# CHAPTER – II

## REVIEW OF RELATED LITERATURE

<table>
<thead>
<tr>
<th>S.NO</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
</tr>
<tr>
<td>2.2</td>
<td>Review of Literature</td>
</tr>
<tr>
<td>2.2.1.</td>
<td>Need for Review of Related Literature</td>
</tr>
<tr>
<td>2.3</td>
<td>Studies on Quality in Teacher Education</td>
</tr>
<tr>
<td>2.4</td>
<td>Studies on Teaching Competence</td>
</tr>
<tr>
<td>2.5</td>
<td>Synthesis of Literature Review</td>
</tr>
<tr>
<td>2.6</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>
CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its researcher studies. The term ‘Review’ means to organize the knowledge of the specific area of research to evolve on edifice of knowledge to show that his study would be an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study. Review of literature includes the sources availed from various search engines such as Espcon, Science Directory, Pro Quest, ERIC and other technical reports and published and unpublished theses, books and journals.

Best (1982) states that any worthwhile research study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. A summary of the writing of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.

A review of the related literature gives the scholar an understanding of the previous work that has been done. It develops in an investigator, an insight he needs to convert his literature, research problem into a specific and concise one. It helps the researcher to identify the possibilities that have been overlooked. It provides the researcher, with an opportunity for understanding the methods, measures, subjects and approaches employed by other research workers. This in turn, will lead to significant improvement of this research design.
In this chapter a review of the literature and previous investigation done on the variables ‘Quality Indicators in Colleges of Education’, ‘Implementation of Quality Indicators’ and ‘Teaching Competence of B.Ed Trainees’ is presented. The review of related studies will be presented in two parts. Part one deals with studies on Assessment of Quality Indicators in Colleges of Education and the other one is on Implementation of Quality Indicators on Teaching Competence of B.Ed Trainees.

2.2. REVIEW OF LITERATURE

The phrase ‘review of literature’ consists of two words Review and Literature. The word ‘literature’ has conveyed different meanings from the traditional meaning. It is used with reference to the languages e.g. Hindi literature, English literature, Sanskrit literature. It includes subject content: prose, poetry, dramas, novels and stories etc. Here in research methodology the term literature refers to any discipline which includes theoretical, practical aspects and its research studies.

The term ‘review’ means to organize the knowledge of the specific area of research to evolve an addition to this field. The task of review of literature is highly creative and tedious because researcher has to synthesise the available knowledge of the field in a unique way to provide the rationale for his study.

The words ‘review’ and ‘literature’ have quite different meanings in the historical approach. In historical research, the researcher does much more than review already published material, he seeks to discover and to integrate new information which has never been reported and never considered. The concept and process implied in the term ‘review of literature’ have such different meanings in historical as compared with survey and experimental research.

According to Good, Barr and Scates, (2006) the term ‘Review of literature’ has been defined in the following ways. “The competent physician must keep abreast of the latest discoveries in the field of medicine, obviously the careful student of education, should become familiar with location and use
of sources of educational information. The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naïve and will often duplicate work that has already been done better by someone else (W.R. Borg 2006).

The keys to the vast store house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking (Charter V. Good).

“Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of “human endeavor”.

In survey and experimental research, the review of the literature serves a variety of background functions preparatory to the actual collection of data. In these research approaches the literature is reviewed to create the context from the past for the new study to be conducted with new subjects and newly gathered data.

In the historical approach, we never ignore the past and in the used in the broadest possible sense. In this regard the sources used are the primary function of the review of literature in the historical research is to provide the research data (John W. Best, 2006).
2.2. 1. Need For Review of Related Literature

The review of literature is essential due to the following reasons

1. One of the early steps in planning a research work is to review research done previously in the particular area of interest and relevant area quantitative analysis of this research usually gives the worker an indication of the direction.

2. It is very essential for every investigator to be up to data in his information about the literature, related to his own problem already done by others. It is considered the most important pre requisite to actual planning and conducting the study.

3. The critical reviews of the literature enable one to justify and support, arguments, make congruence and give familiarity with the field of the research (Judish Bell, 2004).

