<table>
<thead>
<tr>
<th>S.NO</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>6.2</td>
<td>NEED AND SIGNIFICANCE OF THE STUDY</td>
</tr>
<tr>
<td>6.3</td>
<td>TITLE OF THE STUDY</td>
</tr>
<tr>
<td>6.4</td>
<td>OPERATIONALISATION OF KEY TERMS</td>
</tr>
<tr>
<td>6.5</td>
<td>REVIEW OF RELATED LITERATURE</td>
</tr>
<tr>
<td>6.6</td>
<td>SCOPE OF THE STUDY</td>
</tr>
<tr>
<td>6.7</td>
<td>OBJECTIVES</td>
</tr>
<tr>
<td>6.8</td>
<td>RESEARCH QUESTIONS</td>
</tr>
<tr>
<td>6.9</td>
<td>HYPOTHESES</td>
</tr>
<tr>
<td>6.10</td>
<td>METHODOLOGY</td>
</tr>
<tr>
<td>6.11</td>
<td>SAMPLE OF THE STUDY</td>
</tr>
<tr>
<td>6.12</td>
<td>TOOLS USED IN THE STUDY</td>
</tr>
<tr>
<td>6.13</td>
<td>DATA ANALYSIS</td>
</tr>
<tr>
<td>6.14</td>
<td>FINDINGS AND DISCUSSION</td>
</tr>
<tr>
<td>6.15</td>
<td>EDUCATIONAL IMPLICATIONS</td>
</tr>
<tr>
<td>6.16</td>
<td>RECOMMENDATIONS</td>
</tr>
<tr>
<td>6.17</td>
<td>CONCLUSION</td>
</tr>
</tbody>
</table>
CHAPTER VI

SUMMARY AND CONCLUSION

6.1. INTRODUCTION

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 teachers. 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 attitude, 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. The future of our country and the world depends the receiving of the best instructional pedagogy through the innovative educational practices.

Quality in education means which has an 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.

6.2. NEED AND SIGNIFICANCE OF THE STUDY

Teacher education program has a decisive role in shaping the destiny of the national success in general and preparing the teacher community in particular who in turn influence the future generation in enhancing mastery in
subject, pedagogy of teaching, learning, interest, attitudes, values and personality of students. The student teacher education course has been considered as the professional course which needs to adopt standards and quality. Nowadays there is a great demand for the quality teachers in academic arena and the institution should need assume the devoted and dedicated role to architect the teacher educator in such a way they can upto the mark of accreditation. An institution need to take comprehensive approaches to upgrade the institutional quality and work hard and smart for the improvement of the institution.

This study has been focused on improving the quality in teacher education program of a selected college of education based on the NAAC assessment criteria as assessed by the surveying of the presence of quality indicators and implementation technique followed in the selected B.Ed college in Tamil Nadu affiliated to Teacher Education University in Chennai. The scope of the study has included the entire teacher education program, and its activities such as curricular, co-curricular, and extra curricular activities, Value education, vision and mission, curricular design and planning, student progress, enrichment of teaching and learning resources, origination and management.

Teacher education is a key area of higher education which prepares the future teachers, who are the moulders of the future generation of the nation. A good person can make a good family, good family can make a good society, a good society can make a good education and the good education can bring quality teachers which is now hardly lacking in for quality education. Colleges of education are need to adopt world standards in order to prepare them for global fit to teach and research. Teaching competence is unique feature which every teacher need to develop by his own effort and equip the personality skills towards the meeting the learners of third generation.

The standard of education of a country largely depends on the quality and competence of the teachers of that country and this quality and competence of the teachers depends on the teacher education programmes. Thus to make
significant development of a nation, we have to look towards the teachers. The teacher need to be conceived as a ‘change agent’ for which they may be well acquainted and informed about day to day development because efficiency of an educational system is primarily determined by the efficiency of teachers.

Teacher education program has a decisive role in shaping the destiny of the national success in general and preparing the teacher community in particular who in turn influence the future generation in enhancing mastery in subject, pedagogy of teaching, learning, interest, attitudes, values and personality of students. The teacher education course has been considered as the professional course which needs to adopt standards and quality. Nowadays there is a great demand for the quality teachers in academic arena and the institution should need assume the devoted and dedicated role to architect the teacher educator in such a way they can up to the mark of accreditation. An institution need to take comprehensive approaches to upgrade the institutional quality to work hard for the improvement of the institution.

