# CHAPTER – 1

## INTRODUCTION

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CHAPTER-I
INTRODUCTION

The demand for qualified and quality teachers has been continuously on the increase throughout the world. There has been an unprecedented expansion of school education especially in the developing countries, which has accentuated such a demand. Quite naturally, the Teacher Education programmes have acquired renewed significance. It has become imperative that the effort and resources mobilized towards teacher education are effective and field relevant in particular country contexts.

It is a pertinent expectation that the teacher education programmes exhibit vibrancy adequate for responding to the emerging paradigms of school education and the teacher roles thereof. It is thus necessary that quality concern is explicit in every aspect of teacher education programmes. This quality concern goes beyond technical accuracy and consistent effort to carry out tasks. It pertains to the concern reflected by those involved about ascertaining the true spirit and purpose of each task on the one hand, and on the other, try to enhance its meaningfulness. If such concern is an integral part of the processes and practices within an institution, students will gain meaningful, holistic experience.

The word quality comes from Latin word Quails means “what kind of with a variety of meanings and connotations. It has been referred to as a slippery concept (Pfeffer and Coote, 1991). The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Taking cognizance of these developments and the role of higher education in society, National Assessment and Accreditation Council (NAAC) has developed five core values which are contributing to national development, fostering global competencies among students, including a value system in students, promoting the use of technology and quest for excellence.
Seven Steps of NAAC to quality that makes up the acronym Quality are

- Quest for excellence
- Understanding the concept
- Action-orientation
- Learner-centric approach
- Innovation for change
- Training to build competencies
- Year-round activity

1.1. QUALITY IN EDUCATION

Quality in education is mandatory due to following reasons. Quality Education is essential to produce quality teachers by the Teacher training institutions through their regular Educational programme. The following suggestions help the institutions for Quality Education.

- To improve the quality of teacher education programmes both the pre-service and in-service teachers training programmes.

- The teacher education institutions have to take much initiation for bringing about changes which must induce full confidence in teachers, commitment, sincerity and adherence to values.

- A teacher to be a professional practitioner, effective training need to be provided as an important ingredient of a renewed curriculum for Quality Education.

- There must be comprehensive plan to educate the teacher educators systematically.

1. **Competition:** We are entering a new regime, where competition among educational institutions for students and funds will be
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highly significant. With Globalization and the Global Agreement on Trade in Services (GATS), the educational environment will be seized by increased competition. In order to survive in such a situation, educational institutions need to worry about their quality.

2. **Customer satisfaction**: Students, parents or sponsoring agencies as customers of the educational institutions are now highly conscious of their rights getting value for their money and time spent. They are now constantly worry about the relevance of our courses and programmes to the needs of the labor market.

3. **Maintaining standards**: As educational institutions, we are always concerned about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as the educational provisions and facilities.

4. **Accountability**: Every Institution is accountable to its stakeholders in terms of the funds, public or private used on it. Concern for quality will ensure accountability of the funds utilized and inform the stakeholders about taking appropriate decisions. Thus, quality can be considered as a monitoring mechanism.

5. **Improve employee morale and motivation**: Our concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities. If a quality system is in place, the internal processes would be systematic making every department complementing each others service domain and helping in developing internal customer satisfaction leading to high morale and motivation.
6. *Credibility, prestige and status:* If we are concerned about quality, continuously and not once in a while, it will bring incredibility to individuals and the institution because of consistency leading to prestige, status and brand value.

7. *Image and visibility:* Quality institutions have the capacity to attract better stakeholder support, like getting meritorious students from far and near, increased donations/grants from philanthropists/funding agencies and higher employer interest for easy placement of graduates.

In Educational Institutions we are particularly concerned with all other ideas of quality to have their respective places. Subsuming a wide range of discussions, Barnett (1992) Barrow (1991) gave a suggestive definition by to define in higher education. The student’s educational development has been enhanced not only have achieved the particular objectives set for the course but, in doing so, they have fulfilled general educational aims of autonomy of the ability to participate in reserved discourage of critical self evaluation, and awareness of the ultimate contingency at all through and action.

**1.1.1. Quality Movement**

Quality as a concept is 20th century phenomenon that has its roots in the industry and management, quality become an issue with the advent of industrialization and adoption of new scientific approach to management based on strict division of labor as propounded by F. W. Taylor. With mass-production, and breaking down of work into smaller and repetitive tasks handled by machines, the role of workers for self-checking of quality was reduced. In the days of craftsmanship, the responsibility of quality remained with the worker. The later stage necessitated the need for inspection of the products to ensure they met specifications before they left the factory. This came to be known as ‘quality control’.
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Three of the most important contributors to the evolution of the quality movement are W. Edwards Deming, Joseph Juran and Philip B. Crosby. Though all three of them have concentrated on quality in the industrial and manufacturing sector, discussion on quality is incomplete without exploring their philosophies. Their contributions can also be applied to other sectors, including education. As students of education, we should strive to extract the best of each of these thinkers and apply them in our own context (Edwards Deming, Joseph Juran and Philip B. Crosby 1984).