4. It avoids the replication of the study of finding to take an advantage from data collection, procedure adopted and conclusions drawn. He can justify his own Endeavour in the field.

5. Review of literature enable the researcher to limit one’s study, to delimit and define the problem and allow the researcher to acquaint with current knowledge (Lokesh Koul, 2005).

6. It provides us source of problem of study – an analogy may be drawn for identifying and selecting his own problem of research.
Review of Related Literature

Fig: 2 Review of Related Studies: Sources
Review of Related Literature

Key Variables → Quality Indicators → Quality Improvement → Teaching Competence

Conceptual – Framework

Sources

Books → E Books → Indian → NAAC

Journals → Reports → Indian → NCTE

Foreign → MHRD

Fig: 2.1. Review of Related Literature: Sources
2.3. STUDIES ON QUALITY INDICATORS

Author Bloxham, Kristy Taylor, Utah State University (2010).

Topic Using formative student feedback: A continuous quality improvement approach for online course development.

Objectives The objective of this study was to examine the use of frequent, anonymous student course surveys as a tool in supporting Continuous Quality Improvement (CQI) principles in online instruction.

Methodology The study used a qualitative, multiple-case design involving four separate online courses. Analysis methods included pattern matching/explanation building, time series analysis and thematic analysis.

Findings suggested that instructors used student feedback to make course changes that alleviated technical difficulties, added and clarified content and contributed to future course changes. Students and instructors responded positively to the opportunity to give and receive anonymous feedback and felt that it helped improve the course. It is uncertain, however, whether using Continuous Quality Improvement (CQI) principles had an impact on end-of-semester teacher course quality ratings. An important finding from the research is that students liked to improve their learning experience, as long as the instructor listens and responds to their feedback. Evaluation is a valuable component of instructional design theories, which are based on the philosophy that the best designs result from an iterative process. Using a synergistic Continuous Quality Improvement (CQI) approach, this study indicates that it is possible for changes to be made more quickly to a course when students are involved in the process. The combination of frequent student feedback with a willing and experienced instructor who can make expert course revision decisions allows the process of course improvement to be enhanced.
Author Lawrence, Debra L. Walden University, (2010)

Topic Associations with Teacher Education, Experience, and Program Characteristics in Quality Early Childhood Programming.

Objectives This study investigated the impact of teacher education and experience on child care quality;

Methodology This study used archived data originating from Pennsylvania's Keystone STARS program. The sample included 617 infant or toddler classrooms with 1356 teachers and 887 preschool classrooms with 1915 teachers. Data assessed the threshold of teacher experience, education, and program characteristics that contributed to classroom quality as measured on Environment Rating Scales (ERS). Grounded in the educational theories of Bloom, Froebel, and Pestalozzi, this non-experimental correlational study used hierarchical linear modeling (HLM) as the analysis method. HLM was used to determine relationships between staff educational qualifications, years of teaching experience, and the presence or absence of specialized programming such as Head Start, state prek, or national accreditation.

Findings Results indicated that the level of teacher education and degree major as well as the presence of specialized programming had a significant positive effect on classroom quality. Teacher's years of experience had little impact on classroom quality.

Author Muhammad Dilshad, Hafiz Muhammad Iqbal (2010).

Topic “Quality Indicators in Teacher Education Programmes

Objectives To identify the significant areas/aspects of quality improvement. To identify the quality indicators in teacher education programmes and ranking them in the light of perceptions of teacher educators working at public university of Pakistan.
Findings It was found that faculty of teacher education institutions (TEIs) considered 17 indicators most important, 12 indicators moderately important and one indicator little important. ‘Teachers’ professional development’ received tops most rating whereas ‘publication of self assessment reports’ was the bottom ranked indicator. The findings of this study have implications for Quality Indicators (QI) for Teacher Education and TEIs’ management for highlighting the important aspects which may be focused for quality improvement in teacher education programmes. For assessing quality of academic programmes using the suggested quality indicators, it is recommended that standards in the form of statements may be formulated for each indicator.

Author M. Manivannan, K. S. Premila, (2009)

Topic Application of Principles of Total Quality Management (TQM) in Teacher Education Institutions.