Teacher education programs need to 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. Teacher education programs for teachers will adhere to the general principles of the National Board for Professional Teaching Standards. Teacher preparation programs should assume the responsibility of improving the educational faculty of arts and sciences and classroom teaching in the schools. According to Flander, teaching is an interacting process which means that the participation of both teacher and students get benefitted out of it, the good interaction takes place for achieving desired objectives. Teaching competency is a special characteristic of a teacher who applies language skills, pedagogical knowledge, information technology and subject knowledge in order to achieve the instructional aims and objectives.
The good condition and facility lead to good environment in an institution which facilitates an effective interpersonal relationship among the teacher, 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 educands. The research development and extension is the major area need to be focused to improve the quality of the higher education system.

6.3. TITLE OF THE STUDY

The title of the problem is “ASSESSMENT OF QUALITY INDICATORS IN COLLEGES OF EDUCATION AND IMPLEMENTATION OF QUALITY INDICATORS ON TEACHING COMPETENCE OF B.ED TRAINEES”

6.4. OPERATIONALISATION OF KEY TERMS

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. 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.

Quality Indicators

The researcher has identified the quality indicators as given by NAAC, 2007. There were many more Quality Indicators as identified by the researcher with the help of Review of Related Literature. The major dimension of quality
Summary and Conclusion

indicators include curriculum design and planning, curriculum transaction and evaluation, research development and extension, infrastructure and learning resources, student support and progression, organization and management, value education, inclusive education and innovative teaching methods.

Quality indicator of his present study refers to those quality Indicators identified by the investigator and those implemented in the selected college of education.

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 Bacheor’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.

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. In this study B.Ed students refer to the students studying in the selected college of education.

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 teachers performance in the class is thus dependent on the teachers competencies.

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

**Implementation**

Implementation is a process of putting something in to action in order to bring the development over the existing system, to evolve a 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.

**6.5. REVIEW OF RELATED LITERATURE**

Lawrence, Debra L. Walden University, (2010) identified that level of teacher education and the major subject as well as the presence of specialized programming had a significant positive effect on classroom quality. M. Manivannan, K. S. Premila, (2009) revealed strengthening of quality indicators, which are already strong, and the revamping of weaker quality indicators. Institutions should adhere to the quality standards set by national and international assessment and accreditation bodies. Berg, Jill Harrison (2007) found that Board-Certified teachers were reported to have a positive influence on the standard of teaching practice. Rasowsky, Carol.(2007) found that Quality Indicators include well-qualified staff, small classes, low child teacher ratios, use of teaching practices encourage children to ask questions, the use of positive guidance strategies, strong focus on assisting children in developing problem-solving skills, demonstrating respect for others, Content-based learning activities, the availability of special education and child care services.
Dr Muhammad Hamid Ullah1, Dr Muhammad Ajmal & Dr Fazalur Rahman (2006) stressed on Uniform admissions policy, qualified faculty registered in PhD programs, foreign training, Hostel facilities Multi-media use in the universities for quality improvement. Rasowsky, Carol.(2007) and Braxton, Lori Margaret King. (2004) emphasized Special education programming. Welk, Ellen L. (2003) confirmed that the principal created a positive climate based upon mutual respect that supported the change process. Mohammad A. Ashraf and Yusnidah Ibrahim, Mohd. H. R. Joarder’s study identified quality indicators as Faculty credentials, academic calendar, campus facilities, research facilities and cost of education. Spendlove, Marion (2007) Came to a conclusion that University leadership is fundamentally different from leadership in other contexts and demands additional competencies. It adds to debates about whether leaders in higher education should be academics, or professional business administrators. Krull, Edgar; Oras, Kaja; Sisask, Sirjie (2007) found that Expert teachers are more sensitive towards certain instructional events and to general teaching strategy used by the model teacher than novice teachers. Bibi, Safia (2005) Sheer volume of work, the wide range of workload duties, changing class composition and continuous disruptive incidents. Hadi Mohammad Pour, K. Yeshodhara, (1992) confirmed that Female teachers had higher mean score than male teachers.