1.2. QUALITY MOVEMENT IN INDIAN HIGHER EDUCATION

Too many concepts of management as applied in business and industry cannot be applied as such in higher education. According to Pillai (2006) there are limitations in applying the market metaphor to education. According to him the products of education are not really finished products that can be bought off from the shelf. The student (customer) competes to get admission and the educational institution (provider) often chooses its customers. Though the customer pays the fees, the output (graduation) is not guaranteed. The student has to play an active role in the process; and behaves more like an entrepreneur (investing time, efforts and money) to produce (acquire) knowledge and skills that are useful in the job market. Thus, quality cannot be managed in the way it is done in business and the industry.

The University Grant Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for “the determination and maintenance of standards of teaching, examinations and research in universities”. To fulfill this mandate, the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly or indirectly. In order to improve quality, it has established National Research Facilities and Academic Staff Colleges to re-orient teachers and provide research courses in subject areas. The UGC also conducts the National Eligibility Test (NET) for setting high standards of teaching. (NAAC June 2006).
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When many higher education institutions are facing scarcity of resources, no one would disagree to better and improve quality of management of the non-academic activities leading to creation of an environment conducive for quality academic development.

1.2.1. Dimensions of Quality in Higher Education

Quality, as we know so far, was originally developed in the manufacturing industry. In the area of higher education, the adoption of quality control has been superficial and diluted by the exercise of academic freedom (Largosen et al, 2004). Further, the prevailing culture of universities is often based on individual autonomy, which is zealously guarded (Colling and Harvey, 1995). Thus it is usually difficult to apply the features of quality to higher education considering the fact that quality requires teamwork (Boaden and Dale, 1992). However, the quality of higher education is very important for its stakeholders such as students, staff and employers (Srikanthan and Dalrymple, 2003).

1.2.2. Service Dimensions of Quality

The service dimension of quality is probably more akin to the educational processes. We know that unlike physical goods, services are ephemeral to the extent that they can be consumed only as long as the activity or the process continues. Thus, there is inseparability of production and consumption. Thus, services can’t be stored and are perishable. The consumer is also an integral part of the service process. Thus, in higher education, this framework is more applicable as the teaching learning situations are more like a service. Parasuraman et al (1985) identified the following dimensions of service.

1. Reliability. The service is carried out in the way it is promised.

2. Responsiveness. The service is carried out promptly according to the needs of the customers.
3. **Competence.** The staff of the service provider has the knowledge and skills required for delivering the service in a proper way.

4. **Access.** It concerns the location, opening hours, etc.

5. **Courtesy.** How polite, friendly and respectful the employees are.

6. **Communication.** It is the process of keeping the customers informed in a language that they could understand and also listening to them.

7. **Credibility.** How trustworthy, believable and honest the service provider is.

8. **Security.** Freedom from danger, risks or doubt.

9. **Understanding the customer.** The effort of the service provider to understand the needs and wants of the individual customers.

10. **Tangibles.** Physical objects that are needed for carrying out the services such as facilities equipment, etc.

1.2.3. **Product Dimension of Quality**

Garvin (1987) proposed the following eight dimensions for quality that, as he stated, can define both product and service.

1. **Performance.** It is concerned with the primary operating characteristics of a product. For example, for a TV, the performance comprises of sound and picture quality. In higher education performance is the abilities expected from a graduate.

2. **Features.** Those characteristics that supplement the basic performance functions called features. In higher education, flexibility of course offering could be a feature.

3. **Reliability.** It is the probability of a product working fault-free within a specified time period. In higher education, it can be considered as to what extent the knowledge gained is correct and up-to-date.
4. **Conformance.** The extent to which a product meets the established specification/standard. For higher education, it can be defined as the extent of meeting the established educational standards and its own promises to the client.

5. **Durability.** The product’s assumed life to perform satisfactorily is durability. In higher education it can be defined as the depth of learning.

6. **Serviceability.** It is concerned with the repair and field service of the product. In higher education it is concerned with handling of complaints from students, staff and industry. Some also emphasize the continuous updating of their alumni as evidenced by professionals like the Chartered Accountants through their magazines, newsletters and continuing education to provide after training service.

7. **Aesthetics.** In the context of product, it is concerned with the design, looks, color and presentation and how the customer views it.

8. **Perceived quality.** This is yet again subjective like aesthetics and ‘customers’ opinion is more appropriate in service quality dimension. For a product too, through branding, the customer perceives a certain degree of confidence on quality.