Objectives The present study on the application of principles of Total Quality Management (TQM) in teacher education institutions in India has exposed the tangibility of institutions in the field of education is to know the perception of teachers based on eleven quality indicators, such as principal as leader, teacher quality, linkage and interface, students co-curricular activities, teaching, office management, relationships, material resources, examinations and job satisfaction. A total of nine colleges of education were selected to collect data.

Methodology The exploratory technique under the survey method of research design was used for the study. A tool-Teacher Institutional Profile” (TIP) - was constructed, standardized and used for data collection. Quantitative and qualitative analyses were made for finding and interpreting results.

Findings The findings focus on the strong and weak areas of various teacher education institutions according to the quality indicators. The study recommends further strengthening of quality indicators, which are already
strong, and the revamping of weaker quality indicators. It is also recommended that institutions should adhere to the quality standards set by national and international assessment and accreditation bodies. In conclusion, the global scenario expects skilled teachers to produce students with a versatile personality for which teacher education should be strengthened.


Topic A study of school culture, leadership, and teacher quality and student outcomes via a performance framework in elementary schools participating in a school reform initiative

Objectives of the study To examine the relationships among teacher quality characteristics and school culture components and their influence upon student attendance and suspension rates. To examine the educational leadership practices of exemplary school principals in relation to the components of a collaborative school culture.

Methodology The study involved survey method. The sample included 50 elementary schools in the state of Florida. Schools were selected based upon their partnership with the University of Florida and the Lastinger Center for Learning. The basis for the research was grounded in the educational performance framework of inputs and processes influencing outcomes.

School culture surveys were administered to examine six components of collaborative culture identified as collaborative leadership, teacher collaboration, and unity of purpose, professional development, collegial support, and learning partnership. Using the school as the unit of analysis, data were also collected examining student absences and suspensions as well as teacher input characteristics such as years teaching, percentage out of field, advanced degrees, and certification as reported by the Florida Department of Education's School Indicators Report. Finally, interviews were conducted to examine the strategies and practices utilized by exemplar school principals to augment the data and better inform practice.
**Findings** revealed that as teacher collaboration increased, the model predicted that student suspensions would decrease by 6.709%. In addition, the model predicted that when the percentage of out-of-field teachers within a school increased, student suspensions would decrease by 0.16%. Finally, as the percentage of non-certified teachers within a school increased, the student suspension percentage increased by .22%. The exemplar interviews revealed comprehensive discussions regarding components of a collaborative school culture and educational leadership practices related to data-driven decision-making, developing stakeholder partnerships, and teacher guided professional development, and fostering relationships and open communication.

**Author** Herrell, Justin Lee. (2008).

**Topic** The implementation impact of Continuous Quality Improvement (CQI) on teacher perceptions of CQI categories.

**Objectives** This study was an implementation evaluation of the Continuous Quality Improvement (CQI) process, within three schools within a large urban school district, in southern Missouri. To measure what, if any, change occurred in the perceptions of teachers within the buildings that had implemented CQI as compared to the year prior to CQI implementation and as compared to similar buildings that had not implemented CQI.

**Methodology** The study involved survey method. The research design was quasi-experimental employing a primarily quantitative approach on studying implementation of CQI within the district. The study focused on the comparison of teacher perceptions between teachers in schools that have implemented CQI versus schools that have not implemented CQI. The study then compared these results to that of the similar schools to determine if the implementation of CQI resulted in a significant change in perception different from that of the non-implementing school. In order to obtain these comparisons the total number or responses from each group of three schools made up the analyzed data. Using the total N for each response category a sub-scale score was established.
The school superintendent began the implementation by modeling behaviors and establishing goals for implementation throughout the District. In the fall of 2005 discussions began about schools that may volunteer to deploy the CQI process in the 2006-2007 school years. Resources were identified to assist these schools with their deployment and four schools volunteered to pilot the CQI process in 2006-2007. These included two elementary schools, one middle school, This research utilized the Missouri School Improvement (MSIP) Teacher Survey as a basis for determining what, if any, affect the implementation of CQI had on teacher perceptions.