The qualitative analysis of descriptive responses, classroom observations, interviews and over-head communication conducted by Geeta A. Mehta, 2002 gave a quite different picture of reality. The observations revealed that (i) almost all the classes began in a dull, routine manner with no stimulation for learning or zeal of teaching. Jyoti Bawane, 1999 The teacher education programmes have not been efficient in developing the expected competencies specially in the areas of teaching methods, guidance, remedial instruction and professional development. The reason for not practicing the competencies by the teachers are mainly attributed to teachers who are less involved with their role of teaching due to their involvement in non-academic activities. They do not possess the required theoretical and functional
knowledge in order to practice them. From the perspective of teacher education programme the absence of certain competencies amongst the teachers is due to a lack of emphasis or negligence of them during teacher training. Rasowsky, Carol. (2007), Welk, Ellen L. (2003), Nusrat Kadri, 2005, used Mixed methodology in their studies.

The careful review and analysis of the studies presented in this chapter clearly depicts the need for implementation of the Quality Indicators order to improve the Quality in the Pre-service Teacher Education programme. Majority of the studies related the particular type of Quality Indicators for Quality Improvement in the B.Ed programme. All the Quality

6.6. SCOPE OF THE STUDY

This study has been focused on improving the quality in teacher education program of a selected college of education based on the NAAC assessment criteria as assessed by surveying of the presence of quality indicators and implementation technique followed in the sample B.Ed colleges in Tamil Nadu affiliated to teacher education university in Chennai. The scope of the study has included the entire teacher education program and its activities such as curricular, co-curricular, and extra curricular activities, value education, vision and mission, curricular design and planning, student progress, enrichment of teaching and learning resources, origination and management.

Another main focus of this study is to develop Teaching competency of all the teacher trainees studying in the selected college in three dimensions such as Pre- teaching, Teaching and Post-Teaching.

6.7. OBJECTIVES

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.
Summary and Conclusion

- 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 Model of Quality Improvement in a selected College of Education.
- To evaluate the effect of Quality Improvement model in terms of teaching competency of B. Ed Teacher Trainees of the selected college.

6.8. RESEARCH QUESTIONS

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:

- 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?

6.9. HYPOTHESES

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.
Summary and Conclusion

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.

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.
6.10. METHODOLOGY

The study involves mixed methodology including survey, survey and intervention research methods to fulfill the objectives of the research, verify the formulated hypotheses and arrive the answers to the research questions. A Mixed design is sometimes also called a split-plot design. The term comes from agricultural research, in which the design was first developed (it referred to a plot of land).

Survey Method

The survey is an important type of study. It involves a clearly defined problem and defined 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 in order to identify the Quality Indicators in the fifty colleges of Education.

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 (James V.Kahn, 2005 ). The researcher implemented the identified quality indicators in a selected college of Education and studied the impact of quality indicators on Teaching competence of B.Ed students.
Case Study 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.

The case has chosen for the research is a selected college of Education. The researcher has attempted to study the unit in order to understand the present status in a view to bring desirable changes in the existing system marching towards excellence in Teaching Competence of B.Ed trainees and Improvement of Quality in the college.

6.11. SAMPLE OF THE STUDY

There are 650 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 selected College of Education in Dharmapuri is selected. 100 B.Ed Students’ Teaching competence is assessed in the study.

6.12. TOOLS USED IN THE STUDY

In order to identify the Quality Indicators from 50 Colleges of Education Quality Appraisal of Teacher Education Questionnaire (QATE) was used and a Teaching Competence Assessment Scale (TCAS) constructed by the researcher is used to assess the Teaching Competence of B.Ed Teacher Trainees.

Quality Appraisal of Teacher Education Questionnaire (QATEQ) is validated and standardised by NAAC, 2007. Teaching Competence Assessment Scale (TCAS) is validated with the help of experts.

The Reliability of Teaching Competence Assessment Scale (TCAS) is established used Inter Rater Reliability. The ‘r’ value is 0.52 which is significant at 0.05 level.
6.13. 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 100 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.

6.14. FINDINGS AND DISCUSSION

Out of ‘2’ Government colleges one college stands in ‘Good’, one college stands ‘Satisfactory’. Only one Government Aided college is assessed and it stands ‘Good’ in the Quality Indicators. 47 self-financing colleges were assessed, out of which 2 colleges are in ‘Outstanding’ 8 colleges are ‘Good’, 30 are in ‘Satisfactory’, and 7 colleges are in ‘Can do better’.

