of the students. Students find the activities of the unit useful and appropriate to their developmental needs. The activities of the unit takes into account the students’ educational, socio-personal and vocational needs comprehensively. Guidance and counseling service is essential for educational, socio-personal and vocational development of the student teachers.
It recognizes the fact that students do have various interests and difficulties that need to be addressed in totality engaging them in various activities. The participation in these will result in positive attitudinal development.

**Quality Indicators 19. Admission Procedure**

The institution has an admission policy, which is appropriate, clear, inclusive and widely publicized. The admission notification of the programme is appropriately timed and given wide publicity so that, it reaches all aspirants and students seeking admission have an access to current information on the programme and related procedures; entry requirements are clear and are in tune with the beneficiaries and the feeder system. For the intake quality to be of high standard and for ensuring transparency and fairness it is necessary for an institution to adhere to the defined admission criteria and to make the details of the admission processes known to all concerned, through publications, brochures, and advertisements and other student and stakeholder related material. The entry requirements in terms of qualification, age, experience, etc. are essential to ensure effective achievement of the expected terminal behaviors, as indicated in the aims and objectives of the curriculum.

Institution adheres to the defined admission criteria and the admission procedures ensuring a fair and transparent admission processes. The process followed for admission is transparent and has scope for redressal if any. The notification provides sufficient details about the programme that a student may require before seeking admission. For those who need additional information, institution has mechanism to provide the same and within reasonable time. Students have various choices before they decide to seek admission to a teacher education programme. They need some amount of information. All necessary information must form a part of the admission notification. Further, those who approach for additional information must get the same either in person or through other means.
Quality Indicators 20. Social, Cultural and Leisure Activities

The institution has infrastructure and facilities for social, cultural and leisure activities for the students. The institutional infrastructure includes those necessary for engaging students in social, cultural and leisure activities. One of the roles of a teacher is to plan and organize social, cultural and leisure activities for students in the school. Planning and participation in such activities provides the student teachers with opportunities for knowing how to organize them in a school apart from achieving self-development.

The institution promotes active participation of the students in social, cultural and leisure activities. The annual calendar of the programme includes social and cultural activities, student groups and clubs are constituted for pursuing special interests and hobbies, and students have time available to participate in these activities. An effective teacher is not only competent in content and pedagogy, but also a promoter of social and cultural and vocational development of students. A programme that prepares such a teacher should ensure that appropriate social, cultural and leisure activities are a part of the academic calendar and that students participate and contribute to them regularly.

3.4.6. Key Area VI – Organization and Management

An effective internal quality management demonstrates dealing with the processes through team work, involving people from all units and levels, improvement and training in management systems, identification and elimination of barriers to teaching-learning and constant review and analysis of data for development. Participatory management procedures and creative governance of human and material resources are important areas which reflect the quality of an institution and ensure that the academic and administrative planning in the institution move hand in hand. The goals and objectives need to be communicated and deployed at all levels to ensure every individual employee’s contribution towards institutional development.
The institution needs good resource management practices, which support and encourage performance improvement, planning and implementation strategies. The financial resources of the institution need to be judiciously allocated and effectively utilized. All of these are reflected in this key area.

Quality Indicators 21. Internal Coordination and Management

The institution clearly defines the roles and functions of staff involved and they collectively identify activities as well as evolve modalities for implementation. The institution develops an activity chart at the beginning of the year and assigns them to different staff. There exists no role confusion in the assigned functions, as they are assigned according to the competency and the staff agreeing to undertake them. When several activities have to take place, it is necessary to have a clarity regarding who will do what and how it
will be done. If activity areas match with the competency and interest of staff then the activities would be planned and implemented earnestly. Hence there is a need to decide the activities, the staff to organize them and financial provisions. Organisation chart, Staff activity /work distribution records, Staff, Management, Principal Functional mechanisms are evolved for ensuring optimization of efficient use of available resources and regular monitoring of the activities at different levels. Meetings for stock taking, discussion and decision-making are held between the concerned staff and the student groups; the staff team; and the staff and management to plan, review and report the activities. Functional mechanisms in place help effective monitoring of activities at different stages and mid-term corrections made, if necessary. Hence, regular monitoring is an indicator of quality implementation of an activity.