**Findings** of this study were very consistent when significant differences were found. In every item identified as having significant difference, more teachers working within buildings that had implemented CQI answered these items as agree or strongly agree than did teachers in buildings that had not implemented CQI. Consistency was also found in items that identified as significantly different when studying perceptions of teachers within CQI buildings comparing pre and post implementation perceptions. In every case where significance was found more teachers answered these items as neither agree or disagree, disagree, or strongly disagree after CQI had been implemented.

**Author Alexander**, Rima. (2008)

**Topic** The effect of teacher quality on the achievement of students in Integrated Physics and Chemistry

**Objectives** To describe the effect of teacher quality on the achievement of students in Integrated Physics and Chemistry (IPC).

**Methodology** A causal-comparative methodology was employed to address this research question. The independent variable was teacher quality--highly-qualified or less qualified. The teacher attributes that were examined in this study are: (1) teachers' educational background; (2) content knowledge; (3) pedagogical knowledge; and (4) certification. The dependent variable was
student achievement in Integrated Physics and Chemistry, as measured by an end-of-course by District Assessment of Curriculum, Integrated Physics and Chemistry (IPC) District Assessment of Curriculum (DAC) Descriptive statistics were computed for the independent variable in the study.

**Findings** A chisquance was performed on the data, utilized Since this is a causal companion time design with only two groups in which student achievement was measured by a test that will yield raw scores, a chisquance was conducted to determine whether to pass rates of the Two groups of students based on obtained and expected percentages were statistically significantly difficult. A chi square value of 4.29 was obtained, which indicates the pass rate for school of high-qualified teacher was statistically significantly higher than for students of less qualified teachers.


**Topic** Development and administration of a teacher satisfaction survey as a tool for school improvement.

**Objectives** To identify the relationship between teacher satisfaction, leadership, effective communication, and accountability and quality effective instruction.

**Methodology** A self-administered questionnaire was developed, pilot tested and, administered to an urban middle school in New York City. Descriptive statistics and analysis of the variance or ANOVA, using the Excel program, was used to determine any significant difference between categories and provide insight about the relationship between teacher satisfaction, leadership, effective communication, and accountability and quality effective instruction.

**Findings** Analysis of the data revealed that the use of a self-assessment model would be an appropriate tool to effect organizational change and aid in the implementation of a quality improvement program. Practitioners may use the study to develop and implement-training plans, align strategic improvement plans, or to focus efforts directed at improved performance.
Review of Related Literature

Author Berg, Jill Harrison.  (2007)

Topic Resources for reform: The role of board-certified teachers in improving the quality of teaching.

Objectives To identify the ways in which these teachers were assets for improving teaching practice and to analyze how context mattered in whether these schools and districts were making efficient use of board-certified human resources.

Methodology This qualitative study reports on data from three schools in which key leaders viewed board-certified teachers as resources for their local reform plans. The Researcher purposively-selected schools and teachers' experiences within them using data from interviews, focus groups, sociograms, observations, and documents collected during multi-day site visits to understand how board-certified teachers were strategically employed in these settings.

Findings The data from this study reveal that while board-certified teachers were reported to have a positive influence on the standard of teaching practice in these settings, conditions within their contexts were important in supporting them to be willing and able to be resources and to be effective in their formal and informal reform roles. These unique cases offer insights into how schools might capitalize on the investments education leaders have made in board-certified teachers and hint at how the Board's new professional standard could stimulate improvement throughout U.S. schools.

Author Rasowsky, Carol.  (2007)

Topic Indicators of quality in a full-time inclusive preschool program

Objectives To explore characteristics of an innovative new program for preschoolers that offer full-day, year-round child care and special education services under one roof
Methodology

The study involves mixed methodology. A case study approach was used to examine three dimensions of quality in this full-time inclusive preschool program and to investigate the fidelity of implementation of the program's chosen curriculum model. Qualitative measures used to collect data included a combination of formal and informal observations, survey, personal interviews, and document reviews. The study's 40 participants included administrators, special education teachers, early childhood education teachers, teacher assistants, and parents of children attending the program.