In the key area I Curriculum design and planning the two government colleges of education stand in the category ‘Good’ and One government Aided college stands in ‘Good’ level and out of 47 self-financing colleges of education, 2 colleges in ‘Outstanding’ 8 colleges stood ‘Good’, 30 colleges in ‘Satisfactory’ level and 7 college are in ‘can do better’.

In the key area II Curriculum transaction and evaluation the two government colleges of education stand in the category ‘Good’. One government Aided college stands in ‘Good’ level and out of 47 self-financed colleges of education, 7 colleges stood ‘Good’, 36 colleges in ‘Satisfactory’ level 4 college are in ‘can do better’.

In the key area III Research Development and Extension the two government colleges of education stand in the category ‘Satisfactory’. One government Aided college stands in ‘Good’ level and out of 47 self financed
colleges of education, 1 in ‘Outstanding’ 9 colleges stood ‘Good’, 30 colleges in ‘Satisfactory’ level 7 college are in ‘Can do better’.

In the key area VI **Availability of infrastructure and learning resources** the two government colleges of education stand in the category ‘Good’. One government Aided college stands in ‘Good’ level and out of 47 self financed colleges of education, 3 in ‘Outstanding’ 15 colleges stood ‘Good’, 24 colleges in ‘Satisfactory’ level 5 colleges are in ‘can do better’.

In the key area V **student support and progression** the two government colleges of education stand in the category ‘Good’ and ‘Satisfactory’. One government Aided college stands in ‘Good’ level and out of 47 self financed colleges of education, 1 in ‘Outstanding’, 7 colleges stood ‘Good’, 35 colleges in ‘Satisfactory’ level and 4 colleges are in ‘can do better’.

In the key area VI **organization and management** the two government colleges of education stand in the category ‘Good’. One government Aided college stands in ‘Good’ level and out of 47 self financed colleges of education, 1 in ‘Outstanding’, 12 colleges stood ‘Good’, 31 colleges in ‘Satisfactory’ level and 3 colleges are in ‘Can do better’.

No college scores ‘Outstanding’ in the keys areas I,II,i.e, in Curriculum Design and Planning and Curriculum Transaction and Evaluation. Only one college scores ‘Outstanding’ in the key areas III, Research, Development and Extension, V, Student Support and Progression VI, Organization and Management. Three colleges score ‘Outstanding’ in the key areas IV, Infrastructure and Learning Resources. 8 to 14 colleges scored ‘Good’ in all the key areas. 25-37 colleges scored ‘Satisfactory’ in all the key areas.

It is observed that 4% of colleges of education have possessed with overall ‘Outstanding Performance’ in quality indicators and 20% of colleges stand ‘Good’ and 62% of colleges stand ‘Satisfactory’ and 14% of colleges stand in ‘Can Do Better’ category.
Summary and Conclusion

In the key area of curriculum design and planning the Government colleges of education stand in the category of ‘Good’ and secured 76.36%, Government Aided college stands in ‘Good’ level and have 61.8% and Self financed colleges of education stand ‘Satisfactory’ level and have 60.07%.

In the key area of curriculum transaction and evaluation the Government colleges of education stand in the category of ‘Good’ and have 72.94%, Government Aided college stands in ‘Good’ level and have 65.88% and Self financed colleges of education stand ‘Satisfactory’ level and have 61.27%.

In the key area of Research and development dimension Government colleges of education stands in ‘Good’ and have 68.33%, Government Aided college stands in ‘Good’ level have 63.33% and the self-finance colleges of education stand in the same category of ‘Satisfactory’ level and have 62.48%.

In the key area of availability of infrastructure and learning resources the government colleges have 70.85%, Government Aided college stands in ‘Good’ level and have 60% and in satisfactory category but the self-finance colleges of education stands in the level of ‘Good’ and have 73.33%.

In the key area of student support and progression Government colleges of education stands in the good category and have 75%, Government Aided college stands in ‘Good’ level and have 52.5% and the self-finance colleges of education also stand in the same category of ‘Satisfactory’ level and have 62.73%.

In the key area of organization and management Government colleges of education stands in the good category and have 72.10%, Government Aided college stands in ‘Good’ level and have 55.78% and the self-finance colleges of education also stand in the same category of ‘Satisfactory’ level and have 63.04%.
The performance of Government colleges of education is Good in the Key areas II (62%), V (60%), and VI (68.50%). The performance of Government Aided colleges of education is Satisfactory in the Key areas II (56%) and VI (53%). The performance of private colleges of education is Satisfactory in the Key areas V (50%). All the colleges need to be improved in all the other key Areas.

