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The Review of Related Literature and Related Studies have revealed that the variables Quality Indicators and Teaching Competency have to be studied in depth. The literature survey encouraged the researcher to continue his study. This enabled him to choose the appropriate concepts and construct the conceptual framework for the chosen variables. Formulation of Objectives and hypotheses of the study helped the researcher to find the appropriate methodology of investigation. The approach was determined on the basis of type of data collection procedure and this chapter deals with method of research design adopted in the study in order to proceed with the objectives and hypotheses, operational definition of variables, statement of the problem, scope of the study, population of the study, technique adopted for sampling, sample chosen, tools used for collecting data, the construction and standardization of the tools, data collection process, scoring procedure, period of the study, scores of the data, data analysis and conclusion.

4.1. STATEMENT OF THE PROBLEM

The success of any educational system depends largely on quality teachers. The strength and quality of any educational system depends largely upon a sound program of Teacher Education and Quality of Teacher. The teacher trainees should develop positive attitude towards teaching, acquiring knowledge and understanding for implementing the Educational policies. The teacher has to acquire new knowledge, new skills, worthy attitudes, interest and values.

Teaching Competence and Teacher Quality are concepts that are often referred to and frequently applied in different educational contexts: 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. Teaching competence also necessitates skills such as subject application, classroom methodology, classroom management, assessment and recording and undertaking a wider role. We are all interested in quality in education. The future of our country and the world depends on our children and college students receiving the best instruction. We should be aware of the trends so as to prepare the young minds for the future. (Dr. A.B.J. Abhdl Kalam 2010). Quality in education means that in terms of exceptionally high standards and passing a required standard, maintains consistency, keeping fitness of efficiency and effectiveness and brings qualitative changes and being good in all spheres of its activities.

Bachelor of Education (B.Ed.) is an undergraduate academic degree which qualifies the graduate as a teacher in schools. A B.Ed program has 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 in which the student wishes to teach. A typical B.Ed program may include coursework in pedagogy, educational psychology, educational policy and leadership, assessment, social justice, special education and instructional technology.

Teacher education programs should assure graduates with sufficient subject matter of knowledge in all areas included on their teaching skill and can demonstrate success in bringing students of institution that award a degree and submitted the recommendation for teacher certification would stand by the quality of its graduates and maintain and obligation to nurture the continuing development of teachers. Teacher education programs for teachers will adhere to the general principles of the National Council of Teacher Education (NCTE).

The good condition and facility lead to good environment in an institution which facilitates an effective interpersonal relationship among the teachers, students, parents and administrator. The educational environment such as physical facilities available, learning resources, student support system, curriculum design and planning, curriculum transaction and evaluation and
organization and management including the innovative teaching methods combined with value education are need conducive for the development of the educational achievement of the educates. The research development and extension is the major area need to be focused to improve the quality of the higher education system.

Thus the problem entitled “Assessment Of Quality Indicators In Colleges Of Education And Implementation Of Quality Indicators On Teaching Competence Of B.Ed Trainees” is selected for the study in order to identify the Quality Indicators and implement the Quality Indicators in a selected college of Education.

4.2. DEFINITION OF KEY TERMS

The key terms of the field study, Assessment, Quality Indicators, Colleges of Education, implementation, Teaching competence and B.Ed Teacher trainees.

Assessment

Assessment is an identification of the defect or measure the adequacy of the output or a procedure used to estimate the quality and quantity of an entity based on the quality indicators of teacher education program as formulated by the NAAC (2007). In this study Assessment refers to visiting the fifty colleges of education in person and assessing the quality indicators of teacher education program as formulated by the NAAC, August, 2007 with the questionnaire developed by NAAC.

4.2.1. 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. Quality indicator of this present study refers to those quality Indicators by NAAC, identified by the investigator and those implemented in the college of education.
4.2.2. Colleges of Education

The colleges of Education in this study refer to the colleges affiliated to Tamil Nadu Teachers Education University, Chennai which offer one year B.Ed Bachelor’s Degree in Education.

In this study colleges of Education refer to the fifty colleges of Education visited to identify the quality indicators and the college selected for implementation of quality indicators by the investigator.

4.2.3. B.Ed Students

Bachelor of Education is an undergraduate academic degree which qualifies the graduate as a teacher in schools. A B.Ed program has combined degree with another bachelor's degree or as an after-degree program where the candidate has obtained a bachelor's degree in which the student wishes to teach. A typical B.Ed program may include coursework in pedagogy, educational psychology, educational policy and leadership, assessment, social justice, special education and instructional technology. The students undergoing the B.Ed program are called B.Ed students. In this study B.Ed students refer to the students studying in the selected college of education.

4.2.4. Teaching competence

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 good training at the teacher training institutions, as the teacher is the nation builder. The aim of teacher education is to shape and strengthen the basic teaching techniques and provide feedback. Teacher Education should provide competence and focus on student teachers acquisition of specific teaching skills. The feedback mechanism brings out critical differentiation between the desirable and undesirable behaviors of teachers in the classroom situation. It is also necessary from the psychological point of view, since the teachers are trained to teach students.
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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 teachers performance in the class is thus dependent on the teachers competencies.

In this study Teaching competency refers to the specific competencies under 3 dimensions such as Pre-teaching, Teaching and Post-Teaching.

4.2.5. Implementation

Implementation is a process of putting something in to action in order to bring the development over the existing system, to evolve suitable remedial measures and to adopt instrumentation. Implementation in this study involves the process of putting into action the identified quality indicators in the college selected for implementation by the investigator.

4.3. RESEARCH QUESTIONS

Research questions refer to some difficulty which the investigator experience in the context of either a theoretical or practical situation and wants to obtain a solution for the same (C.R. Kothari, 1985). The research questions are multifaceted one, with each facet raising additional questions relating to both theory and practice.

Investigators place signposts to carry the reader through a plan for a study. The first signpost is the purpose statement, which establishes the central direction for the study. From the broad, general purpose statement, the researcher narrows the focus to specific questions to be answered or predictions based on hypotheses to be tested. In a qualitative study, inquirers state research questions, not objectives (i.e., specific goals for the research) or hypotheses (i.e., predictions that involve variables and statistical tests). These include the following:
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- What are the various quality indicators adopted in the Colleges of Education in Tamil Nadu?
- Is it possible to implement the quality indicators in a selected college of Education?
- What is the impact of quality indicators on teaching competency of B.Ed teacher trainees?

4.4. OBJECTIVES OF THE STUDY

Any research begins with a goal and a purpose. It helps to serve the purpose for which the research is conducted. The following are the objectives of the present study.

- To identify the quality Indicators for improvement in teacher education.
- To assess the quality Indicators as prescribed by NAAC in 50 colleges of education in Tamil Nadu.
- To implement the Quality Indicators in a selected College of Education.
- To evaluate the effect of Quality Indicators on teaching competence of B. Ed Teacher Trainees in the selected college.