Findings

The innovative, inclusive program that study was found to have many characteristics of a high quality early education program, including structural quality features such as well-qualified staff, small classes, and low child teacher ratios, and process quality indicators such as the use of teaching practices that extend children's thinking and encourage children to ask questions, the use of positive guidance strategies, and a strong focus on assisting children in developing problem-solving skills, and demonstrating respect for others. Content-based learning activities and on-going child assessment practices were areas in need of improvement. The availability of combined special education and child care services in one location was highlighted as a positive feature by a number of parents and staff. Implementation of the curriculum model was strong in terms of family involvement, classroom structure and routines, and teacher-child interactions including guiding children's learning. Implementation was weak in terms of the physical environment and the use of a child assessment system.

Author

Nusrat Kadri, (2005), Developing Teacher Effectiveness through Preparation and Tryout of Multiple Lesson Plans for ELT at the Pre-Service Level

Objectives

To determine and define the components of teacher effectiveness. To develop lesson plans to teach selected topics/items. To prepare new materials/tasks and use them. To orient and guide the teacher trainees for
Review of Related Literature

eclectic teaching practice. To tryout the lesson plans. To find out the effect of the practice on the teacher trainees competence. To find out the effect of practice on each component of teacher effectiveness.

**Methodology Tools and Techniques** Survey- opinionnaire, Lesson observation evaluation sheets, Observations of the tryout of the lesson plans by the researcher, Teacher Journals/Diary and Peers’ and Experts’ Feedback have been used.

**Research Design** The Study has employed Survey Research and Experimental Design. The samples for the study, that is, pilot group consisted of 21 trainees and experimental group consisted of 25 teacher trainees have been drawn from Shri I.J. Patel B.Ed. College.

**Findings** The components of Teacher Effectiveness arrived at are Instructional Strategies, Interpersonal Relations, Personality Characteristics (Initiative and Enthusiasm; Innovative Creative and Resourceful), Personality Characteristics (Personal Disposition, Temperament and Tendencies), Teacher as Motivator/Initiator (Reducer of anxiety, Parent Surrogate, Reformer), Job Involvement, Classroom Management/Democrat, Evaluation and feedback, Co-curricular activities and Futuristic Approach.

**Author** McKenzie, Esme Anderson. (2006)

**Topic** School and teacher characteristics and the quality and impact of Individual Education plans (IEP).

**Objectives** To examine the relationships between school and teacher characteristics and their impact on Individual Education Plan (IEP) quality and Student Academic Improvement (SAI) of students with disabilities in Ontario elementary schools. To develop and test a path model of two sets of predictor variables; School Norms and teacher characteristics (including beliefs, self-efficacy and behaviours) and their influence on IEP Quality and SAI.
**Methodology** Thirty regular classroom teachers, 15 special education resource teachers (SERTs), and 9 principals participated. They came from nine schools in three school districts. To derive a measure of beliefs about their roles, responsibilities and a rating of school norm, regular classroom teachers and SERTs completed a questionnaire and interview. Principals completed an interview.

**Findings** Results showed significant relationships among measures relating Teacher Beliefs to Teaching Behaviours, which replicate and confirm the previous findings of the studies upon which this study is based, and support the contention that beliefs and practices are interconnected and are important for the quality of teachers’ instructional practices. Results also indicate that there exist significant relationships among measures relating IEP Quality, SAI, IEP Responsibility and relationships to collaboration.

**Authors** Muhammad Hamid Ullah1, Muhammad Ajmal & Fazalur Rahman (2006)

**Topic** Analysis of Quality Indicators of Higher Education in Pakistan

**Objectives** To investigate quality indicators in public and private sector universities. To examine the quality of management of public and private universities. To compare the quality of infrastructure in public and private sector universities

**Methodology** The study was descriptive research. Stratified sampling technique was used to select the sample. A questionnaire was used for data collection from the respondents. All the questions were developed on a 5 Point Rating Scale and these were coded from 5 to 1. Information was also obtained from the concerned departments’ five year plans, educational reports, economics surveys and Higher Education Commission statistical indexes.
Findings A uniform admissions policy may be implemented in the universities. Properly qualified faculty may be ensured in the universities. A plan may be devised for non PhD faculty members of the universities so that they could be registered in PhD programs. Foreign training of all the faculty members may be planned. Hostel facilities may be ensured in all institutions of higher education. Multi-media use in the universities may be encouraged and all necessary arrangements made in this regard.