**1.2.4. Software Dimensions of Quality**

The characteristics of software as an intangible product are more consistent with higher education. The software quality dimensions widely used in software engineering are: correctness, reliability, efficiency, integrity, usability, maintainability, testability, expandability, portability, reusability and interoperability (Watts, 1987). Owlia and Aspinwall (1996) apply these quality dimensions to higher education.
1.3. QUALITY ASSESSMENT

Quality assurance is a conscious and planned process and therefore, we should have some tools and mechanisms to ensure quality. Though quality as such is a ‘qualitative’ abstraction, there are many ‘quantitative’ tools available to us for assuring quality. Some are analytical tools and the others are facilitation tools. Using these tools and techniques, we can ensure quality in higher educational institutions. Ishikawa (1986) has identified a set of seven tools that can be used by teams and individuals to interpret available data to drive maximum information. These seven tools are: process flowchart, graphs, praetor analysis, fishbone diagram, scatter diagram, check sheets and control charts.

1.3.1. Models of Quality Assessment

As there are different meanings and interpretations of quality, there are different models of quality assurance as well. Across the world, institutions follow different models of quality assurance; particularly country specific and institution specific models. These models are mostly process oriented and emphasize on the development of a system of quality assurance. There are five popular models of quality assurance: Baldrige criteria, ISO 9000-2000, Capability Maturity Model, Six Sigma and Total Quality Management, NIST (2005), Educational Criteria for performance Excellence.

1.3.2. Role of NAAC in Quality Assessment

The Total Quality Management (TQM) has evolved as an overriding concept in the field of quality in recent years. It is a philosophy that subsumes earlier methods of inspection, quality control and quality assurance. TQM assumes that quality is what the consumer of the service/product perceives. TQM is a people driven process. It involves changes in people’s attitudes primarily. In addition, it deals with process orientation and continuous improvement of the process. It strives for empowerment and autonomy of the people involved in using production processes. It asks people to continuously
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look for new ways to adapt to the changing environment. It is a continuous improvement plan, with an effort to bring out the best for the stakeholders as well as for the institution” (NAAC, 2003). The above definition/explanation of TQM has five components: customer, continuous improvement, training and development, teamwork and measurement.

- The customer can be anyone who receives or is affected by the product, process or services and thus customer can be external or internal.

- For innovation and excellence to come, continuous improvement is highly important. Improvement should aim towards ‘zero defects’.

- In order to successfully implement TQM, the staff should be open minded and continuously updated and trained. The focus should be to reinforce employee commitment and have a positive effect on morale leading to productivity gains.

- Teamwork and involvement of all stakeholders is key to success.

- The success of TQM implementation is the ability to monitor the progress and review the objectives (NAAC, 2003).

1.3.3. Continuous Improvement

- P (Plan) – gathering of data to identify and define the issue(s)/problem(s) that need improvements and identify ways to achieve them.

- D (Do) – implementing the plan by using a trial run, a test group, etc.

- C (Check) – analyzing the results to see if there is good agreement between the original goals and what was actually achieved and make adjustments if necessary.
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- A (Act) – depending on the result from the check step, acting on the plan on a full scale or conducting further work by beginning with the P (Plan) (Temponi, 2005).

1.4. QUALITY INDICATORS

Learning is a personal endeavor and a process of knowledge construction. Different students adopt different learning styles. Researchers in the field of cognitive neuropsychology proved that brain is the central contributor to learning. If the teachers know more about brain functioning they can adopt different instructional methods. An effective teacher should think about different ways of teaching to make the students remember better and to help students to find meaning in what they are learning (Begum Jahitha, 2010).

Means, Blease, and Cohen (1990) suggest that the fundamental change required to use computers for teaching is to change teachers’ existing conception of the learning and teaching process and their pedagogic role within it. This may not happen because teachers’ beliefs and practices are very stable and difficult to change (Cuban, 1986) and because ‘personal perspectives, based on prior life experiences, have been shown to serve as major pedagogical driving forces throughout teachers’ careers (Begum Jahitha, 2011).

Quality in education can be indicated by the educatedness of the products of education. Quality lies in meeting the expectations of the customers. But quality of education is more than meeting the expectations of the customers. A technological definition of quality involves matching the technical quality of the product with the technological requirements through quality assurance during the period (Begum Jahitha, 2011).

Teacher preparation programs should work toward the preparation of teachers by providing pre-service candidates with the knowledge, skills, and dispositions necessary to teach all pupils effectively; by engaging candidates emotionally, ethically, and intellectually so they can devise learner-centered methods and experiences appropriate to multicultural contexts; by designing
pedagogical experiences for candidates to develop a critical awareness of how socio-economic, cultural and political conditions affect pupil success; by sustaining an environment in which teachers become reflective, lifelong learners engaged in continuing professional growth; and by creating a culture in which teachers are actively involved in a qualitative transformation of themselves, their pupils, and their communities (Begum Jahitha, 2012).