4.5. HYPOTHESES

According to James E.Greighton, A tentative supposition or provisional guess “It is a tentative supposition or provisional guess which seems to explain the situation under observation.” According to John W.Best, “It is a shrewd guess or inference that is formulated and provisionally adopted to explain observed facts or conditions and to guide in further investigation. C.R.Kothari (2004). Bruce W.Tuckman, states that Hypotheses an expectation about events based on generalization: “A hypothesis then could be defined as an expectation
about events based on generalization of assumed relationship between variables” (Yogesh Kumar Singh 2005). M.Verma, says that “A theory, when stated as a testable proposition formally and clearly and subjected to empirical or experimental verification is known as a hypothesis.

Keeping in view of all the definitions the following hypotheses were framed for the present study.

1. There will be significant difference among Govt, Aided and Self financing colleges of Education in the performance of all the six key areas of Quality Indicators.
2. There will be significant difference among Govt, Aided and self financing colleges of Education in the performance
   - Key area I, Curriculum Design and Planning.
   - Key area II, Curriculum Transaction and Evaluation.
   - Key area III, Research, Development and Extension.
   - Key area IV, Infrastructure and Learning Resources.
   - Key area V, Student support and Progression.
   - Key area VI, Organization and Management.
3. There will be significant difference among all the six key areas of Quality Indicators of all colleges
4. There will be significant improvement in the academic achievement of the B.Ed students of selected college of Education due to the implementation of quality indicators.
5. There will be significant improvement in the teaching competence of the B.Ed Teacher Trainees.
6. There will be significant improvement in the teaching competence of the B.Ed Teacher Trainees in all the three dimensions.
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7. There will be significant difference in Teaching competence of B.Ed Teacher Trainees due to the difference in their age, educational qualifications, marital status, medium of instruction and major subject.

4.6. RESEARCH DESIGN

According to Ackoff the research design is determined in advance to conduct the research. Design is the process of making decision before the situation arises in which the decisions are to be carried out. It is the process of deliberate anticipation directed towards bringing an expected situation under control. Miller says “Designed Research” is the planned sequence of the entire process involved in conducting a research study” (Dhondyal, 1984). The research design of the study involves Mixed methodology including survey, case study and experimental research methods to fulfill the objectives of the research, which is explained as follows.

4.6.1. Mixed Methodology

A Mixed design is sometimes also called a split-plot design. The term comes from agricultural research, in which the design was first developed. In the split-plot design, a field was divided into several plots. Different plots received different level of a given treatment i.e. different pesticides. Each plot was then split into subplots and each subplot received a different level of a second treatment for e.g., different fertilizers. Thus, each plot received all the levels of fertilizer, but only one level of pesticide. In psychological research, each “plot” is a group of subjects who all receive the same level of the between subjects variables. Within a given plot, the subplots represent the different levels of the within subjects variables to which all members of that group are exposed.
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A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative data in a single study to understand a research problem. Mixing of forms of quantitative data.

- Campbell and Fiske (1959) Multitrait Multimethod approach
- Developing multiple psychological traits using multiple methods
- Expanding into triangulation of quantitative and qualitative (jick 1979 merger study)
- Debating the integration of worldviews and method
- Developing procedure for designs
- Advocating for a distinct design (Greene & Caracelli, 1997; Tashakkori & Teddlie, 1998)

Identifying a mixed methods study in the literature

- Data collection section indicates both quantitative and qualitative data were collected
- Purpose statement and or research questions indicate that the researcher intends to collect both quantitative and qualitative data during the study
- Priority or weight: qualitative, or quantitative or both equality
- Sequence of collecting quantitative and qualitative data is indicated
- Analyze both data sets
  - Combined in one analysis (Integrated)
  - Separate analysis

The study involves mixed methodology including survey, case study and experimental research methods to fulfill the objectives of the research, verify the formulated hypotheses and arrive the answers to the research questions.
4.6.2. Survey method

The word “survey” has been derived from the words “sur” or “ser” and “vecir” or “veidor” which means “over” and “see” respectively that is the term normally implies the determination of normal or typical conditions. The descriptive or normative survey method of educational research is very common. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It is an organized attempt to analyze, interpret and report the present status of a social institution, group or area. The Survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional.

Surveys are conducted in case of discipline research studies where as experiment are a part of experimental research studies (John W. Best and James V.Kahn-2004). The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered, and logical and skillful reporting of the findings. The researcher adopted survey method in this study in order to identify the Quality Indicators in the fifty colleges of Education.

4.6.3. Experimental method

Experimental research provides a systematic and logical method for answering the question, “If this is done under carefully controlled conditions, what will happen?” Experimenters manipulate certain stimuli, treatments, or environmental conditions and observe how the condition or behavior of the subject is affected or changed. Their manipulation is deliberate and systematic. They must be aware of other factors that could influence the outcome and
remove or control them so that they can establish a logical association between manipulated factors and observed effects.

Experimentation is the classic method of the science laboratory where elements manipulated and effects observed can be controlled. It is the most sophisticated, exacting, and powerful method for discovering and developing an organized body of knowledge. Although the experimental method finds its greatest utility in the laboratory, it has been effectively applied in non-laboratory setting such as the classroom, where significant factors or variables can be controlled to some degree. The immediate purpose of experimentation is to predict events in the experimental setting. The ultimate purpose of experimentation is to predict events in the experimental setting. The ultimate purpose is to generalize the variable relationships so that they may be applied outside the laboratory to a wider population of interest.

Experimental method is defined as observation under controlled conditions. It studies observable changes that take place in order to establish a cause and effect relationship. The study involves mixed methodology including survey and experimental research. Experimental method is an empirical research method used to examine a hypothesized causal relationship between independent and dependent variables (Radha Mohan, 2003). It is now appropriate to focus on experiments, research studies designed for establishing causal relationships. This method begins with a question concerning the relationships. The research advances with one or more hypotheses stating the nature of the expected relationship. The experiment is the event planned and carried out by the researcher together evidence relevant to the hypotheses. The experimenter deliberately and systematically introduces changes into natural phenomena and then observes the consequences of those changes. The hypotheses express expectations as to the findings that will result from the changes that are introduced. In conducting an experiment, the researcher devotes great care to the manipulation and control of variables and to the observation and measurement of results. It is through such a research method
that the researcher can obtain the most convincing evidence of the effect that one variable has on another [Radha Mohan 2003].

The researchers implemented the identified quality indicators in a selected college of Education and studied the Teaching competence of B.Ed students. After implementation the impact of Quality Indicators is studied on the Teaching competence of the B.Ed. Teacher trainees using experimental method, single group-post test only- design. One-Group Posttest-Only Design: Sometimes called the "one-shot case study," this design lacks a pretest baseline or a comparison group, making it impossible to come to valid conclusions about a treatment effect because only posttest information is available. The level of the dependent variable may be due to treatment, or may be due to any number of causes of invalidity such as history (other events coexisting with treatment), maturation (changes in subjects which would have occurred anyway), experimenter expectation (subjects seeking to provide responses known to be desired or simply reacting to the attention of being tested), or other biases. If this design is used, information must be gathered on pretest conditions, if only through respondent recollections, which are often subjective and unreliable.
Fig: 4.1. Research Design
4.6.4. Case study method

Case studies deals about a form of qualitative descriptive research that is used to look at individuals, a small group of participants, or a group as a whole. Researchers collect data about participants using participant and direct observations, interviews, protocols, tests, examinations of records and collections of writing samples. Starting with a definition of the case study, the guide moves to a brief history of this research method. The case-study method has come to be recognized as a useful mode of investigation into the causal relationship of complex educational phenomena. The basic unit of Case-Study is a case-a particular one of its kind. Though used primarily for the purpose of correcting conditions of mal-adjustment, this method, however, is found to be useful for making case-studies of normal and well-adjusted individuals or situations also. The findings of such studies form the basis for guidance in preventing mal-adjustments. Case study is a purposefully or analytically selected case. A case may be purposefully selected in virtue of being, for instance, information-rich, critical, revelatory, unique, or extreme (as opposed to cases selected within a representational sample strategy used in co relational research) (Stake 1995, Patton 1990). If a case is purposefully selected, then there is an interest in generalizing the findings.