![Fig: 3.17 Internal Coordination and Management](image)

The institution analyses the information obtained on monitoring and the outcomes are communicated to the concerned leading to corrective measures for improving the effectiveness of activities. The observations and decisions of monitoring meeting are recorded and circulated to the concerned for follow-up action. Monitoring is a tool for corrective action. Corrective action is possible if the information of monitoring is available for subsequent action.
The institutional leadership adopts professional management approach. The students and staff perceive those at different positions of administration as competent. Persons in position exhibit professionalism in their work. Leadership cannot be thrust upon. Those who have to follow a leader must accept and agree on the capabilities of the person to lead. Contentions create confusion. The leader on his part must know how to lead. For a programme that is implemented at different levels, to be successful it should have a sound administrative system that would facilitate interconnectedness and cooperation of various units of the institution and also of the associated external organizations.

Gender sensitivity is reflected in the various aspects of institutional functioning. The institutional rules, policies, provisions, and facilities show a concern for gender issues and incorporate gender sensitivity. Traditionally, the rules, policies, provisions and facilities have favoured only one gender group. An institution which respects equality does not discriminate men and women. A quality institution is progressive and hence must exhibit gender sensitivity in all aspects of management.

**Quality Indicators 22. Academic Calendar**

The institution prepares an academic calendar reflecting all the activities of the programme, every year on the basis of deliberations. There exists an agreement between the annual academic calendar and the annual report as far as the activities planned and organized are concerned. Unplanned, incidental and sporadic activities and inputs may not have a synergy with those planned in a programme. The effect of the activities is enhanced in a program if they are planned well in advance.

The activities contained in the academic calendar are for optimizing effective and coordinated use of available resources. The activities in the academic calendar match with the vision and objectives of the programme and are perceived to contribute to the educational achievement of students. The
academic calendar is a manifestation of the vision and objectives of the programme and hence it must reflect student achievement and growth as its core concern.

**Quality Indicators 23. Faculty Recruitment**

The faculty recruitment is made by the institution in accordance with laid down procedure that attracts competent and qualified persons. The recruitment notification stipulates the essential and desirable qualifications clearly and they are in line with the requirements of the programme and adhere to the laid down norms for recruitment. There exists a consistency across notifications made for the same position. Quality of a programme depends on the quality of the staff that implements it. Adhering to the norms for recruitment shows a concern for quality. Such a concern is reflected in the notification issued for recruitment.

The institution follows a selection procedure that is clear and transparent and also adheres to the stipulated requirements of the applicable regulatory body. A committee of experts makes selection and every candidate is given a fair chance to present one’s credentials. The committee records the proceedings of the selection procedure and reasons for selection and rejection. Eligible and competent candidates seek appointment in an institution in which merit and competency are the criteria for selection. Hence, the selection procedure should be clear and transparent. Decisions made by a group of experts would ascertain fairness and transparency in recruitment.

The recruited staff has a pay and reward system that is at par with that of other institutions and norms. The pay and wages offered are the same as those stated in the recruitment notification. It compares favorably with that of other institutions and adheres to the existing norms. The motivation and commitment of the staff is affected if what is stated as wages and incentives are not the one that is provided. Qualified and competent staff is likely to migrate
to other institutions and cause a staff competency and experience erosion in the programme.

**Quality Indicators 24. Financial Governance**

The institution has adequate financial resources to run the programme without any financial constraints. The institution has adequate financial resources and there are no incidents of over drafts, under payment and delayed payment. Financial stability ensures that no planned activity is withheld or cancelled due to want of funds. The staff feels secure and shows no hesitations or uncertainty about institutional activities. The fee structure for the programme is transparent with least unexpected add-on expenditure to be incurred by the students.

The institution has a stated fee structure that is known to all. There are no incidents of collecting additional fees from the students. The fee structure is based on an estimate of all expenditures on the programme. Uncertainty about the fee structure indicates an uncertainty about the items of expenditure. Transparency in financial transactions is necessary for financial accountability. The management should not view a programme as a means to amass wealth.

The sources of income for the programme in particular and the institution in general are legitimate and known. The institution does not raise funds from any agency or source that has no legitimate interest in quality teacher education. All sources of income are recorded and known. A teacher education programme should not be viewed as a means for collecting funds from a source or agency that is not legitimately concerned with teacher education. The income for a programme, hence, should come from a legitimate source and be known.

There exists a transparency in financial management of the institution in terms of income and expenditure. The funds for the programme are not transferred to meet the expenditures other than those connected with the programme. The expenditure is budgeted under heads of expenditure and
should be adhered to, the accounts of the programme are maintained on a day-
to-day basis and all transactions are made through banking instruments. Regulation of funds for a programme should be based on clearly laid down procedures of financial management. At any time in implementation, the institution should be in a position to know its fund position. Since the institution has an annual academic calendar, all items of expenditure should be known and budgeted. The overheads in expenditure need to be within acceptable limits. The income and expenditure of the institution are subjected to regular internal and external audit. The institution prepares financial statements every year and they are contained in the annual report of the institution. Qualified auditors audit all accounts of the programme and the observations made are discussed and steps taken to improve financial management. A quality teacher education does not either commercialize the programme or follow an unsystematic and unplanned financial transaction. Transparency in transactions creates a credible image and contributes to the democratic management.