Quality indicators represent one of the instruments widely used in the educational field over the last 20 years. Since the 1990s and through national and international programmes, there has been the construction of programmes for identifying, collecting and comparing quality indicators – the Organization for Education and Cultural Development Organization for Education and Cultural Development (OECD), Indicators for Educational Standards (INES) project, the Education Quality Indicators Program (EQIP) of Canada, the European proposal for a limited number of indicators to assist national evaluation systems, etc.

The use of the term ‘quality indicators’ in these programmes is an ambiguous one: we use a word, ‘indicators’, that derives from the positivist paradigm, that generally refers to statistics and standardised procedures, and relate it to another word, ‘quality’, that refers to another paradigm, to other needs and to another value scale. The tendency seems to be that of superficially accepting the problem of quality, to then try to reduce it once more to numbers and quantities; in these cases, and in keeping with studies on quality within firms, quality is taken to mean adherence to production parameters established by an unquestioned economic model, on the one hand, and ‘perceived’ quality, on the other: that is, the capacity to satisfy the “customer’s” subjective perceptions, which can be influenced and which depend on many variables.

Quantity and quality are not contrasting terms’ but this does not mean that ‘quality can be reduced to numbers’. In his novel, ‘Zen and the art of motorcycle maintenance’ well-known in the 80ies, Robert Pirsig, while
narrating his quest for quality, makes a distinction between ‘static quality’, the one which pushes a system to perform at its best, to achieve defined benchmarks and standards, and a ‘dynamic quality’, the quality that a system needs when something new happen, when it is necessary to proceed in uncertainty where standards doesn’t exist. Static and Dynamic Qualities are both relevant and necessary: “without dynamic quality an organism cannot develop, without static quality it cannot last”. A review of the ‘approaches towards the evaluation of ESD’ conducted by Victoria Coleman (2002), offers a broad and reasoned overview of the use of the term ‘quality indicators’ and the term ‘quality criteria’ in the education field.

In effect, part of the approach suggested by indicators seems to be consistent with the requests for evaluation presented by Environmental Education (EE) programmes and projects as regards certain characteristics:

1) Firstly, resorting to indicators means accepting that an educational process – be it a large scale project or a process involving just one teacher in only one class – is too complex a process to be ‘measured’ only by short-term outcomes.

2) Indicators do not, in fact, necessarily propose the ‘measurement’ of a result or the adoption of a linear input-output model, nor is it necessary, even if it is the most common situation, be they numbers or statistics: “In my view, indicators are only information considered important for some or as a basis for decision-making, or simply to increase understanding” (Eide, 1989).

3) Indicators should also never be used alone but be correlated within a system (Nuttal, 1992) in which the relations between the components also go to make up an evaluation element. The indicator approach to evaluation is systemic and, as with (EE), the information provided by the whole system is greater than that provided by the sum of its parts.
4) An indicator system must have its own logic and ethic, should be based on a model and on values that must be explicit, and in which the importance of the various indicators is stressed (Oakes, 1989). The values and models will differ according to the cultural context and to the project elements to be evaluated. Differences and similarities between models and thus between indicators - will also provide an element of comparison and evaluation.

5) Indicators not only accept updating, but need to be continuously updated: they do not constitute a static system, but a continuously developing dynamic one.

In the field of Education, ‘quality’ is related more to ‘processes’ than to ‘products’. Educational processes cannot be captured in strict standards (Mayr & Schratz, 2006). In a socio-critical paradigm, it is the definition of common values, reached using a participatory process, that allows a community to negotiate and define common ‘quality criteria’ and ‘quality indicators’, correlated into dynamic systems, where continuous updating and changes are possible (Michela Mayer, 2006).

1.5. QUALITY IN TEACHER EDUCATION

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

Education is a never ending process, it is a growth, a progress and a development which never stops and goes on all through the life and even travels from one generation to another and ultimately inculcates in an individual the creative thinking, reasoning power and analytical ability which enables him to act and adapt to changing social scenario in the best possible
way for the further enhancement and development of his personality. Education is the process of living through a common reconstruction of experience. It is the development of all these capacities in the individual which will enable him to control his environment and fulfill his possibilities. As a result of individual experience education is considered as a change or an adjustment.

Quality Indicators for Ten criteria identified as applicable to Teacher Education programme.

- Curricular aspects
- Academic activities
- Students Equality
- Research programme
- Extension service
- Professional development of staff
- Infrastructure and learning resource
- Student support and progression
- Organization and
- Health practices then Quality Indicators are reflect on teach education.