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Researcher Robert K. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are
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not clearly evident; and in which multiple sources of evidence are used (Yin, 1984). The case-study method has come to be recognized as a useful mode of investigation into the causal relationship of complex educational phenomena. The basic unit of Case-Study is a case—a particular one of its kind.

The case study is a way of organizing social data for the purpose of viewing social reality. It examines a social unit as a whole. The unit may be a person, a family, a social group, a social institution, or a community. The purpose is to understand the life cycle or an important part of the life cycle of the unit. The case study probes deeply and analyzes interactions between the factors that explain present status or that influence change or growth. It is a longitudinal approach, showing development over a period of time. The case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit—a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations. The case study deals with the processes that take place and their interrelationship. Thus, case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that account for the behavior patterns of the given unit as an integrated totality.

The case has chosen for the research is a selected college of Education. The researcher attempted to study the impact of Quality Indicators on the Teaching Competence of B.Ed trainees, and the overall quality improvement their achievement level.

4.7. POPULATION

In research, population refers to objects, event, procedures or observations and it is psychologically meant that aggregate of things. The researcher needs to provide a precise definition of a population and the
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constraints on that definition in time and location in order to draw and label inferences from the sample. Statistics that will consider when it is taken from population is referred as population parameter. A defined population contains too many individuals to study. A good sample contains the information that the population does. The inclusion of one population member does not affect the chance of others being included (Helen Garvin, 2008). A population is the total individuals to whom the results of the research are intended to apply constitute the research population (Paul Oliver, 2008). Population is the totality of the people, organization, objects or occurrences (Neil Burton, mark Brundrett & Harrisson Jones, 2008). A population refers to any collection of specified group of human beings or non human entities. A population containing a finite numbers of individuals is finite population (Lokesh Koul, 2005). The aggregate of data sources are important to fulfill the primary purpose of research to discover principles of universal application. In this study population refers to all the colleges of education in Tamil Nadu and all the B.Ed. Students in Tamil Nadu. The population of the total number of education colleges in Tamil Nadu is about 660. The population of the B.Ed Teacher Trainees is about 10,000 B.Ed students.

4.8. SAMPLE OF THE STUDY

A sample, as the name implies, is a smaller relationship of a large whole. In other words, a selection of the population selected from the latter in such a way that they are representative of the universe is called a sample. A single member of a population is referred to as a population element. When some of the population elements are selected with the intention of finding out something about the population from which they are taken, that group of elements is referred to as a sampling. Simply speaking, the method of selecting for study, a portion of the population or universe with a view to draw conclusion about the population is known as sampling. Sampling may be defined as “the selection of part of an aggregate or totality, on the basis of which a judgment or inference about the aggregate or totality is made”.

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There are 670 Colleges of Education in Tamil Nadu. Among these 50 Colleges were selected for the study using non-probability sampling technique. For implementing the quality indicators a College of Education in Dharmapuri is selected. The Teaching competence of 99 B. Ed Students’ is assessed in this study. Sampling is indispensable technique of behavioral research, the research work cannot be undertaken without use of sampling. The study of the total population is not possible and it is also impracticable. The practical limitation; cost, time and other factors which are usually operative in the situation, stand in the way of studying the total population. The concept of sampling has been introduced with a view to making the research findings economical and accurate.

4.9 INSTRUMENTATION

In order to identify the Quality Indicators from 50 Colleges of Education Quality Appraisal of Teacher Education Questionnaire (QATEQ) was used which was standardized by NAAC, 2007. Another tool Teaching Competence Assessment Scale (TCAS) was constructed by the investigator and validated with the help of experts.

4.9.1. Standardization of the Research Tools

The study involves two research tools. The tool to assess the Quality Indicators QATEQ is a standardized tool constructed by NAAC. Another tool TCAS is standardized by the following measures. The test designer is responsible for providing evidence of support for the validity of the test. Validity is the quality of a data gathering instrument or procedure that enables one to measure what is supposed to measure. A test must be reliable for it to be valid (John W.Best & James V.Kahn.2009). Validity refers to how well a test measure of what it is designed to measure (Michael W. Passer & Ronald E. Smith, 2007). Wellington’s definition of validity is the degree to which a method, a test or a research tool actually measures and what it is supposed to measure should be the same and the actual measurement and what it supposed
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to measure are in equal character (Clive Opie, 2005). Every item in a questionnaire need become a manifest of variable designed to test out on underlying latent concept. Validity is the most important aspect of the design of any measurement instrument. It should measure what it is purport to measure (Daniel Muijs, 2004). Having noted the important criteria for standardization of the research tools or instruments the researcher applied necessary condition and procedures towards it. Validity, reliability and usability of the tool or instrument must command purpose of being that is developed. Tools were prepared in such a way what it aims to measure. The appropriateness, concurrent with the theoretical constructs, factual observation and concurrent with pre developed tools of such variables and true manifestation of the variable’s characteristics were all taken into account for the construction and standardization of tools. There were three types of validity considered essential for the instruments to be a standard measure such as content validity, construct validity and face validity. Questionnaire designer’s nearly deal consciously with the degree of valicility of reliability of their instrument. Perhaps this is one reason why so many questionnaires, are asking: - These qualities it must be recognized, however that questionnaires and Inventories, have a very limited purpose jhre are ways, however to improve both validity and reliability of questionnaires. Researchers need all the help from colleagues and experts in the field of research. The panel of experts may rate the instrument in terms it samples significant aspects of purpose, providing estimates of validity.

4.9.2. Content Validity

The content includes the issues, the actual wording, the design of the items, or questions and how adequately the test samples the universe of knowledge as expected in the theory. A panel of experts in the filed can judge the test’s adequacy. The test maker needs to first define the universe of content and be sure the test items shown to be the representative of the universe. The test developer should give due consideration to match the appropriateness for the person to be tested. The meaning of all terms needs to be clearly defined for
getting suggestions from colleagues and experts in the field of inquiry revealed ambiguities. The panel of experts’ rating of instruments had provided the estimates of content validity (John W. Best & James V. Kahn, 2009). Content validity is the range of the behavior that is represented by the theoretical concept is being measured (Donald H.M.C. Burney, 2001). The measures of theoretical construct or trait established is construct validity of the tool (Gerald Mathew et al., 2007). The self developed questionnaires for students values and the teachers’ perception on students’ problem behavior have been established with content validity through expert validation based on the theoretical principles, meanings, explanations and actual description provided with reference to each dimension in the variable of the study. The content variability of TCAS in established with the help of experts.