**Quality Indicators 25. Academic Quality and Management**

The institution has mechanisms to undertake internal academic audit of the programme. The institution has a mechanism for academic auditing that is known to the staff. Academic auditing is undertaken as per plans and the outcomes recorded and communicated to all concerned. Academic auditing is an essential process for generating feedback on the academic standard of the programme. It can act as the basis for identifying and implementing initiatives for improvement of academic quality. In the management of the programme the institution adopts a participatory approach involving all the employees. The institution believes in participatory management approach. There is no separation between the instructional and management staff and they share the responsibility and they have functional freedom to undertake them. A quality teacher education programme is owned by the staff and is designed
implemented and managed by the staff. Such a programme does not have a divide between those implementing and those managing the programme.

The institution uses a management information system for running the programme. The institution has evolved a management information system that is up-to-date and is used by the administration in management of the programme. An effective management is possible if the information base for taking managerial decisions is accurate and is easily available. A management information system is that mechanism whereby an institution classifies collates and records information about various aspects of a programme. Mechanisms are evolved for regular performance appraisal of the faculty members by the peers and the head of the institution. The institution has a system of self-appraisal by the staff members and is undertaken at the end of each academic year. The appraisal is recorded on a format and is maintained by the institution. A separate assessment is made by the superiors and tallied with the self-appraisal.

List of Quality Indicators Identified by Review of Literature

Infrastructure:

- Good Building
- Canteen facilities
- Notice Boards
- Good Laboratories
- Technological Infrastructure
- Library Facilities
- Hostel Facility
- Rain water Harvesting system
Curriculum Transaction:

- Resourceful staff members
- Innovative Teaching methods

Co-curricular and Extra Curricular Activities:

- Morning Prayer
- Evening prayer
- Music
- Gardening
- Indoor and Outdoor sports facilities
- Gym equipments, Sports and games materials
- Creative activities, Art and Craft room

Instructional Facilities:

- ICT Facilities
- Online learning facility
- Digital Library
- Interactive board

Professional Development:

- Seminar- State level, National level, International level.

Basis Facilities:

- Transport facility
- STD Booth, communication facility
- Water sources, Bore well
Electricity facility

Internet Banking facilities

Facility for disabled students (ramp, special classroom furniture).

**Employment:**

- Campus Interview
- Alumni
- Placement services

### 3.5. TEACHING COMPETENCE

The teaching competency of a teacher or teachers competency refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Each specific type of competence is called competency. Teaching competency is the sum total of all the competencies possessed by the teacher that are used in the teaching situation. The teacher's performance in the class is thus dependent on the teachers competencies. The performance of a good teacher depends upon the specialization of the subject or fields to be taught, and professional knowledge and skills; an understanding of educational processes and teaching skills. A teacher with proper training becomes more mature and confident to perform his task more efficiently. Proper education of the teacher enables him to have knowledge of how children grew, develop and learn; how they can be taught effectively, and how their inner potentialities can be brought out and developed. Since the teacher brings about changes in pupils learning using the repertoire of teaching competencies, teacher effectiveness can also be inferred from a measure of teaching competence.

Teacher competencies are broadly classified as management function associated competencies and instructional function associated competencies. There are still a variety of classifications made among competencies of teacher. According to National Council for Teacher Education (NCTE), the
classifications of teacher competencies are: contextual, conceptual, transactional, evaluation, management competencies related to other educational activities, competencies related to working with community and other agencies. The repertoire of teacher possesses the competencies exposed by him during the delivery of his/her lecture in contemporary primary education. Some of the competencies are:

- Knowledge of subject matter.
- Planning for the lesson including teaching strategies, teaching materials and classroom organization.
- Motivating learner groups
- Presentation and communication skills
- Evaluation
- Class room management and discipline.

A competent teacher always encourages active learning, gives prompt feedback, emphasis time on task, clearly communicates high expectations and respects the diverse talents of students. No doubt committed and competent teachers bring improvement in the quality of contemporary primary education. It is believed that, the teaching competency of a teacher is related with the kind of training program me (Preservice and in service) he/she attended. There may be differences in competency in relation to variables such as experiences, Gender, graduates and under graduates, faculties such as science and arts, and localities.