In our increasingly complex and rapidly changing society, teacher’s tasks are more demanding and changing than ever before. The teacher plays a vital role in educating the future generation and in contributing to national and international development and prosperity. Teacher Education and appropriate pedagogy is thus very important as it enables them to discharge their responsibilities successfully.
The most important means for improving the quality of Education is improvement in the teaching. Teachers are the heart of the education system, they are the main players. Teaching and learning makes the institution. It is the teacher who makes it. Thus their preparation, performance and accountability for educational task should receive top priority. The most important input or capital for an educational institution is its teachers. Thus, emphasis on the caliber and qualification of teachers requires immediate attention.

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

In order to make a teacher perfect or better, it is essential that course for teachers be re-oriented, re-shaped, and re-drafted to improve the overall status of a teacher. An adequately trained teacher will be able to deliver quality education, which will be reflected in providing better education to the future generation of the country. The findings of the study conducted by Fuller & Alexander (2004) indicated that students who were taught by educationally qualified teachers showed better results. Laczko-Kerr and Berliner, (2002) also showed in another study that those students who were taught by untrained
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teachers performed substantially poor than those who were taught by new teachers, but who were qualified. Darling-Hammond (1999) in their study showed a substantial linkage between good results and qualified teachers. The study also showed a substantially negative linkage between results obtained by untrained teachers, who were comparatively new on the jobs. Fetler (1999) was of the view that teachers with short training did not perform well, when compared with those who were fully trained and had longer experience.

Balon (1990) is of the view that an effective teacher can be valuable for the students, the society, and the country. This is because of the fact, that such a teacher educates the future generation, on whom the future of the society and the nation depends. Such an education involves primarily an over all development of a person, to make him a complete individual of the society. The difference between a trained and an untrained teacher lies in methods adopted for teaching and development of children. There is great diversity in the type of training available to teachers and thus comparisons become difficult. Analyst have, therefore, tried to find effects of training for teachers and are of the opinion that pedagogical training is better than those who do not have this type of training (Hedges and Laine, 1996).

A joint study by Harvard University and the Academy of Education, indicated that level of training obtained by a teacher contributed to rise in obtaining marks in Math for grades four and five. The efforts to develop the abilities of teaching staff are aimed at helping the faculty to acquire learning skills and knowledge about subject matters, teaching techniques, related to learning (Main, 1985). The performance of a teacher before the class is dependent on training provided to him. To assess how effective is the teaching, one has to look at the performance of teacher in the class and the attitude of the instructor in teacher training establishments. The output of teacher is dependent on his knowledge and ability. The effective teaching process is thus dependent on professional training and learning (Glaser, 1989). According to Aggarwal (1993) the training of teacher is required for formulating a positive attitude and a purpose for the profession.
According to Schiefelben (1921), it has been usually assumed that the quality of teaching performance is directly influenced by the academic qualification and professional training of teachers. Effective teaching is determined by content, mastery and pedagogical skills.

1.5.1. 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.

1.5.2. Professional Development of Teachers

Professional development of teachers has to be linked to all aspects of education. In order to improve teacher education, a global effort has to be made, by involving training agencies and organizations in the world, the countries and other institutions to ensure that proper education is provided to the teachers at the level of university, so as to enable them to work as good teachers.

The education for teachers must include the following;

- Methodology
- Pedagogy
- Practice
- Curriculum
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It has been observed, that teacher education and variables in the school environment are of real consequence, than in more developed countries. A study conducted in four developing countries has indicated that the quality of teacher was one of the major element between good and poor school (Carron and Châu, 1996). In addition to education of teachers, it is also of significance that they receive training during their service, so as to keep them abreast with new knowledge in their subjects and to get their support for improving teaching methods. Teaching is a profession spared over the entire life of a teacher, as learning never ends and additions are made to it regularly as knowledge expands. In case the teacher stops learning, his knowledge will become stale and outdated, as they will be repeating what they learn year after year. Those teaching must be provided with the help to explore and find new methods to experiment, as well as find new approaches in this direction. To do these, the elements of the in-service training and subsequent continuous development is aimed at helping teachers, in finding new teaching methods is very important. The training provided during service is required to be of high quality. It should not be a routine activity, as in that way it will lose its significances. Quality training during service has to be arranged with the help of universities and other relevant organizations, dealing with extended education. A teacher who continues to maintain high professional standards will be able to provide quality education, with better learning. Achieving high educational standards is a continuous process, which is initiated with education before service, initial learning, and continuing to learn.

1.5.3. Teaching Practice

Teaching practice the component for student-teachers is seen as an essential element to teacher preparation. The duration of such an experience varies widely and appears to be influenced by teaching level and sometimes the nature of the teacher education program. Practice teaching experiences for primary teachers is several four week sessions in New Zealand to a full-year internship in Germany, In France, Luxembourg, Belgium and Chinese Taipei
(NCTAF, 1996), Practice teaching occurs following coursework near the end of the teacher education program; however, increasingly it is being spread throughout the entire teacher education program. Candidates are asked to observe classrooms, tutor young people and to serve as teacher aides prior to actual practice teaching.