4.9.3. Concurrent Validity

The agreement between the questionnaire and empirical check on other sources of similar nature information which yields same results is called concurrent validity (Lokesh Koul, 2005). The developed items of Teaching Competence Assessment Scale questionnaire were confirmed with sample of knowledge and apart from that the concurrent validity was established through experts’ rank to the items were used to retain the items which commanded 75% or above of their agreement. The experts so contacted for established concurrent validity were the faculties of education who gained more than 20 years of teaching experience and specialists in the particular area of the research variables. The scoring of judges yielded the determination of retaining item in the questionnaire.

4.9.4. Construct Validity

Construct validity is concerned with the meaning and interpretation of the test scores obtained in terms of psychological or theoretical constructs. Construct is a trait of ability, temperament or attitude which stands as the description of the variable in terms of attitude of the individual’s interaction
with the tool (Lokesh Koul, 2005). The construct validity of the tool is established by a small field try-out (i.e. administrating the tool to the small group of 20 B.Ed students.

4.9.5. Face validity

The opinion of jury and several experts rating to the item will establish the validity of the measurement. The method of common sense Approach gives ‘face validity’ or a good judgment about the items in the tool will ensure content validity (Ghose, 2006). Face validity is the idea that a test should appear to any person to be a test of what it is supposed to test (Donald H.M.C Burney, 2001). Face validity is also established with the help of Pilot study.

4.9.6. Reliability

Reliability is the degree of consistency that the instrument or procedure demonstrates. The reliability or stability of the test is expressed as a correlation coefficient of stability over time, stability over item samples, stability of items, Stability over test scores, stability over testers and standard errors of measurements are the indicators of reliability. Reliability refers to consistency of measurement (Michael W.Passers,) A tool must command explicable stability over time, repeatable and unbiased it should established through coefficient of correlation between two tests or internal consistency through split –half technique (Helen Garvin, 2008). The reliability of the tool is found with the help of Inter-rater reliability. This is found to 0.72.

4.9.7. Scoring procedure of QATEQ

The following procedure can be used for carrying out a self-assessment of the teacher education programme or the teacher education institution in relation to the listed quality indicators. Performance of the institution, the KAs, the QAs or the QIs can be rated at five levels which are descriptions of degrees to which quality is expressed and each level is assigned a numerical weightage (points) as given below and it based on the 5 point scale. Needs Improvement-1, Can do Better - 2, Satisfactory -3, Good - 4, Outstanding - 5.
The assessment of performance on QIs should be made after carefully and objectively analyzing evidences from the said sources. The overall Institutional performance or the performance of individual KAs or QAs can be obtained by cumulating the points gained on various QIs. Using this five point scale performance on every KA or QA will be the total of points on each QI within that.

4.9.7. Scoring procedure of TCAS

Teaching Competence was measured using tool developed by exports. It consists of 3 dimensions such as Pre-teaching, Teaching, post-Teaching and has 30 items in it. The following table gives the details of the tool.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Dimension heading</th>
<th>Item number</th>
<th>No. of item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Teaching</td>
<td>1 to 6</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Post-Teaching</td>
<td>7 to 2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Post-Teaching</td>
<td>25 to 30</td>
<td>6</td>
</tr>
</tbody>
</table>

The TCAS is with a 4 point response categories consisted of 30 items in the dimension such as pre-teaching, Teaching, post-Teaching. The item numbers 1 to 6 refer to Teaching competence. The item from 7 to 10 refer to ICT and the items from 20 to 30 refer to academic related problem and all the item in the tool is developed as positive statistics. The investigation had deep study on difficult values and examined carefully each of than in order to explore the meaning and definition of each of its dimensions.

There are 4 response categories such as V.Good, Good, Average and Poor. The number of items in each dimensions of the student’s TCAS questionnaire is carefully marked the score of all the 30 items field its students score of TCAS. TCAS tool was scored in the order of 1 2 3 4 for positive items and 4,3,2,1 for negative items.
4.10. DATA COLLECTION

In order to identify the Quality Indicators from 50 Colleges of Education Quality Appraisal of Teacher Education Questionnaire (QATE) was used and the data is collected by the investigator who personally visiting all the 50 colleges of education. For assessing the quality indicators of one college one day is spent in the college by the investigator with the help of the college faculty. The data collection involves totally six months.

Teaching Competence Assessment Scale (TCAS) constructed by the researcher is used to assess the Teaching Competence of B.Ed Teacher Trainees. All the B.Ed Teacher Trainees were assessed against each criteria of Teaching Competence Assessment Scale and scores are recorded. The investigator along with other faculty members of the college assessed the teaching competence of the students continuously for a period of one month.

The data were collected, scored and tabulated for further analysis. The data obtained from the sample were analyzed by using appropriate statistical techniques such as percentage analysis, mean, standard deviation, ‘t’ test

4.11. IMPLEMENTATION OF QUALITY INDICATORS

Implementation is a process of putting something in to action in order to bring the development over the existing system, to evolve suitable remedial measures and to adopt instrumentation. Thus developing quality in education is, in the author’s opinion, a systematic and continuous process that involves four core elements: strategic and action planning; implementing, monitoring and evaluating planned change; responsive and flexible leadership;

Quality improvement is not incidental or accidental. It is a planned and deliberate process. The success of any educational system depends largely on quality teacher. The strength and quality of any educational system depends largely upon a sound programme of teacher education. The teacher trainees should develop positive attitude towards teaching, acquiring knowledge and
understanding for implementing the educational policies. In teacher education level we can achieve excellence through meticulous attention being directed to the components of quality such as quality planning, quality control, quality assurance, quality management and quality improvement.

For improving the quality of teacher Institution Reorientation of subject knowledge. Vitalization of professional studies, improvement in methods of teaching and evaluation improvement of student teaching development of special courses and programmes improvement of infrastructure and improvement in the quality of education Institutions is need for the study.

Quality improvement refers to the identification of the sources of unacceptable variation in opportunities to learn, teacher presence and time spent in school. quality instruction, facilities of school and scholastic achievement and continually improving the quality of designs such as effective school model, disciplined school environment, conducive environment to learning, processes like administration, effective communication, curriculum transaction strategy, co-curricular and extra-curricular activities and products like self-esteem of students, desirable behavior of students, healthy habits of students, development of students’ ability in cognitive, affective and psychomotor domains.

There are 660 Colleges of Education in Tamil Nadu. Among these 50 Colleges were selected for the study using non-probability sampling technique. For implementing the quality indicators a College of Education in Dharmapuri is selected. 100 Teacher Trainees of B.Ed are the participants of the study. The researcher implemented most of the Quality Indicators in the selected college of education.
1. Vision and mission

The selected college has the following vision.