The rank wise analysis shows that Government colleges of education is first in all the V key areas, except in key area IV Infrastructure and Learning Resources. Government Aided colleges of education is in all the V key areas second, except in key area V. All the private colleges of education is first in key area IV Infrastructure and Learning Resources, second in key area V Student support and Progression and third in all the IV key areas.

In the pre teaching, the selected sample analysis reports that their lesson plan, selection of ICT resources, plan of student activities, plan of teaching methods and strategies, writing of lesson objectives and the selection of teaching aids has been found out as good.

In the process of teaching the experimental group has been observed that good in the following aspects such as skill of using ICT resources, interaction with students, using teaching aids, communication skills, explaining concepts and principles, use illustrations, use demonstration, use questioning, use of motivational techniques, introducing the lesson, concluding the lesson, summarization lesson, reinforce learning, focusing attention and pertaining instruction, use of micro teaching skills, use of instructional materials, camp activities.

In the post teaching of the experimental group score has been found that in the category of good in the following aspects such as realization of lesson objectives, using ICT resource student’s assessment, review and help students revise, other getting feedback, other follow-up work, Overall performance.
Summary and Conclusion

The Overall Teaching Competency of B.Ed.students is 72.68%. Overall Teaching Competency of B.Ed.students in Pre-Teaching is 66.91%. Overall Teaching Competency of B.Ed.students in Teaching is 61.25%. Overall Teaching Competency of B.Ed.students in Post Teaching is 63.25%. 29% B.Ed students have scored between 61-70% in Teaching Competency. 59% B.Ed students have scored between 71-80% in Teaching Competency. 11% B.Ed students have scored between 81-90% in Teaching Competency.

The percentage analysis of Teaching competence in the dimension Pre Teaching reveals that 92% of B.Ed students have scored above 60%, 6% of B.Ed students have scored above 80%, 37% of B.Ed students have scored above 71-80% and 49% of B.Ed students have scored above 61-70% . 8% of B.Ed students have scored below 60%.

The percentage analysis of Teaching competence in the dimension Teaching reveals that 64% of B.Ed students have scored above 60%, 4% of B.Ed students have scored above 80%, 3% of B.Ed students have scored above 71-80% and 57% of B.Ed students have scored above 61-70% . 36% of B.Ed students have scored below 60%.

The percentage analysis of Teaching competence in the dimension Teaching reveals that 77% of B.Ed students have scored above 60%, 3% of B.Ed students have scored above 80%, 4% of B.Ed students have scored above 71-80% and 70% of B.Ed students have scored above 61-70% . 23% of B.Ed students have scored below 60%.

The student teachers did not differ in Teaching Competency with respect to their Age, Educational qualifications, Major subjects, Medium of Instruction, community and marital status.

The report of the academic achievement of the students of Selected College of education reads as 2008-2009, 2009-2010 and 2011-2012 as 85%, 88% and 94% respectively and it shows the progressive improvement of the academic performance of the students. The same findings is achieved by the
study conducted by M. Manivannan, K. S. Premila, (2009) which revealed that strengthening of quality indicators improved the quality among the students.

The qualitative analysis shows that the selected college improved due to the implementation of Quality Indicators. The selected college follows the quality indicators emphasized by NAAC and found to be “Good” in the following Key Areas, Curriculum Design and Planning, Infrastructure and Learning Resources, Key Area IV Student support and Progression. The college is Satisfactory in the other Key areas Curriculum Transaction and Evaluation, Organization and Management and can do better in the Key area Research, Development and Extension.

The performance of the college is very good in Vision and mission, Good Building, Library, conducting National level Seminars, Transport facility, Guidance and Counseling, Hostel facility, Solar system, Morning Prayer, Campus Interview, Medical facility, Indoor and Outdoor sports facilities, Communication skill, Creative activities, Art and Craft room, Facility for disable students, Life Skills Development, AIDS Awareness Programme, SCOUT, Value Education, Yoga Training, Fire safety awareness, Legal awareness, First Aid Camp, Educational field visits and Cultural programme.