Teaching is a relationship, which is established among three focal points in education – the teacher, the students and the subject matter. Teaching is the process by which the teacher brings the students and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in learning. Modern teaching is not a mechanical process. It is exacting
and intricate as well. Teaching is not “telling and testing”. Teaching is a complex art of guiding students through variety of selected experiences towards the attainment of appropriate teaching-learning goals.

Teacher is people, who bring the performance and skill feel of the student to the world to the world to the human life (2010). J.Laksha Johnsi Quality in Teacher Educator.

Teacher education programmes play a vital role in the total education system. The quality of training the trainees get is reflected in their competence later. It is necessary to provide Quality training at the B.Ed institutions, as the teacher is nation builder. The aim of teacher education is to shape and strengthen the basic teaching techniques and provide knowledge. Knowledge and skill is the most important component of the student teachers.

Teacher Education should provide competence and focus on student teachers acquisition of specific teaching skills. The principle of feedback is quite useful in developing teaching skills among student teachers and making them competent teacher by increasing their teaching competence. Pupils are real critics of their teachers. They can critically differentiate between the desirable and undesirable behaviors of their teachers in the classroom situation. It is also necessary from the psychological point of view, since the teachers are trained to teach students.

3.5.1. Teaching: Definitions

Teaching has been defined by different psychologists and educationists in different ways. Some of the viewpoints are as under:

American Educational Research Association Commission (1962) mentioned that teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person.
According to *Morrison (1934)*, “Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter.”

\[\text{Fig: 3.18 Teaching as Inquiry}\]

In view of *Medley (1982)*, “Teaching involves a lot of language skills, pedagogic knowledge, information technology skills and subject knowledge”.

*Whitty (1996)* Identifies professional competence, which includes knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system and the teacher’s role. Professional competence also necessitates skills such as subject application, classroom methodology, classroom management, assessment and recording and undertaking a wider role.
3.5.2. Meaning of Competency

The term “competency” or “competence” is frequently used when we talk about any profession or work that express one’s quality of being competent, possessing adequate professional skills, knowledge, qualification or capacity.

When we talk about the teacher or his profession, we come to understand that teaching constitutes one of the major tasks of a teacher “teaching competency”. Hence, “teaching competency”, in one way or the other, has been a debatable term. Both the terms were tried to be defined separately and also together in different ways by social scientists at different time.

Fig: 3.19 6 Competencies
3.5.3. Common Teaching Competencies

**Competency I: Subject Matter Knowledge.** The effective early childhood, elementary, middle/secondary school teacher demonstrates knowledge of:

a) The subject matter of Early Childhood, literature, language arts, mathematics, science, social studies, the arts, health and physical education.

b) The physical, social, emotional, intellectual and moral development of adolescents, both with and without special needs.

c) Multidisciplinary structures, teaming and interdisciplinary planning;

d) The relationships among the disciplines taught in the higher education.

**Competency II: Communication Skills.** The effective teacher:

a) Communicates sensitively with language appropriate to students' ages, levels of development, gender, race, and ethnic, linguistic and socioeconomic backgrounds, as well as individual learning styles and needs;

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*Fig: 3.20 Communication Skills*
b) Interacts with students, families and colleagues.

**Competency III: Instructional Practice.**

a) Understands typical and atypical human development and is familiar with principles of curriculum and instruction, including strategies for integrating special education students into regular classroom settings and developing and implementing Individualized Educational Plans (IEPs);

b) Teaches through diverse modes, including new technologies, reading and language arts as appropriate to age, learning style and developmental stage of the learner;

c) Makes curricular content relevant to the experiences of students from diverse racial, socioeconomic, linguistic and cultural backgrounds;

d) Organizes and manages a classroom to support the growth and learning of diverse students;

e) Uses methods that develop students' academic and social skills;

f) Works effectively with families and community sources.

**The effective teacher: Competency IV: Evaluation.**

a) Designs and uses various evaluative procedures to assess student learning;

b) Evaluates his or her own teaching behavior, and use the result to improve student learning.

**The effective teacher: Competency V: Problem Solving.**

a) thinks critically about teaching and learning;

b) Fosters students' creative and analytical thinking skills.
The effective teacher: Competency VI: Equity.

a) Deals equitably and responsibly with all learners;

b) Understands the impact of western and non-western civilizations on contemporary American culture and use this knowledge to develop appropriate strategies.

The effective teacher: Competency VII: Professionalism.

a) Understands his or her legal and moral responsibilities.

b) Learns from experience and supervision.

c) Understands the impact of societal problems that can affect student learning negatively and uses appropriate strategies to address such issues.