Author Monsour, Mary D. (2006)

Topic Embracing teacher quality and excellence: perceptions, reality, and casualty.

Objectives 1. To review how the terms excellence and quality are shaped by No Child Left Behind Law. 2. To identify how educators perceive teaching quality. 3. To review how quality is cultivated in teachers.

Methodology The researchers have chosen a narrative interpretive approach as the means to share this information with the reader. In-depth interviews will constitute the data portion of the study with attention given to the literary nature of teacher quality. In looking at how educators perceive teacher quality, The researcher have chosen two school districts that are mirror opposites of each other in minority population, socioeconomic status, and tax base. One district is located in Southwestern Pennsylvania with a Free and Reduced Lunch ratio of less than 1%.

Findings It has consistently received high ranking on the state assessment tests for the past four years. The second district is located in Southwestern Pennsylvania with a Free and Reduced Lunch ratio of more than 90%. This district has been on the state warning list and improvement list. The social contrasts between the two schools are striking; the richness of their backgrounds is remarkable.
Review of Related Literature

Author  Braxton, Lori Margaret King. (2004)

Topic  An investigation of special education teacher support.

Objectives  To examine how secondary level special education teachers define support. Special Education programming requires careful consideration in the delivery of services to special needs students due to public law, general statutes, and federal funding. With specific and legal guidelines and policy for governing special education procedures, it is imperative that carefully planned and supportive special education program facilitation be accessible to the beginning teacher. Lack of such support has already been identified in the research literature as the issues of retention and attrition. These are only two of the issues that are rapidly becoming the most challenging in the field of special education.

Methodology  The methodology used in this study to investigate special education teacher support is unlike any that was reviewed in the literature. Six participants were selected, one from each of six different school districts and each were interviewed individually. The participants' interview data was analyzed and a collection of findings is presented.

Findings  It is suggested that the provision of support to beginning teachers is an administrator's responsibility in order that special education programming at every school site be of the highest quality.


Topic  Increasing high school students' capacity for higher quality work via teacher development.

Objectives  1. To describe one high school's journey through the change process as teachers developed their capacity to create quality work for students. 2. To examine the experiences and attitudes that supported teachers as they focused on increasing their production of high quality work for students while implementing new accountability legislation.
Methodology  The study involves mixed methodology, using a qualitative design, data were collected through individual interviews, observations and review of the school's extensive improvement plan including results from student, parent and faculty focus groups. Data were available from several staff and student surveys that were administered over time. Teachers participating in interviews had taught at the school for at least four years. Student achievement data was also gathered and used as part of the analysis. The data gathered described a school building a capacity for change. While teachers focused on state standards and struggled with seemingly conflicting goals, they were developing a collaborative culture of reflection to support the change initiative. Teachers used a model developed by Schlechty (1997) to create quality work for students. This model provided teachers with a structure or schema that allowed staff to integrate various initiatives including accountability. Using protocols and outside consultants to support the process, teachers were focused on the development of quality work for students.

Findings  Beliefs and behaviors slowly changed over time. A data rich environment provided a compass that was used to monitor progress. Building leadership was strong, enthusiastic and visionary. The principal created a positive climate based upon mutual respect that supported the change process.

Author  Geeta A. Mehta, 2002 An Inquiry into the School Teachers’ Perception of the Practice of Teaching and Learning

Objectives  To study the integration between the teachers’ perceptions regarding their act of teaching and the act of students’ learning. To study the teachers’ overt and covert responses regarding the practice. To study the classroom situations to understand the teachers’ perceptions. To arrive at qualitative and quantitative conclusions about teachers’ perceptions in relation to variables like teachers’ sex, qualification, experience and discipline of study.
Methodology A three tier sample was drawn from the teachers of two districts in Gujarat. The stratified random sample of 250 teachers was initially selected.

Research Design A planned triangulation was devised to attack the problem. A survey was taken up to rate the perceptions of the teachers using a close ended rating scale with open ended questions in it.

Tools and Techniques used The Researcher devised three tools: (i) Teaching-Learning Perception Inventory, (ii) Classroom Observation Inventory, and (iii) Interview Schedule.