The same findings were reported by Rasowsky, Carol.(2007) who found that Quality Indicators include well-qualified staff, small classes, low child teacher ratios, use of teaching practices encourage children to ask questions, the use of positive guidance strategies, strong focus on assisting children in developing problem-solving skills, demonstrating respect for others, Content-based learning activities, the availability of special education and child care services. Muhammad Hamid Ullah1, Muhammad Ajmal & Fazalur Rahman (2006) also confirmed that Hostel facilities, Multi-media use in the universities for quality improvement.
The qualitative analysis of descriptive responses, classroom observations, interviews and over-head communication conducted by Geeta A. Mehta, 2002, Jyoti Bawane, 1999 revealed that (i) almost all the classes began in a dull, routine manner with no stimulation for learning or zeal of teaching. All the teacher trainees improved their teaching competence. As per the findings of the study the present study is an attempt in the direction to make teacher trainees to improve the teaching competence with energy, creativity and interest.

6.15. EDUCATIONAL IMPLICATIONS

As government policies in developing countries move from an emphasis on the improvement of quality provision. Hence teacher education institutions play a pivotal role in preparing the future teachers, conducting a research in the area of teacher education gains much importance in the following aspects.

- The present study helps the investigator to identify the quality indicators prescribed by NAAC and also the other indicators suggested by various national and international level organizations.

- This study highlights the importance of following the quality measures in teacher education.

- This study paves way for understanding the importance of quality indicators in preparing and molding the future teachers.

- It is clear from this study that the teacher educators must understand and follow all the quality measures in the teacher education institutions.

- By conducting the study the investigator thoroughly understands where the college, i.e the selected college stands in all the key areas as given by NAAC and what should be done to improve the quality.
It is also evident from the present study how far the implementation of quality indicators helpful to improve the achievement as well as the teaching competence of the B.Ed teacher trainees.

This study gives the clear idea about the level of presence of quality indicators in Government, government aided and self financing institutions of selected 50 colleges.

No Indian college or university is in the top 100 educational institutions of the best institutions of the world because of lack of quality indicators. This study reminds us the importance of improving quality on par with world class institutions.

This study focuses the relationship between the implementation of quality indicators and the teaching competence of teacher trainees.

This study also reminds us that though NAAC accreditation is mandatory for the educational institutions, it is also necessary for the institutions to check themselves periodically.

Quality enhancement is the continuous process and excellence is following quality measures continuously. When quality aspects are followed it will lead to produce quality teachers.

Research paradigms are changing now a days, due to the necessity the present study follows the mixed methodology which reveals that more than one type of methodology can be followed in educational research.

Education is a subject unlike science subjects more qualitative research designs can be followed. This study reveals the importance of qualitative research methods.

Thus this study has come out with many educational implications out of which the most important one that is the need for preparing quality teachers who are the nation builders and pillars of the society.
6.16. RECOMMENDATIONS

In the light of this study the following recommendations are placed to policy makers, administrators and teacher educators.

- Teacher education programs should assure that its graduates have sufficient subject matter knowledge in all areas included on their teaching certificate; can demonstrate success in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning and are able to use telecommunication and information technologies as tools for learning.

- Any public institution that awarded 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.

- Graduate programs for teachers will adhere to the general principles of the National Board for Professional Teaching Standards.

- Teacher preparation programs should take responsibility of education faculty, arts and sciences faculty, and classroom teachers in the schools. The three groups must work together if teacher preparation programs are to be effective.

- All teacher preparation programs should implement aggressive recruitment policies to increase the numbers, to raise the caliber, to expand the diversity of teacher candidates, and to balance supply and demand. Institutions with teacher preparation programs should set the academic qualifications of students going into teacher preparation at a level comparable to student qualifications for the institution as a whole. It also recommends the establishment of a clearing house to identify the demand in the state’s public schools for teachers by discipline.
Summary and Conclusion

- Teacher training institutions, should be encouraged that prepare teachers to give added emphasis to policies that support the efforts of faculty to model effective teaching; give the smart status and value to teacher preparation research as is given to other basic and applied research; and support increased participation of teacher preparation faculty in the publish schools (Jagannath Mohanty, 2003).

- Properly qualified teacher educators i.e, apart from possessing the degrees they should have the necessary competencies in preparing the future teachers should be ensured in the Teacher Education.

- Hostel facilities should be ensured in all Institutions of higher education.

- Multimedia use in the Institutions may be encouraged and all necessary arrangements made in this regard.

- A uniform and lucrative salary package for faculty members may be introduced to attract quality teacher educators in the Self financing B.Ed Colleges.