There is a depth of research indicating that an individual’s behaviour, personality style and values are linked to a number of competencies required in teachers. Three key competencies have been identified: adaptability, self-organisation and emotional resilience. Using these three competencies coupled with in-depth research findings and with reference to the Teachers’ Standards for 2012, against which qualified teachers are assessed, resulted in the identification of the following key competencies in teachers which can be linked to personality and values and which are contained in the report:
Fig: 3.21 Teachers’ Standards for 2012,

– Adaptability

– Self organisation

– Emotional Resilience

– Leading with authority

– Communication and interpersonal style

– Decision making and autonomy

– Drive to succeed Pearson’s Teacher Competency Report
Competency in Using Technology

A critical competitor for many novice users of educational technology is the time it takes to complete a task with a keyboard, mouse, scanner or other input device. Since the 1950’s in fact, completion time has been a critical competitor to student aptitude, motivation, software attributes, teaching methods, and other factors in educational technology that is, time required to access a site, time required to pull down a menu, and required time to type a paragraph. The need for a more accurate prediction model of movement time in computer input tasks has been stronger than it has been for the past thirty years.

Teachers need the following competencies in using Technology.

Fig: 3.22 Competencies in Using Technology
- Demonstrate an ability to operate a computer system to successfully utilize software.

- Apply current instructional principles research and appropriate practices to the use of the computers and related technologies.

- Explore, evaluate and use technology – based materials, including applications educational software and associated documentations.

- Demonstrate knowledge of use of computers for problem solving data collection, information management, communications, presentations, and decision making.

- Design and develop student learning activities that integrate computing for a variety of students grouping strategies and for devise student’s population.

Dimensions of Teaching Competence

Teaching competence of student teacher are classified into three dimensions such as Pre Teaching, Teaching, Post Teaching (NCERT, 2010). The following are the competencies in pre-teaching

<table>
<thead>
<tr>
<th>Pre Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan</td>
</tr>
<tr>
<td>Section of ICT resources</td>
</tr>
<tr>
<td>Plan of Student activities</td>
</tr>
<tr>
<td>Plan of Teaching Methods and strategies</td>
</tr>
<tr>
<td>Write Lesson objectives</td>
</tr>
</tbody>
</table>
The following are the competencies essential while teaching.

<table>
<thead>
<tr>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills of using ICT resources</td>
</tr>
<tr>
<td>Interaction with students</td>
</tr>
<tr>
<td>Using Teaching aids</td>
</tr>
<tr>
<td>Communication skills</td>
</tr>
<tr>
<td>Explaining concepts and principles</td>
</tr>
<tr>
<td>Using illustrations</td>
</tr>
<tr>
<td>Using demonstrations</td>
</tr>
<tr>
<td>Using questioning</td>
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<tr>
<td>Using of motivational techniques</td>
</tr>
<tr>
<td>Introducing the Lesson</td>
</tr>
<tr>
<td>Concluding the Lesson</td>
</tr>
<tr>
<td>Summarizing Lesson</td>
</tr>
<tr>
<td>Reinforcing learning</td>
</tr>
<tr>
<td>Focusing attention</td>
</tr>
<tr>
<td>Using of Micro Teaching skills</td>
</tr>
<tr>
<td>Using of instructional materials</td>
</tr>
<tr>
<td>Classroom management</td>
</tr>
</tbody>
</table>
The following are the competencies essential in post teaching.

<table>
<thead>
<tr>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realization of lesson objectives</td>
</tr>
<tr>
<td>Using ICT resource for evaluation</td>
</tr>
<tr>
<td>Review and helping students revise</td>
</tr>
<tr>
<td>Getting feedback</td>
</tr>
<tr>
<td>Other follow-up work</td>
</tr>
<tr>
<td>Overall performance</td>
</tr>
</tbody>
</table>

### 3.6. IMPORTANCE OF TEACHER EDUCATION

Education is the cradle of success. Its is the vital key of Nation. Administrators, educationalists and policy makers across the country recognize that education system needs fundamental changes to keep pace with an increasingly complex global society. Education should not only reflect the needs of the society but also excellence. Every effort should be made to adopt our educational system to days changing economical and social realities.