To become the center of academic excellence in the area of teacher Education by providing quality Teacher Education Programmers to the poor and needy people. To prepare the Teachers of India as the intellectual capital of the human community at the global level and empowerment of women teachers through an integrated Education programme and prepare strong future teachers spiritually, mentally and physically.

To prepare the Student Teachers by providing them a rigorous quality Education with innovative effective teaching strategies and develop their ability and create passion to work wisely and creatively. To help the students teachers to become in their carrier in an environment with intellectual stimulus and moral prosperity. To identify talents of students teachers and channelize appropriately for individual growth and national development.

2. Resourceful staff members

The success of any educational system depends largely on quality teachers. The strength and quality of any educational system depends largely upon a sound programme of teacher education. The teacher trainees should develop positive attitude towards teaching, acquiring knowledge and understanding for implementing the educational policies. In teacher education level we can achieve excellence through meticulous attention being directed to the components of quality such as quality planning, quality control, quality assurance, quality management and quality improvement. For improving the quality of teacher Institution, Reorientation of subject knowledge, Vitalization of professional studies, improvement in methods of teaching and evaluation, improvement in student’s achievements, development of special courses and programmes, well qualified staff members are necessary. So the selected College of Education appointed well qualified faculty members for the institution.
3. Good Building

The design of a College building and the provision of others physical facilities cannot insure that the educational program will be a superior one, but a poorly planned facility can greatly impede the development of an excellent program in all areas of the curriculum. Boles in his publication (Boles, 1965) emphasizes the importance of a thorough study of the curriculum as a basis for a school building program he writes: "Studying curriculum is essential to any kind of school construction as it consists of a process of describing the predetermined experiences to be had by boys and girls within school facilities. Without this, the unique curriculum needs of a particular school community may be ignored." The physical facilities should cover all the needs of various subjects being taught in the school, the level of education and ages and population of the students. Following four points are to be taken into consideration while planning for the physical facilities. Thus the selected college has a very good building, with ample space for class rooms, laboratories rest room etc., the building has long corridors the class rooms are well ventilated.

The natures of required physical facilities vary with the level an type of education. Requirements of physical facilitates at elementary level are different from those of secondary level. Colleges and universities need entirely different facilities. Vocational and technical education demand facilities, which are
drastically at variance with those of general education. Education Facilities generally include the physical facilities of an educational institution and they mainly deal with the school building, equipment, furniture, Library and laboratories. The researcher however has included the provision of teachers in the schools as a facility because no educational institution can be of repute without its teachers. The number of rooms depends on the facilities provided in the selected college. Normally each section of the class should have a separate room and extra rooms are available for other classes such as SUPW, Value education and Counseling center. We can divide the school rooms into the following three categories:

**Instruction Room**, the classrooms and laboratories.

**Non-instruction rooms**, as Principal’s office clerks office, staff-room, library, room etc

**Miscellaneous room** as tuck shop, store, water rooms E.B.Room etc.

Many factors contribute to a good school building, but no one can be considered unimportant. According to Report of Commission on National Education (1959), "Several factors are involved which deserve further consideration. The size and shape of classrooms must be conducive to good vision and hearing. The placement and size of windows to permit maximum light an ventilation, acoustics, construction patterns ad furniture that will minimize the possibility of injury to small children an color that get the most advantage from natural light an prevent eye strain, are a few problems that have assorted the attention of researchers elsewhere."

**Canteen facilities**

Students need great physical, psychological and social development. To ensure that this development occurs normally, students and adolescents have energy and nutrient requirements. Students, who are usually unable to purchase food from outside, Canteen helps the students to provide nutritious food for the students.
Being a healthy college canteen has the following benefits:

- The students within your care are being provided with the nutrients they need to develop into healthy adults.
- Preventing diseases associated with poor diet, such as anemia, osteoporosis and obesity.
- Reducing the rate of obesity is important, as obesity is linked with many other social and psychological problems.
- The students within your care are being provided with the nutritional education that can assist with the development of life long healthy eating habits.
- Parent confidence in the quality of food and beverages sold in your canteen.

4. Good Laboratories

Since laboratories play an essential part in the field of education. Every science teacher needs to make the best use of it, so that the laboratory experience may contribute to scientific understanding. The science laboratory has adequately equipped with the modern scientific equipments and chemicals that are needed at the B.Ed level. Laboratories are the center of activity of scientific education. A special room for scientific experimentation by the students is indispensable because a science teacher is not only required to give lecture/demonstration to the students but to allow the students opportunities to
Methodology

use the apparatus to do the experiments themselves and to arrive at conclusions at their own accord. It is, therefore necessary that adequate space for experimentation should be provided for the students in the science laboratories. Jacobson and other are to the opinion that: Science laboratories and special rooms equipment: In science Laboratory the demonstrate desk should be within the sight of each student. Student desks should be furnished with water, gas-supply, and chemistry laboratories should have exhaust pumps as well. Similarly geography rooms should have maps, stands, cupboards and drawing-room tables, model stands, sliding boars etc.

5. Laboratory facilities

A good science laboratory is arranged by the management with the following facilities.

- It’s quite spacious to allow enough space for pupils to have certain freedom of movement Laboratory.
- It has well ventilated building, water supply, light and exhausting fan, gas, electricity and supply of distilled water.
- It permit enough teacher supervision of the pupil’s work.
- It has fire extinguishers which are now treated indispensable for the laboratories.
- It has preparation and balance rooms along with ample storage facility for equipment.

Dimension of the Laboratory

According to Celebrazze, (1970), size of laboratory is adequate if the flow area occupied by benches, tables, cupboards and shelves are twenty five to thirty square feet for each pupil in the class. If the provision of preparation room is in adequate, the size of a laboratory should be proportionally increased. A preparation of laboratory has about 2000 square feet and store room has sufficient shelves and racks.
6. Technological Infrastructure

The selected college of Education has following Technological Infrastructure in the E.T Lab.

1. Smart Board and Interactive Board.
2. LCD Projector.
3. E-Learning Resources.

It also has a spacious complete lab with computer and internet connectivity. Thus an ICT facility, important indicator of Quality in colleges of Education is implemented well. Modern technology has placed at the disposal of educationist’s tools and techniques of great research and effectiveness. Exceptionally talented teachers, modern facilities for teaching and demonstration have come within easy reach of the masses through the powerful media of radio, television, films and host of other instructional aids and devices. Potentialities of the modern instructional technology will be fully exploited to improve Quality Education.

7. Library

After the physical facilities are provided every efforts must be made to see that the facilities and equipment are properly used to a maximum degree. Relating to an educational innovation and the school plan Silverthorn (1965)
writes: "The important consideration for design is not the listing of activates to be housed, but crystal-ball exploration in to tends, techniques, and new programs that will have a present and future in flamenco on the kinds of facilities planned". About the importance of library in a school, Brown (1965) stated:” If our schools are to become places where the creative potential of students can develop, then we must have a new kind of school plant. The architect should first turn his attention to the schools today. Physical facilities are to be designed in such a way that it also takes care of the future developments in college of education.

Library should be an important component. The books and other reading in materials are to be selected which can help the students and teachers in improving their knowledge and Teachers-learning skills.