- Research activities may be given preference in the Self financing B.Ed Colleges.

- Seminars, conferences, workshops, symposium and research colloquium on the major issues of the thrust area of education can be organized in state, national and international level.

- Field activities including project work can be conducted in and around the location of the institution.

- Innovative Teaching methods should be introduced and encouraged in the B.Ed Colleges.

- Urban master plans and local development plans must explicitly incorporate the physical requirements, including provisions for playgrounds and other school facilities.
Summary and Conclusion

- There must be greater co-ordination between Government Aided and Self financing colleges of Education.

- Forums that allow and encourage teachers to exchange ideas, information and experiences, including a web-based portal, should be developed.

- The training of teachers is a major area of concern at present, since both pre-service and in service training of school teachers is extremely inadequate and also poorly managed in most states. Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility.

- Wherever feasible, ICT should be made more accessible to teachers, students and administration for learning, training, research, administration, management, monitoring, etc. This requires the provision of more facilities such as computers as well as connectivity and broadband facilities in the institutions.

- Computer-aided learning also requires training of teachers and other staff in order to make the best use of the technology.

In Short Teacher Training Programmes should assure the following.

- Thorough knowledge of the subjects they will teach,

- Understanding of social and cultural contexts in which students live and learn,

- Practical skills needed to manage the complexities of teaching for understanding,

- Knowledge of the specific methods, analyses, and examples that will promote pupil understanding,
Summary and Conclusion

- Commitment to high standards of professional conduct.
- Understanding of the changing relationships among schools, the communities they serve, and the world of work.
- Ability to use information technology to enhance learning and to enhance personal and professional productivity.

6.17. LIMITATIONS

The present study has few limitations which are given below.

The study has been undertaken to assess the quality indicators practiced in only Fifty Colleges of Education. There are seven Government colleges of education but it is possible to assess only Two Government colleges of education.

As assessment of Teaching Competence involves more time only once the it was assessed for the purpose of this study.

Out of 75 quality indicators identified the investigator implemented 45 quality indicators in the selected college of education.

The investigator has limited knowledge in the field of quality indicators and should not be compared with the peer team of NAAC.

Quantitative analysis of implementation of quality indicators was not done and qualitative analysis has been conducted.

6.18. CONCLUSION

Gone are the days when the teacher was the supreme master of the educational arena. He was the school, he was the textbook and he was the moral force. Nobody was there to rival, to share his responsibility and to supplement his efforts. The school had the monopoly over all sources of knowledge and was the only light-post of education on a vast area. But the conditions have changed and the situations have improved. Many agencies of education have come, several media have emerged and variety of materials is being used for education.
Change in the Educational Scenario

Now schools have lost the monopoly of learning, teachers have ceased to be the only providers of education, no curriculum is obligatory and no certificate is a license for anything. Ivan Illich, the prophet of the Desschooling Society has emphatically said that most of education takes place before the school, outside the school and since, schools are not the only places of learning and children at present are allowed to learn freely and widely. There are radio, television, newspapers and other materials, there are meetings, conferences and congregations of all kinds, political, social, cultural, literary and religious and all these have also educational roles to play and individuals are all exposed to such learning (Mohanty, 1986).

Therefore, teachers have to labour hard for keeping themselves not as the only source, but as a main source of learning and knowledge. They have to keep themselves abreast with the latest trends, ideas and practices in their respective fields. There has been “explosion of knowledge in every field”. Unless the teacher continuously learns himself, he cannot be a good teacher. He will fail in his duty if he is not able to satisfy the educational needs of the students. He will not be able to do justice to his duties and responsibilities if he is not up-to-date with the modern knowledge, techniques, methodology and media (Adams, Jone, 1985).

Today students are quite advanced in their mental age in their intellect, ideas and outlook. They are curious to know and have many doubts. Teachers have to meet the queries and satisfy this hunger with confidence (NPE, 1985). Therefore, they have to democratize their approach, methods and class organization. There must be adequate freedom, flexibility and frankness in them. Questioning must be encouraged and responsibility must be shard in school administration as well as organization. There must be equalization of educational opportunity and adequate interaction between the school and the community.
Qualities of a Effective Teacher

The qualities of head, heart and hand mainly constitute the teacher’s personality. His intellect, knowledge and thoughts are the qualities of head, sympathy, understanding, fellow feeling, love and affection are the qualities of heart and handwriting, drawing, painting and other muscular activities are the qualities of hand. Thus his love for his work and love for the student. Teachers should be the living incarnation of the great trinity of truth, Goodness and Beauty. He must have a deep sense of reasoning right and wrong; he must cultivate non-violence and objective outlook towards everything and he must appreciate beauty and orderliness. Teacher must have robust optimism and be free from frustration and pessimism. If he lacks in idealism and compassion, his personality will be a dead wood without any tender feelings for anybody. His vision of life must be based on love, sympathy and affection for all in general and for the needy and deprived classed of the society in particular (Wasi, Murrel,1964).