Education is a never ending process, it is a growth, a progress and a development which never stops and goes on all through the life and even travels from one generation to another and ultimately inculcates in an individual the creative thinking, reasoning power and analytical ability which enables him to act and adapt to changing social scenario in the best possible way for the further enhancement and development of his personality. Education is the process of living through a common reconstruction of experience. It is the development of all these capacities in the individual which will enable him to control his environment and fulfill his possibilities. As a result of individual experience education is considered as a change or an adjustment.
In our increasingly complex and rapidly changing society, teacher’s tasks are more demanding and changing than ever before. The teacher plays a vital role in educating the future generations and in contributing to national and international development and prosperity. Teacher Education and appropriate pedagogy is thus very important as it enables them to discharge their responsibilities successfully. If you are a teacher in whatever capacity you have a very special role to play because more than anybody else it is who are shaping the future generation. Teacher Educators should update their content knowledge and develop competencies to meet the latest challenges in the society. They should a role model for teacher trainees who are the architects of our future citizens. (2009). Dr. A. P. J. Abdul Kalam, India 2020 a vision of the New millennium.

The most important means for improving the quality of Education is improvement in the teaching. Teachers are the heart of the education system, they are the main players. Teaching and learning makes the institution. It is the teacher who makes it. Thus their preparation, performance and accountability for educational task should relive top priority. The most important input or capital for an educational institution is its teachers. Thus, emphasis on the caliber and qualification of teachers requires immediate attention.

Teachers are meant to teach the students. They should enable them to learn at the mastery level; at learning of course they should be masters of what they teach the students and should be professionally trained teachers. It is wrong to think that teaching methods are meant only for school teaches. A mastery over the subject, knowledge of teaching strategies is necessary for teachers at all levels whether school, College or University. This will make them more effective teachers. The more skilled a teacher is the better will be his teaching and the use of different strategies make a teacher more skilled. The art of teaching is not constant but dynamic it is and lifelong learning.
Teachers should always try to reflect on their own training. There is need for self-assessment to be better teacher. Thus, there can be no question regarding the necessity of teacher education. Without education and knowledge of modern teaching techniques teachers would remain incomplete. They will not realize their own heritage. The need of the hour is re-engineering the teacher architects who are in the process of mankind. Educational and skilled teachers who are in the process of mankind. Educational and skilled teachers are required who will master a new approaches and technique.

3.6.1. Competent and Committed Teacher

From the conventional concept of mastery of the content and the inherent authority, the objectives of preparing teachers expanded, Secondary educations could focus on acquisition of competencies and nurturing of qualities of every individual teacher, befitting the emerging social scenario in India in which social justice and equity could apparently be the visible and desirable components of all the future social processes. “Where there are quality teachers, there is Quality Students”, In this context, quality teachers may be the one who:

- Is liked and loved by the children, appreciated by the community and endeared by the peers.
- Is modest and has the necessary self-confidence and self-image of being a partner in the nation building process.
- Is aware of the impact of knowledge explosion, population explosion and explosion of the rising expectations from education.
- Knows how to collect information from the right sources and process it for the teaching learning storages.
- Is willing to renew his/her approach, methodology and techniques in consonance with the changing times.
• Is confident, willing and skilled to achieve professional upgradation, particularly through self-directed learning.

• Realize his position as a role model for the children and as a communicator to new developments to the community.

• Has the capacity, as a socializing agent to interact with, all those who could help, enhance institutional efficiency and contribute to the growth, relevance and utility of education.

Teaching learning process in education involves interaction between the teacher and the taught, resulting in the achievement of the desired competencies. So it is the responsibility of teacher training colleges to develop all the competencies in student teachers.

### 3.6.2. Research in Teacher Education

The research in teacher’s knowledge, skills and standards suggests that teacher change with the passage of time and develop skills like planning, designing, assessment techniques, helping students, reflective teaching, professional commitment, assessment techniques, effective feedback and application of knowledge, what they have gained to improve instructions; To understand a competent teacher, we have to see to what extend they apply an integrated knowledge that they have in planning and implementing their teaching and revise the content of their lesson. The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill about proficiency in teaching aids. This suggests that effective teachers are able to learn planning and designing of lesson as well as the strategies to be adopted in teaching. They should be thus traced in facilitating teaching and professional were committee to acquiring knowledge throughout their life. They should further be able to guide their students by properly designate course of studies. They should be able to currently use student’s output and provide him with a correct feedback and how to make use of this in improving their teaching. An instructor must be able to adequately manage the classroom.
Know the ways and means to motivate the students. The instructor must be able to understand as to how the students learn and improve besides knowing the contents of the education method that they are teaching. One of the attribute of effective teaching relates to the social context of the community, the variance in the students and the positive attributes and the deficiencies in the children. The proficiency in technology is perceived as a means to an end resulting in better teaching rather than as an end in itself (Siddiqui, 2007).

**Academic Competencies**

Teacher must know academic matters (Kohll, 1992), command on subject and develop overall personality of the student. These should accept the learning needs of the scientific world and understand the psychological basis of education and the factors, which influence education.