Data Analysis Chi-square and t-test were used to determine the significance in relation to the dependent variables.

Findings The quantitative analysis done using Chi-square test showed that all the teachers had quite positive perceptions about their practice and students’ learning. The t-test showed that there was hardly any effect of gender, area, experience or discipline of graduation on their perceptions. The qualitative analysis of descriptive responses, classroom observations, interviews and overhead communication 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.


Topic Teacher quality and organizational effectiveness: Classroom-focused and system-involved teachers Problem:

Objectives To find out whether participation or engagement in organizational activities, by regular classroom teachers, affects teacher quality.

Methodology Twenty-four elementary school teachers were selected for the study. Principals and teacher association site representatives were each asked to nominate 3 highly involved teachers and 3 teachers who were primarily focused on their classroom. The highly involved teachers were matched with a
like participant from the classroom focused group. Quantitative survey data were analyzed using a matched-pair analysis as determined by an Independent sample t-Test set at a .05 level of significance. Qualitative teacher interview data and teacher evaluation data were also analyzed to determine if principals rated the organizationally involved teachers differently than the classroom-focused teachers. Themes were reported using direct quotations in the narrative summary to identify similarities or differences between the two independent variable groups.

**Findings** No significant difference was found between the classroom-focused teachers and the organizationally involved teachers for any quantitatively tested variable. Therefore the level of organizational involvement does not quantitatively affect teacher quality. The qualitative research demonstrated evidence of a significant difference in how principals defined the work of teachers based upon their level of organizational engagement. Good teachers are effective regardless of their level of organizational involvement.

**Author** Mary T. Brownell, Anne G. Bishop, Paul T. Sindelar, and Russell Gersten (2002)

**Title** Beginning Teacher Quality: Study Description Beginning Teacher Quality in Special Education Understanding the Practices of Beginners.

**Objectives** 1. To determine if the classroom practices, beliefs, and knowledge of beginning special education teachers (who teach reading to students with high incidence disabilities in the upper elementary grades) can be linked to student outcomes. 2. To validate an observation instrument for determining the quality of beginning special educators' teaching and management. Because researcher were also interested in teacher beliefs, school context, and the nature and quality of initial preparation, researcher surveyed and interviewed teachers about how these factors influenced what they did in their classroom. 3. To understand the level of reading content knowledge in beginners was also
critical to understanding how teacher practice contributes to student outcomes. Teachers were surveyed in this regard. All of this research lays the groundwork for future study that links teacher quality, student outcomes and teacher preparation.

**Methodology** Beginning teachers who provide reading instruction to third, fourth or fifth grade students with high incidence cognitive disabilities were selected for the study. The researcher chose reading instruction because of the extensive knowledge base on effective, research-based reading practices and because reading instruction across these grade levels is likely to be similar. Teachers were drawn from urban, rural, and suburban districts in Florida, California, and Colorado. A total of 38 teachers were observed across the sites. Each teacher was observed three to four times. Numbers of observations were dependent on the amount of time teachers provided reading instruction. During observations, field notes were taken, and then used to complete an observation instrument designed to capture general instructional practices, classroom management, levels of engagement, and comprehensive reading instruction. Items were adapted from the English Language Learner Classroom Observation Instrument developed earlier by Scott Baker, Russell Gersten and colleagues.

**Findings** Student outcome data were collected relating to reading performance in the areas of reading fluency, comprehension, and word attack and word identification. Data collection and analysis will be complete by fall of 2004.

**Author** Muhammad Imran (2009)

**Topic** A Comparative Study of Quality of Education in Public and Private Secondary Schools of Punjab.

**Objectives** To compare the quality of education in Public and Private secondary schools of Punjab.
**Methodology** For survey was conducted to get the opinions of the respondents. Hence the nature of study was descriptive type. Following methods and procedures were adopted to conduct this proposed research. Random sampling technique was used.

**Findings** The enrollment of students was higher in public sector than private sector. It is therefore recommended to establish more schools in the public sector. School mapping kept in mind before establishing new schools.