A good library is available in the selected college. No college can function successfully without a well-equipped library. It is necessary both for teachers and students. Every teacher should devote enough time in studying the various books to elaborate his lessons and also increase his general knowledge. Extra reading is very useful for students also. Library books are more interesting and attractive but they are as useful as textbooks as far as learning is concerned. The library books elaborate the lessons of the textbooks. Without library facilities, the textbooks become dry and difficult. The Report of the Commission on National Education (1959) had shown the increasing importance of libraries in colleges. Latest books on a particular subject can be available in the libraries only and, therefore, those visiting and consulting libraries very frequently keep themselves abreast of the knowledge of the globe. The selected college has a good library with following titles. List out Titles and number of books.
a. **Space and Seating Capacity in Library:** The library should be accommodated in a big room and it should have a seating capacity of one tenth of the total number of students. The selected college has arranged proper light and air facilities. The library is situated in the center of all the blocks of the college. The selected college having a collection of 10,000 volumes of standard text books and reference books with multiple copies of text books is available for free use by all the students. National and international journals are subscribed. Students will have open access facilities to the library.

8. **Seminars- State level, National level, International level.**

The selected college of education conducted the National Level seminars and workshops. “The **Quality Improvement in Teacher Education** organized one day workshop on ICT in teacher education”. Conferences and seminars are the important activities for professional development of teachers and teacher educators. It is a platform to update and share the knowledge in their respective fields. It is a good indicators of Quality since it needs lot of expertise, finance and resources in organizing them.
9. Transport facility

Transport facility helps the students, reducing the need to travel reducing the length of journeys, making it safer and easier for students to access travel reducing the impact of transport on communities improving freight access to key terminals and improved freight flows providing a choice of travel modes; and ensuring flexibility to meet the demands of a changing economy and market environments. Transport help maximize the quality of life of the community. Planning of transport. The selected college has a good transport facility with vehicles to bring the students from various rural areas. The vehicles are maintained in a proper way to ensure the protection of the students in a proper way.

10. Counseling center

The selected college has Counseling center for the students it function in a separate room. Counseling responsibilities are shared between interested group of teachers to look after the work. The Head of the institution personally watch the execution of the work of guidance and counseling. A team of professionals such as Doctors, Lawyers and NGOS are invited to take part in counseling the problem of students.

The investigator has assumed the charge of Guidance and counseling officer too. The Continuous and comprehensive evaluation of student teachers
have been collected and preserved in the cell, the report of the each student has been studied and analyzed. In the light of the collected information the student teachers are provided with personal, professional, social, economical and emotional guidance. The guidance cell has been assisted with panels of interested teacher educators which meets ones in a month regularly and study the cumulative record of the students. Students’ appraisal service has been collecting Information about the students from the parents, teachers, friends and from themselves.

11. ICT Facilities

The Education Technology and Computer Education using of ICT Tools in Teaching have become integral components of all teacher education programs. The selected college have all the Educational Technology equipments radio, TV, video, DVD, MP3, MP4 players, LCD projector, Internet etc., Students are trained to use ICT with ICT tools and techniques. The main aim of the ICT center is to create awareness among prospective teachers about information and communication technology (ICT) and its use in the teaching-learning.
12. Hostel facility

The Hostel faculty is very much essential and the selected college has very good hostel facility under the direct control of the correspondent who is the warden of the hostels and shall be assisted by the deputy warden, hostel supervisors. Deputy Warden is in-charge of student’s discipline and daily activity of the hostels. The rooms are furnished with needed furniture.

13. Ventilation Facilities: Fresh air is necessary for the students to keep them health, active and free from mental and physical fatigue. So ventilation
facilities are necessary in the classrooms. The selected college has provided Ventilation Facilities.

14. Water Supply Facilities

The College has pure drinking water facility i.e. Mineral water plant. Thus pure drinking water facility apart from Bore water facility is available to the students. The Supply of pure water for drinking purposes is very important for the up keeping the health of the students.

15. Solar system

Solar system is the Clean Coalition is a leading advocate for a modernized electrical system characterized by high levels of clean distributed generation integrated with intelligent grid solutions, which will empower consumers and drive innovation in power generation, delivery, and use. The result will be fundamentally improved electricity efficiency, reliability, and environmental protection. So the selected college has solar heater and solar lights facility.

16. Online learning facility

We live in the era of Information Technology. We have to learn where we are and equip us suitable to the changing scenarios. There is no end for the learning particularly to the academicians. ‘Learning that is supported by information and communication technologies (ICT) is the new technology.
Every academician must be aware of this. E-learning is, not limited to ‘digital literacy’ (the acquisition of IT competence) but may encompass multiple formats and hybrid methodologies, in particular, the use of software, Internet, CD-ROM, online learning or any other electronic or interactive media.’ E-Learning is defined as all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Information and communication systems, whether networked or not, serve as specific media to implement the learning process.

E-learning is essentially the computer and network enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It is used by the educational Institutions to enhance and support the class room teaching and offering courses to a larger population of learners across the Globe. It can be self-paced or instructor led and includes media in the form of text, image, animation, streaming video and audio.

E-learning has created new markets for teaching and learning material and equipment, attracting the attention of academic institutions as well as companies supplying them in different sectors – computer manufacturers, software producers, publishing houses and special training providers. It has also led to the reorientation of government policy, in particular, towards encouraging the spread of e-learning techniques and developing the skills and know-how required for their use. Therefore, e-learning was assigned a key role in the pursuit of the policy objective, announced at the Lisbon Summit in March 2000, of making the ‘the most competitive and dynamic knowledge-driven economy in the world’. The learning initiative was launched by the European Commission to encourage its spread. This was followed by its incorporation into the European employment strategy in the form of a specific
objective of ‘developing e-learning for all citizens’. To achieve this, States committed themselves to ensuring that ‘all education and training institutions have access to the Internet and multimedia resources by the end of 2001 and that all the teachers and trainers concerned are skilled in the use of these technologies by the end of 2002 in order to provide all pupils with a broad digital literacy’. Despite its central importance in government policy and significant interest in the scale of the actual and potential market, there is an acute shortage of quantitative information on the extent of e learning in providing initial and continuing vocational education and training and on the rate at which it is growing. There is also an increased use of virtual classrooms (online presentations delivered live) as an online learning platform and classroom for a diverse set of education providers. In addition to virtual classroom environments, social networks have become an important part of E-learning. Social networks have been used to foster online learning communities around subjects as diverse as test preparation and language education. Mobile Assisted Language Learning (MALL) is a term used to describe using handheld computers or cell phones to assist in language learning. All the facilities were taken care by the selected college.