In the U.S., teaching practice ranges from eight weeks to two full semesters with most programs averaging 12-15 weeks. Newer graduate-level programs have begun requiring year-long intensive practice teaching or internship experiences that are school based, often in professional development schools. Teachers preparing in Germany face two full years of internship that include seminar and classroom experiences. College and school based faculties observe and evaluate at least 25 lessons. At the end of this period candidates go through a variety of portfolio and paper assessments prior to teaching (Waldrop, 1991).

In New Zealand and Australia, the cooperating teacher, associate teacher, or tutoring teacher is responsible for mentoring and evaluating student teachers. In Germany, U.S., Canada and Singapore both school and college/university-based faculty assess students. The trend towards establishing specific school and college/university partnerships that create linkages between teacher education coursework and clinical practice is gaining importance. Eric Digest’s Indicators of overall quality are effectiveness, fitness for purpose, efficiency, accountability and ethical practice and fair dealing (Schofield 2000). An indicator, as defined in Oxford Dictionary is that, ‘which points out or directs attention to some thing’ (Hornby, 2003). Webster’s dictionary defines indicator as ‘the exactness’. These definitions are similar and both reflect the essential nature of what in the social sciences, should be properly termed an indicator (Albert, 1998). Indicators are signs that are evidence of the presence or absence of particular qualities.
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Murnane (1998) described similarities between economic indicators and education indicators, particularly with respect to common problems. Van den Berghe defines quality indicators as performance indicators that refer to a quality characteristic or objective, which would include the broad context of performance evaluation in which they operate. Being more specific, he goes on” A quality indicator is a figure, which is helpful for the assessment of a quality characteristic or the achievement of quality objectives” (Van den Berghe 1997). In 2002, Aisha carried out analysis of Zone of Proximal Development between the skills emphasized during teaching training and their application in the classroom. Analysis showed significant gap between the two types of skills. Tehsin conducted a research in 2008 for her Ph.D degree at International Islamic University on disparity between teaching skill acquired during training and skills applied in the classroom. Information about the competence in acquired skill was obtained through a questionnaire from the teachers and application of the skills was observed in the classroom. Application of test revealed significant disparity between the acquired skills and application of required skills.

1.6. THE TEACHER EDUCATION POLICY IN INDIA

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, (2009), which became operational from 1st April, 2010, has important implications for teacher education in the country (MHRD, 2009).
1.6.1. Legal and Institutional Framework

Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to (a) prepare teachers for the school system (pre-service training); and (b) improve capacity of existing school teachers (in-service training).

For **pre-service training**, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

For **in-service training**, the country has a large network of government-owned teacher training institutions (TTIs), which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the National Council of Educational Research and Training (NCERT), along with its six Regional Institutes of Education (REIs) prepares a host of modules for various teacher training courses and also undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National University on Educational Planning and Administration (NUEPA). Both NCERT and NUEPA are national level autonomous bodies. At the state level, the State Councils of Educational Research and Training (SCERTs), prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. The Colleges of Teacher Education (CTEs) and Institutes for
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Advanced Learning in Education (IASEs) provide in-service training to secondary and senior secondary school teachers and teacher educators. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the lowest rung of institutions in the vertical hierarchy for providing in-service training to school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments.

1.6.2. Financing of programmes and activities

For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports over 650 institutions, including the DIETs, CTEs and the IASEs.

For in-service training, financial support is largely provided by the Central Government under the Sarva Shiksha Abhiyan (SSA), which is the main vehicle for implementation of the RTE Act. Under the SSA, 20 days in-service training is provided to school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. Central assistance for in-service training is also provided to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies In Education (IASEs) under the Centrally Sponsored Scheme on Teacher Education. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities.
1.6.3. Right to Free and Compulsory Education Act, 2009

The Right of Children to Free and Compulsory Education Act, 2009 has implications on the present teacher education system and the Centrally Sponsored Scheme on Teacher Education. The Act inter alia provides that:

(i) The Central Government shall develop and enforce standards for training of teachers;

(ii) Persons possessing minimum qualifications, as prescribed by an academic authority authorise by the Central Government, shall be eligible to be employed as teachers;

(iii) Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years.

(iv) The Government must ensure that the Pupil-Teacher Ratio specified in the Schedule is maintained in each school

(v) Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.

1.6.4. National Curriculum Framework on Teacher Education

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education (NCTE), which was circulated in March 2009.
This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under.

(a) Reflective practice to be the central aim of teacher education;

(b) Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;

(c) Developing capacities for self-directed learning and ability to think, be critical and to work in groups.

(d) Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children. The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and
assessments for the various initial teacher education programmes. The draft also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. As a natural corollary to the NCFTE, the NCTE has also developed ‘model’ syllabi for various teacher education courses.