Challenge to the Teachers

The teacher is the backbone of the society. He works for welfare of the nation. His functions affect eternity. Therefore, teaching in order to be effective and successful must influence the thoughts and action of pupils most remarkably and perceptibly. The successful teaching must be effective with the help of various modern media, means and methods. Gone is the age of “talk and chalk”. The modern age of science and technology demands creative, dynamic as well as multi-dimensional and multi-media approach. Therefore, radio, television, films, tapes, etc, should be used with profit along the traditional media and materials (Nochhar, 1978). The modern society very hardly needs such teachers who are not only knowledgeable, but also good towards their students, committed to their profession and sincere in their efforts for doing well to the society. For success of democracy such teachers are invaluable assets and they can be really effective for bringing about desired social change and accelerating the speed of national reconstruction. The
National policy on Education, 1986 has rightly remarked, “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions, which will help motivate and inspire teachers on constructive and creative lines”. This shows the concern of the Government of India about the role and functions of teachers and the need for providing high status and adequate facilities for enabling them to discharge their onerous responsibilities with great success. However, teachers should take up the challenges and deserve themselves the respect and responsibility by acquiring the qualities of hand, head and heart and by doing their best to realize the cherished goals of the nation.

The role of the teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. Teacher performance is the most crucial input in the field of education. Teacher education and training competence, motivation and the conditions of work impinge directly in teacher’s performance. The teacher who is the organizer and controller of the classroom is mostly responsible for the future of India. He is building future citizens of the country. As he moulds the children so the country will be moulded. From this point of view, a lot of responsibilities lie with the teacher to execute in his day to day activities. But the teachers must be properly equipped to deal with children. They should develop necessary knowledge, skill abilities, and attitude to perform their duties effectively. It is in this content that education of teachers becomes most important in any country.

The purpose of teacher education is to engender the qualifications judged to be necessary for doing the work the teacher is called upon to undertake. The central phase of the teachers work is instruction i.e. stimulating, directing and guiding the learning of pupils and undertaking contemporary teaching-learning theory is an essential prerequisite for understanding the developing thinking about the purpose of teacher education that is the desired teacher qualifications.
Teacher education focused its attention on defining new goals especially in the light of national development programmes and changing role of the teacher in the emerging social order. As in all aspects of education, the achievement of quality in teacher education must be a collaborative are to take seriously the need for effective teaching in our schools then we must also take seriously the insights into what helps learning in teacher education.

Quality improvement in education depends in quality of teacher education because teacher has a crucial role in the development of the country and it is rightly saved that the destiny of the country is formulated in its classrooms. New practices, policies and procedures in the area of teacher education affect the quality of teacher education and accordingly the education and the nation.

The report of the academic achievement of the students of selected College of education shows that there is progressive improvement of the academic performance of the students over the past three years. The teaching competency of B.Ed students of selected College of education has also been reported that there is a significant improvement in the criteria of assessment in the major areas including pre-teaching, teaching and post-teaching.

In conclusion, the Investigator has ample evidence to declare that the teacher education curriculum and training programme are need to be upgraded as per the changing requirements of the modern world in order to face the challenges of the 21st century by our would be teachers. The teachers are the builders of the nation. They can chisel the personality of the children i.e., the citizens of tomorrow who can play an important role in the development of the country. Quality indicators are very important for improving academic performance. Teaching competency is considered to be more important along with their academic achievement. Government colleges of education stand good in the curriculum design and planning and curriculum transaction and evaluation. All the colleges of education irrespective of the management of the institution need develop in the key area of research, development and extension.
REFERENCES


Cho-Yee .(1982). An address delivered at the First Conference for Educational Workers Union, Hong Kong.


Saiyidain, K.G., *The School of the Future*.


UNESCO Institute for Statistics.