17. Morning Prayer

The institution conducts morning and evening prayer regularly to inculcate the spiritual thinking. “Thank you Lord for this Morning, in which my dream will flourish, my plans will succeed, my destiny will be assured, and the desire of my heart will be granted in the name of Jesus Christ. May the grace of the Almighty support, sustain and Supply all my needs according to His riches in glory. Open my mind to your grace, O lord, as I begin my study today. You are the source of all wisdom and truth. Give me a good knowledge to study well. Love the Lord. Have a wonderful day in His name we pray. Amen”.
18. Evening prayer

The evening prayer is, Thank you Lord for this Evening, in which my dream will flourish, my plans will succeed, my destiny will be assured, and the desire of my heart will be granted in the name of Jesus Christ. May the grace of the Almighty support, sustain and Supply all my needs according to His riches in glory. Open my mind to your grace, O lord, as I begin my study today. You are the source of all wisdom and truth. Give me a good knowledge to study well. Love the Lord. Have a wonderful day in His name we pray. Amen
19. Digital Library

The advantages of digital libraries as a means of easily and rapidly accessing books, archives and images of various types are now widely recognized by commercial interests and public bodies alike.

Traditional libraries are limited by storage space; digital libraries have the potential to store much more information, simply because digital information requires very little physical space to contain it. As such, the cost of maintaining a digital library can be much lower than that of a traditional library. A physical library must spend large sums of money paying for staff, book maintenance, rent, and additional books. Digital libraries may reduce or, in some instances, do away with these fees. Both types of library require cataloguing input to allow users to locate and retrieve material. Digital libraries may be more willing to adopt innovations in technology providing users with improvements in electronic and audio book technology as well as presenting new forms of communication such as wikis and blogs; conventional libraries may consider that providing online access to their OPAC catalogue is sufficient. An important advantage to digital conversion is increased accessibility to users. They also increase availability to individuals who may not be traditional patrons of a library, due to geographic location or organizational affiliation.
- No physical boundary. The user of a digital library need not to go to the library physically; people from all over the world can gain access to the same information, as long as an Internet connection is available.

- Round the clock availability A major advantage of digital libraries is that people can gain access 24/7 to the information.

- Multiple accesses. The same resources can be used simultaneously by a number of institutions and patrons. This may not be the case for copyrighted material: a library may have a license for "lending out" only one copy at a time; this is achieved with a system of digital rights management where a resource can become inaccessible after expiration of the lending period or after the lender chooses to make it inaccessible (equivalent to returning the resource).

- Information retrieval. The user is able to use any search term (word, phrase, title, name, subject) to search the entire collection. Digital libraries can provide very user-friendly interfaces, giving clickable access to its resources.

- Preservation and conservation. Digitization is not a long-term preservation solution for physical collections, but does succeed in providing access copies for materials that would otherwise fall to degradation from repeated use. Digitized collections and born-digital objects pose many preservation and conservation concerns that analog materials do not. Please see the following "Problems" section of this page for examples.

- Space. Whereas traditional libraries are limited by storage space, digital libraries have the potential to store much more information, simply because digital information requires very little physical space to contain them and media storage technologies are more affordable than ever before.
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- Added value. Certain characteristics of objects, primarily the quality of images, may be improved. Digitization can enhance legibility and remove visible flaws such as stains and discoloration.\textsuperscript{[18]}

- Easily accessible.

- The selected college attempted to provide the digital facilities.

20. Good Conference Hall

Organizations have a big seminar hall. The selected college have equipped with state-of-the-art audio visual technology. 500 people can accommodate in the conference hall. The following facilities are available in the conference hall.

- Laptops and computer
- Wi/Fi Access Point
- Audio conferencing
- Videoconferencing
- Data projector
- Free LCD TV, TV-DVD player
Methodology

- White board, Flip charts
- Access to printers, copiers, fax & scanners
- Welcoming area with free broadband connectivity

21. Campus Interview

Selected college has been made tie-up with many educational institutions for both schools and colleges which are the source of employment opportunities for the student teachers bloom from the institution. The placement cell has been running under the able guidance of the placement officer assisted by team of staff members. The placement officer has been updating all necessary information and knowledge management system of recruitment, preparing the student teachers in soft skills application and conducting mock interviews with an aim of not just finding a job but building an exciting carrier in education.

22. Medical facility and

Medical facility is provided by the management. Medical facility provided immediately to the students.
23. Indoor and Outdoor sports facilities

The college has good Playgrounds facility and conducts many indoor and outdoor sports programme. The institution arranges many games such as tennis, volleyball, throw ball, high jump, long jump and cho-cho etc. To the B.Ed students.

It also provides opportunities to the students-teachers to participate in a variety of indoor games also.

24. Communication skill

Language employs a combination of words to communicate ideas in a meaningful way. By changing the word order in a sentence, you can change it’s meaning, and make it meaningless. The institution gives more importance to the communication skills of the B.Ed trainees.
25. Musical instrument

Music helps develop Student’s language skills: When young children listen to familiar words in songs, the Neuro transmitters in their brains are firing away, and their brains are building connections to the sounds they are hearing and the words they are singing. Singing songs and reciting poems and rhymes are helps the students to develop literacy skills.

Music helps develop children's self-esteem: Music is a wonderful way to address the many needs of children because music is nonjudgmental. There is no right or wrong, it just is what it is. Listening to different types of music nurtures self-esteem and encourages creativity, self-confidence, and curiosity. Music helps develop children's listening skills: Music encourages the ability to listen and thus to concentrate. Songs encourage speech and auditory discrimination. Through music, children learn to hear tempos, dynamics, and melodies. Listening for loud and soft, up and down, fast and slow encourages auditory development in the brain.

Music helps stimulate children's brain connections: A recent study from the University of California found that music trains the brain for higher forms of thinking.

Music and movement go together: Children naturally respond to music by moving and being active. Music helps children learn about rhythm and develop motor coordination.

Music relieves stress: Stress can be relieved with songs, chants, finger plays, and moving to music. Singing together creates a feeling of safety and makes learning in a classroom much easier.

Music encourages creativity in children: A fun game to play with children is changing the words to familiar songs. It is a wonderful way to develop the creative process.
Music is a great way to teach children with special needs: Music is a fun way to teach all children, including children who have special learning needs. Music experiences can be an effective way to stimulate speech development, provide organization for cognitive and motor development, and create a meaningful environment for socialization. That’s why the management arranged musical class for the B.Ed students, regularly in the evening and on Sundays.

26. Health care center

Health and physical education has immense potential to contribute a great deal to the education of children and youth. Anemic awareness, drug abuse, anti-tobacco, TB awareness program will be conducted in the selected college of education.

27. Creative activities, Art and Craft room

The institution has provided art and craft center for the students. Drawing, embose painting, print making, collage making, clay work, puppet making and basket making all this type of creative activities done by the student-teachers.
28. Facility for disabled students

We have to get a care and looks after the handicapped Students. Every year the management have give an opportunity for the handicapped students. The institute arranged special seating arrangement, ramp, and special classroom furniture for the physically challenged students.

29. Alumni Meeting

The selected college also felicitated and arranged alumni fellowship every year. The meeting started with prayer by correspondent and ended with a vote of thanks by the Chairman. In the evening a cultural program was
arranged which was followed by dinner. The first alumni’s meeting was held on 22nd December, 2007 in the college premise. More than 150 students were participated in this meeting. It was a wonderful occasion to meet and share the experiences with the alumni who graduated from the Institute over the past 6 years, especially the seniors who graduated during its infancy. An opportunity was given to every alumnus to share their experience and its impact on their career. Some of them reminisced about their stay in the old student hostel with its unique architecture. Many valuable suggestions on the future direction for research and teaching priorities were shared.