**Methodological Competencies**

Teaching Methodology is the process of teaching and the resultant learning by developing a link between the students and the knowledge and skill contents embodied in the curriculum schools, through effective teaching methods, provide the required environment to the students in learning a particular skill or an area of knowledge. Methodology as defined by many definitions is a way of doing something in a Systematic, orderly and regular manner. Competence on the other hand refers to possessing sufficient skill and knowledge in a particular area. Methodological competencies are thus procedures to undertake a particular work with adequate knowledge and skill. Kohll, (1992).

**Lesson planning**

According to Bhatia, following five steps are necessary for teaching a lesson. Presentation, motivation, association, generalization and application are necessary steps for teaching a lesion. In the classroom, the teacher has
greater discretion as to the time devoted to a given lesson. In most high school subjects, the bulk of instruction centers on lecture and discussion. In planning instruction, the teacher must be aware of the fact that his behavior and interaction with students vary according to the nature of the activity used during instruction’s (Airasian, 1994).

The classroom task may be divided in two phases: The subject matter and lessons planning. The lesson must start with some thing to keep the students occupied at where he / she is. The activities for this movement must be in harmony with the students’ mental and physical level and lesson. Reading, writing, drawing or coloring may all be suitable in particular circumstances. Most important is the need to give the children something, which is, clear, concise and well within their capability. The aim at this stage is simply to buy a little time of peace and quiet to deal with latecomers, lost property or any other interruptions. Aims of teaching a lesson may be achieved by maintaining interest, motivation and clarity in it. This certainly calls for a versatile teaching. Lesson should be broken into smaller units for keeping every child busy due to their individual differences in learning. The aims may not be fully achieved but may produce reinforcement for learning (Laslett and Smith, 1984).

Starting with a general idea of what will be done during an instructional unit, teachers move through a series of successive elaborations and specifications. Important to this process and indicative of the way assessments are made, is the fact that teachers typically try to visualize their teaching activities unfolding in their own classroom. In a very real sense, teachers mentally rehearse the learning activities they contemplate using in the classroom. There are many different instructional models that teachers can and do follow when teaching. These models describe steps or activities that should take place when a lesson is taught (Eby, 1992). According to Oser et al. (1992) the teacher kept tight control over the lesson when students' reactions did not reflect this emphasis drew on personal experiences to model the appropriate interpretation. The manner in which this lesson was conducted and
communicated to the students as a set of values, perhaps unintended by the teacher. Educational objectives, or achievement targets, specify what pupils are to learn from the lesson; what they should be able to follow the instructions. Objectives describe the expected outcome of lesson. The materials going to be in teaching must also be specified. Nothing in advance that the lesson will require a video player, copies of the daily newspaper, construction paper and crayons, or marbles and an inclined plane helps the teacher prepare the needed materials. Planning also requires a description of the teaching and learning strategies being planned to use in the classroom.

The heart of teaching process is based on the strategies or activities teachers use with their pupils. Finally, a lesson plan should include some way to assess the success of the lesson. Plans string together a series of instructional activities each of which encompasses a relatively short period of time, usually ten to twenty minutes, during which pupils are arranged in a particular way or focused on a particular process. Common classroom activities have been catalogued and include seatwork, reading circle, recitation, discussion, lecture, demonstration, checking work, independent study, audio-visual presentation, tests, giving instructions, student report, games and silent reading. Clearly, some of these activities are more common in certain subject areas and grade levels. In planning day-to-day lesson and activities, one important consideration is the nature of the pupil needs vis-à-vis the content of the lesson. If few pupil have had difficulty in understanding concepts or processes presented in a prior lesson, the teacher might select a supervised seatwork activity to provide a chance to work more closely with those pupil. When reinforcement and pupil engagement are needed, recitation might be a useful lesson activity (Airasian, 1994).

**Improvement of Student Attitudes**

Sadker and Sadker (1997) explain that changes in student’s behavior take place in the following ways:
1. Dramatic increase in student response.

2. Statements supported by evidences.

3. Enhanced thinking process.

4. Taking inattentive in discussion.

5. Problems regarding discipline minimized to measure complexity.

6. Enhanced achievement on written tests to measures complexity in thinking.

**Classroom Management**

The personality of a teacher coupled with his character is a very important factor in teaching in the class rooms. However, this alone is not sufficient for effective teaching and has to be coupled with competence which is very important with relation to the classroom atmosphere. The class room teaching is affected to a great extent by a number of factors which include the communication style (whether the student understand it), the general atmosphere in the class (tense or relaxed), the rules regulations (strict or relaxed), but in addition to these factors, the teacher plays a role by influencing the students’ view of himself. The teacher has to efficiently manage the class which requires achieving the set objectives /plans for the class with minimum deviations. Good teachers carefully manage their classrooms in order to reduce disturbances. They manage to keep all students during the class time, make teaching aids in ready position, and make it convenient for students to watch the instructional presentations (Sadker and Sadker, 1997).