1.6.5. Reforms in Regulatory Framework

The National Council for Teacher Education (NCTE) was constituted under the National Council for Teacher Education Act, 1993 for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system. In the recent past the NCTE has undertaken various steps for systemic improvements in its functioning and in improving the teacher education system, as under:

(a) Based on the study of demand and supply of teachers and teacher educators of the various states, the NCTE has decided not to receive further applications for several teacher education courses in respect of 13 States. This has led to substantial rationalisation in the demand-supply situation across States;

(b) The Regulations for grant of recognition and norms and standards for various teacher education courses were revised and notified on 31st August, 2009. The applications for grant of recognition are now processed strictly in chronological order. The new Regulations make the system more transparent, expedient and time bound, with reduction in discretionary powers of the Regional Committees;

(c) E-Governance system has been introduced by way of providing online facility for furnishing of applications and online payment of fees.
Management Information System (MIS) has been developed to streamline the process of recognition;

(d) The National Curriculum Framework for Teacher Education has been developed keeping in view NCF, 2005;

(e) Academic support is being provided through preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education.

(f) Various quality control mechanisms have been developed, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE.

India has a large number of teachers and needs many more. All processes of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a large scale. Further the ultimate goal of in-service teacher development should be to ensure that optimal learning takes place in the classrooms.

- To enhance the institutional capacity available at present for ensuring the adequate supply of trained teachers for all levels of school education.
- To utilize all possible kinds of institutions, including university departments of education and teacher training institutions in the private sector, for in-service training of the existing cadre at all levels, in addition to State institutions, including CTEs;
- To recognize teacher education (for all levels of school education, from pre-school to senior secondary) as a sector of higher education and to facilitate co-operation and collaboration between institutes of teacher training and colleges of general education or universities with a view to enabling interaction between different departments of a local college (or
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university) (e.g. sciences, languages, social sciences) and the institute of teacher training.

- To envision a comprehensive model of teacher education, utilizing the Chattopadhayay Commission Report and updating its perspective, and ensuring that progress towards a new, comprehensive model is paralleled by necessary modifications in policies of teacher recruitment, deployment and service conditions, including emoluments;

- To prepare a curriculum policy and framework for teacher education which is consistent with the vision of the NCF, 2005 and to translate it into imaginative syllabi and textbooks for pre-service courses and sets of in-service training material suited to diverse conditions and needs; and

- To bring about synergy between institutional structures operating different levels, e.g. NCERT and NCTE at national level, SCERTs and boards of education at State level, DIETs and undergraduate colleges at the district level and so on.

1.7. ASER REPORT 2011

The first news of 2012 based on ASER 2011 is that private school enrollment in most states is increasing although the Right to Education Act for free and compulsory education is in place. Over 25% of rural India’s children go to private schools and the numbers will rise in coming years as education and wealth increase. ASER covers rural districts. The urban numbers are probably changing more rapidly towards private education.

The second piece of news is that not only are India’s learning levels very poor on an international absolute scale, the levels in government schools in the North have steadily declined with the exception of Punjab and Himachal Pradesh. The decline is quite alarming and we expect that the results will be discussed, debated and perhaps even contested in some states.
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At first glance the decline of reading levels by 10-20 percentage points can seem shockingly impossible but there is enough in the data gathered over the years indicates that this has been gradually building up possibly due to multiple factors, and something like Census 2011 has caused a major dip in the less functional state systems. It is noteworthy that private schools by and large everywhere, and the states of the South plus Gujarat and Maharashtra do not show a decline of reading levels as measured by ASER.

In fact, some states show steady improvement over the years. On another note, a recent study by Education Initiatives concludes that scores on common questions in tests given five years apart have declined about 7-10% among Std 4 children of elite schools of India. There is an urgent need to find out why learning levels are declining and to at least arrest the decline and improve the learning levels (ASER, 2011).

1.7.1. PRIVATE SCHOOL ENROLLMENT

The RTE act, if seriously implemented, will make it impossible for ‘low cost’ or ‘affordable’ schools to operate. But over the last six years private school enrollment in rural India has gone up by 5.5 percentage points, which translates into an increase of just over 25%. It is quite likely that many, if not most, of the rural private schools do not meet RTE norms. So unless these children are all enrolled in RTE-compliant private schools, nearly 40 million rural children will have to be provided place in government schools. But, will the parents want to put their children in government schools even if they are ‘good’? Can they be compelled to do so? What information do we have relevant to this question?