30. Placement service

Selected college has been made tie-up with many educational institutions for both schools and colleges which are the source of employment opportunities for the student teachers bloom from the institution. The placement cell has been running under the able guidance of the placement officer assisted by team of staff members. The placement officer has been updating all necessary information and knowledge management system of recruitment, preparing the student teachers in soft skills application and conducting mock interviews with an aim of not just finding a job but building an exciting carrier in education 40% of the students belonging to 2009 to 2011 batch of our college have been selected through the teachers recruitment board and rest of the students are working in many matriculation school Aided schools. In appreciation of our dedicated service, many schools in Salem, Krishnagiri, Hosur and Dharmapuri districts have been approaching us for getting hardworking B.Eds, to work as teachers in their school. The placement cell of the fulfilling this requirement.

31. Tree Plantation

Ecosystems, including their hydro-morphological (i.e. the structure and evolution of the water resources), physical and chemical conditions, are fully functioning and resilient to human-induced environmental change;
The decline of biodiversity caused by human activities is prevented and biodiversity is protected; Human activities introducing substances and energy into the marine environment do not cause pollution effects. Noise from human activities is compatible with the marine environment and its ecosystems.

Then people thought of the environment, they thought of its beauty; but now as the natural beauty of the earth that disappears, many people around the world have awoken to the realities of just how fragile our earth actually is. Central to this issue is pollution, which involves the introduction of harmful substances into the air, land, and water. Although pollution has been occurring throughout the earth’s history, the rate by which the human species have contributed to the amount of pollution that has entered our environment over the past several hundred years far exceeds the earth’s inherent ability to heal itself. Planting trees more help to reduce pollution.

The selected colleges conducts tree plantation campaign each year and motivate the Teacher Trainees towards the plantation.

1) To preserve the medicinal and herbal plants in the campus.

2) To beautify the garden in the college.

3) To impart ecological importance of gardening among the students.

The activities include

- Watering and conserving the trees and ornamental plants.
- Planting of new saplings.
- Naming the trees and plants in the college campus.
32. Life Skills Development

The selected college of education conducts many programmes for life skills orientation such as,

A. Personality Development

Attitude and Motivation; Goal Setting; Accountability; Self Analysis; Values and Ethics; Personal Grooming.

B. Communication Skills

Effective Communication; Effective Listening; Effective Presentation Skills; Report, Writing; Précis Writing; Sharpen your Reading Skills.

33. Academic achievement
The selected college strives hard to make the B.Ed trainees excel in their achievement. It consistently maintaining its record high in the achievement. The students of selected college achieved meritorious awards in the University exams during 2010-2011, one of the students R.Saraswathi got Gold Medal for the academic achievement year (2011-2012) and honored by Tamil Nadu Governor Dr.Rossaiya.

34. Notice boards

Every Educational Institutions have to make sure that provide the best education to the students. Notice boards can also bring out the creativity in students if they are good at artwork. Every students enjoys when his or her creativity is appreciated. School students are very excited to see their artwork being put up on the notice boards. This provides them some encouragement and happiness that they have the potential that is not visible to other school students. Hence, you can always put up some interesting artwork for the students so that they can inspire from it and perform better. You can even come up with some interesting facts and put them on the board so that they can learn more from it. Hence, notice boards are very important to educational institutions in different ways. Bulletin boards impart information and facilitate communication. Both traditional and online bulletin boards save time, keep people informed and can serve a variety of purposes, from inspiring students to providing information about community resources. Bulletin boards keep people abreast of events, opportunities and peer activities in school or at work. A college bulletin board, for example, provides information about everything from summer vacation job opportunities and forthcoming poetry readings to graduate research opportunities and student accommodation. So the institutions have provided good information to the students.
35. AIDS Awareness Programme

The college regularly conducts awareness programme on AIDS. have misconceptions and negative attitudes towards persons with HIV/AIDS. The main objective of the AIDS awareness program is helping the students to develop the right attitude towards persons with AIDS and to realize that they need to be supported through love and kindness.

36. SCOUT

The institution regularly conducts scout camp. The aim of the scout camp is to ensure and developing leadership, teamwork and discipline among the teacher trainers. These camps help the students to be more responsible and confident in their outlook. They learn the traits of a good leader and develop skills which make them competent to achieve group goals.
37. Value Education

The man makers are teachers who play a vital role in importing education with ethical values. Education is essential for all round development of child. Ethical values are promoted qualities that make an individual socially effective and happy to inculcate friendliness, co-operation, compassionate, self-discipline, tolerance, fearlessness, honesty, truthfulness and having love for social justice.

The aim of the education value is to become well versed with moral and spiritual values among the students. So that, all the values will be valued rightly forever. Thus the selected college imparts value education regularly to the B.Ed students.

38. Yoga Training

Yoga has immense potential to contribute a great deal to the education. Yoga has been considered as an essential part of human life. Yoga has been not only to keep fit but also to prevent and cure the physical ailment. It helps the students physical, mental and spiritually and not merely absence of disease or infirmity. The institution conducts yoga classes on Saturdays.
39. Fire safety awareness

Fire safety refers to precaution taken to prevent or reduce the likelihood of a fire that may result in death, injury. So the institution conducts awareness programme of fire safety, which is very essential to the B.Ed trainees.

40. Legal awareness

Legal awareness and legal literacy lie at the base of any effort toward legal empowerment. Critical knowledge of legal provisions and processes, coupled with the skills to use this knowledge to realize rights and entitlements will empower people to demand justice, accountability and effective remedies
at all levels. And conducts legal awareness workshops for activists and the community. The selected college has provided legal awareness for the students.

41. First Aid Camp

First Aid Camp was organized by St. John’s Ambulance 7 days from 19.11.2010 to 25.11.2010 in the college premises. Students actively participated and demonstrated sum of the first aid activity. Our former Governor Dr. Surjithsingburnala appreciated and gave awarded for the principal for their activities.
42. Educational visits

The selected College has been conducting educational tour covering the major areas of educational important places each year. So far the students of have visited places Agra, Delhi, Jaipur, Bangalore, Mysore, Ooty, Kodaikanal and Kerala each year.

43. Cultural programme

The institution has given an opportunity for the students to develop the talents of the students such as Dance, singing and playing musical instruments and to bring the latent talents of the students to limelight. The Institution has its own musical instruments, conducts cultural meet each year and motivates students to celebrate Christmas, Pongal Festival Competition.
Methodology

The institution gives more importance to the national festivals such as Republic Day, Independence Day and Gandhi Jeyanti.

4.12 DATA ANALYSIS

The researcher collected the data and analyzed data with the help of suitable statistical techniques further it would lead to the conclusion and educational implications of the study. In the present study the relevant data obtained from assessing the Quality Indicators as shown by NAAC in 50 colleges of education and the teaching competency scores of 99 B.Ed teacher trainees in pre teaching, teaching and post teaching have been analyzed.

The data obtained from the sample were analyzed by using appropriate statistical techniques such as percentage analysis, mean, standard deviation, ‘t’ test and qualitative analysis.
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