**Time Management Skill**

The learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within similar internal and external environments. The academic learning is a consequence of effective time
management in the class room. The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact on student learning and, therefore, require proper attention.

Time wasters have an adverse effect on student learning in classroom. Those students who spend more time on pursuing the course contents are able to learn more and resultantly achieve better results. Teachers do make class room time schedules but it is not enough, what matters are as to how effectively the allocated time used. An effective use of class room time and schedule will have a positive effect on scholastic achievement of students. The positive results of effective time use have prompted researchers to study it in more detail and various terminologies have emerged as under;

- Allocated time
- Engaged time
- Academic learning time

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior (Sadker and Sadker, 1997).

**Development of Self-confidence in Students**

Teaching is one of the most challenging professions. Working with young people as they develop their personality is a rewarding experience. Teachers help to develop the minds of young people to the end that they can cope with problems affecting our country's future (Gilchrist *et al.*, 1985). To teach successfully, one must plan successfully. Successful planning means
knowing how to facilitate a positive learning experience for all students. The teacher uses his/her best professional judgment to decide which method; strategy and technique will work best for a particular situation (Dhand, 1990). Teacher training is focused on methods, courses and areas of content specialty. It is as if we assume that once a person knows many facts about a particular subject, he or she can teach it to others; or in the case of elementary and secondary education, if teacher studies a subject in depth and learns methods of instruction, he or she will then be a good teacher (Zehm and Kohler, 1993).

3.7. B.Ed PROGRAMME

A Bachelor of Education (B.Ed.) is an undergraduate academic degree which qualifies the graduate as a teacher in schools. A B.Ed program may have direct entry from high school; as a combined degree with another bachelor's degree (e.g., BA/B.Ed); or as an after-degree program where the candidate has obtained a bachelor's degree, usually, the field in which the student wishes to teach. A good rapport or previous experience with young children or teens is also a desired characteristic of applicants.

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There are several streams to a Bachelor of Education, each corresponding to the particular level of instruction. In the United States, this includes elementary school education, middle school education, and high school education. Students in the elementary education stream generally study towards a Liberal Studies degree. In the high school (secondary education) stream, the student specializes in one to two subject areas. Upon completion of
the degree, they will prepare and eventually sit for the state's Board of Education certification examination.

A typical B.Ed program may include coursework in pedagogy, educational psychology, educational policy and leadership, assessment, social justice, special education and instructional technology. In India, Bachelor of Education (B.Ed) is a course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching in higher primary schools and high schools. The minimum qualification required for entry into B.Ed course is Bachelor of Arts (B.A), Bachelor of Science (B.Sc) or Bachelor of Commerce (B.Com). While students from arts stream are trained to teach subjects like history, civics, geography and languages. The students from science stream are trained to teach mathematics, physics, chemistry and biology. After BEd, students can pursue Master in Education (M.Ed) in Indian universities. National Council for Teacher Education is statutory body which regulates courses in teaching in India. The Bachelor of Elementary Education (B.El.Ed.) programme is a four-year integrated professional degree programme of Elementary Teacher Education offered after the senior secondary (class XII) stage of school. Conceptualized by the Maulana Azad Centre for Elementary and Social Education (MACESE) of the Department of Education, University of Delhi and launched in the academic year 1994-95, the programme is an attempt towards fulfilling the need for professionally qualified elementary school teachers. B.El.Ed. is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. Both professional and academic options are available to students who graduate with a B.El.Ed. degree. There is a course called Diploma in Education (DEd) or TCH meant for teaching in primary and nursery schools in India. However the qualification for admission to this course is pass in pre university course.
3.8. CONCLUSION

The researcher undertook intensive literature survey pertaining to variables of the study called quality indicators and their implementation for quality improvement and teaching competency of B.Ed trainees. The researcher identified about Seventy Five Quality Indicators necessary for Quality improvement in the B.Ed Teacher Education. Thus review of related literature helps the researcher to gain a deep insight into the variable Quality Indicators and teaching competency of the study. The succeeding chapter four deals with the methodology of research activity which discusses the research design, sampling technique, tools, method of data collection and statistical tools identified for analysis of the data.
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