In Uttar Pradesh, which could be seen as the exact opposite of Tamil Nadu as far as government school functioning is concerned, private school enrollment in Std 1-5 has jumped up almost 20 percentage points to double the original number; while in upper primary segments, which had a high private enrollment, the increase is small but still substantial at 5 percentage points. The
data suggest that in earlier cohorts private school enrollment in the early grades was relatively low and it rose as we moved to higher grades. Now it looks like private school enrollment starts high from as early as Std 1. Perhaps, upper primary private schools are expanding to include primary segments and those who can afford it are sending their children to private schools. What is common between UP and Tamil Nadu apart from this big move towards private education? Serious research is needed to understand why parents in these two very different states are behaving similarly in massive numbers.

The ASER data over the years are self consistent and have thrown up trends in enrollment and changes in learning levels that require more research to be done but even as they are, they deserve close attention. There are two clear trends observable around the country. One is that private school enrollment is increasing in most states and where there are few private schools, private tutoring is a surrogate for private schooling that seems to have an equalizing impact to some extent in several backward states in the East. Should tutoring be seen as a harmful nuisance or a necessary support system in a society that is semi-literate with low skills and knowledge all around? At a time when the government has put in place an act for free and compulsory education with planned increase in spending on government schools and curbs on private schools, there is a need to understand why and how the private sector is expanding now that it caters to nearly half the rural children in several states, and a possibly larger share of urban children in many large states.

The second is that while there are differences in the effectiveness of systems in different states in teaching children at different stages of schooling, the general level of effectiveness is scattered in a narrow band around a poor mean. Fortunately, everyone agrees with this! Trends over the last five-six years indicate that learning levels are gradually dropping in most large Northern and Eastern states while they are steady or improving slowly in the Southern and Western states. Private school effectiveness varies from state to state but ASER cannot detect a decline in private school effectiveness at the
level of its measurement. These observations of learning level changes in government schools are correlated to other school observations that might affect the teaching learning process. In addition, the special efforts undertaken by different state systems or the absence or reversal of these have to be taken into account to understand why the outcome measurements show changes. If this is done, a more practical strategy to improve learning levels in the more backward states can be evolved.

### 1.8. NEED AND SIGNIFICANCE OF THE STUDY

Considering the aspects discussed above, 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 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 and work hard and smart for the improvement of the institution.

This study has been focused on improving the Quality in Teacher Education program in 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 sample B.Ed colleges in Tamil Nadu affiliated to Tamil Nadu Teacher Education University (TNTEU) 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.
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Teacher education is a key area of higher education which prepares the future teachers and 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 educational system and the good education can bring a quality teachers which now hardly lacking for quality education. Colleges of education are need to adopt world standard in order to prepare them for global fit to teach and research. Teaching competence is unique feature which every teacher need 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 programs need to assure graduates with sufficient knowledge in all areas included on their teaching skill and can demonstrate success in brining students of institution. Teacher education programs for teachers will adhere to the general principles 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 benefited 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
Introduction

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. The research development and extension is the major area need to be focused to improve the quality of the higher education system.

The good conditions and facilities lead to good environment in an Institution and interpersonal relationship among the staff members. If the climate is not congenial and conducive, the physical facilities available, the progressive curriculum innovative methods of teaching etc., are all become waste. The conducive climate may enhance the achievement of the students and place the institution on the top of its reputation. Thus all the factors are the criteria to assess the Quality in Teacher Education programme such as B.Ed. As the investigator has been a lecturer. She was motivated to take up the research to study the level of influence of Quality Indicators in Teacher Education (QITE) on the achievement of the B. Ed students among the colleges of Education in Tamilnadu. Hence the investigator has taken up the study as “Assessment of Quality Indicators in Colleges of Education and Implementation of Quality Indicators on Teaching Competence of B.Ed Trainees”.

1.9. 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 followed in the sample of Fifty B.Ed colleges in Tamil Nadu affiliated to Teacher Education University in Chennai. The scope of the study has included the application of Quality indicators in 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
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planning, student progress, enrichment of teaching and learning resources, origination and management, moral and ethical values.

The study also includes the identification of Quality Indicators as indicated by NAAC and also by survey of related literature and related studies. The investigator planned to implement the identified Quality Indicators in a selected college of Education and wanted to study the impact of implementation of Quality Indicators on the Teaching Competence of B.Ed Teacher Trainees. Thus the study includes a mixed methodology of Identification of Quality Indicators using observation and survey method, implementation of Quality Indicators in a selected college of education and its impact on Teaching Competence using experimentation and this study also make use of a qualitative analysis of its impact on the quality improvement of the college.

1.10. CHAPTER SCHEME

The Chapterization of the thesis is as follows.

CHAPTER-I : INTRODUCTION
CHAPTER –II : REVIEW OF RELATED LITERATURE
CHAPTER-III : CONCEPTUAL FRAME WORK
CHAPTER-IV : METHODS AND MATERIALS
CHAPTER-V : ANALYSIS AND INTERPRETATION
CHAPTER-VI : SUMMARY AND CONCLUSION
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