**Author** Mohammad A. Ashraf and Yusnidah Ibrahim, Mohd. H. R. Joarder (2009)

**Topic** Quality Education Management at Private, Universities in Bangladesh: an exploratory study.

**Objectives** To evaluate the quality and the cost of education at private universities in Bangladesh.

**Methodology** Survey method was used in the study. A structured questionnaire was used in the survey. The respondents were asked to what degree the quality and costs of education services offered by the private universities corresponded to their expectations with respect to the 36 variables related to the seven dimensions of the quality-cost perception difference model.

**Quality indicators** Space and buildings; campus facilities such as academically suitable building infrastructure, extensive library facilities, dormitory facilities, canteen facility, sports and recreational facilities, computer laboratories with high speed internet access and transport systems are Quality indicators.

**Findings** This study has shed the light on the dimensions perceived by students as associated with the quality of education. These dimensions are faculty credentials, the academic calendar, campus facilities, research facilities and the cost of education. The study also concludes that, in general, the cost of
Review of Related Literature

Education in private universities in Bangladesh is somewhat expensive due to the imbalance between increasing tuition fees and an increasing amount of financial aid and scholarships.

Author TShuchi Grover Harvard Graduate School of Education and Nishu Harpreet Singh Harvard Graduate School of Education (April 2002).

Topic The Quality of Primary Education: A Case Study of Madurai and Villupuram Districts In Tamil Nadu, India.

Objectives 1. To assess the current state of primary education in 2 sample districts. 2. To identifying areas of weaknesses that may be contributing to the lack of acceptable quality of education in primary schools. 3. To identify and analyze the processes that impact attendance, completion, and repetition. Therefore the focus of this study was on the learning environment, which encompasses the classroom, teacher-learning practices, teaching-learning materials, teachers and students.

Methodology As this was a pilot study, 2 districts were selected so that findings from this preliminary study may be used to design a more in-depth study on a larger scale. This study was thus restricted to the districts of Madurai in the South and Villupuram in the North. This study falls in the category of qualitative research, in that it aims to generate theories and hypotheses from the data rather than test a pre-conceived hypothesis. This case study gathered data primarily from three types of sources the school.

Findings Among random kids who were picked up to read from their texts – very few actually could – some knew the text by rote and could not actually “read” the words at all. A few girl students were very enthusiastic about volunteering to read and actually attempted to sound out words they had not read before in the process of trying to read. Teacher himself spoke words incorrectly – students who repeated after him also spoke the words in the same incorrect pronunciation HM and another teacher are close to retirement both
took long medical leaves. The composition of the village indicates that the home environment of the students is also not very conducive for children to do homework Teachers did not seem to be maintaining classrooms well very few TLM on walls, classrooms not very clean.

Teachers blamed low completion rate on migratory patterns of laborers’ but the school did not seem to have the type of atmosphere that would encourage a child to stay in school.

**Author** Jyoti Bawane, 1999, A Study of the Discrepancy between competencies expected and competencies in practice among the primary school teachers

**Objectives** To identify the competencies expected among the primary school teachers through literature and document analysis, curriculum analysis, and teacher educators’ perception. To identify the competencies in practice among the primary school teachers through focus group interview, and teacher self report.

**Methodology** The DIETs of four districts of Karnataka, namely, Mandya, Mysore, Bangalore Urban and Bangalore were chosen purposively.

**Tools and Techniques** The procedure of task analysis was adopted to list the competencies from the two national documents- NPE (1986) and POA (1992) and the two teacher education curricula. The required data from the teacher educators were collected through the technique of interview.

**Data Analysis** The analysis of discrepancy was done in terms of frequency analysis and using percentages. Whereas, to analyse the discrepancy in terms of the priority rating chisquare was used.

**Findings** There has been found a gap between the teaching competencies expected and practiced among the primary school teachers. Only 61% of the expected competencies are actually in practice. 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 reasons 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.

Author Archana Tomar, 1998, An Intervention to Improve the Quality of Instruction in Environmental Science for Primary Level School Children

Objectives To prepare Intervention Programme on seven units in the subject of Environmental Science for Primary Level School Children. To implement the intervention programme to study its effectiveness on Std. IV students in terms of their academic achievement. To study teacher’s opinion about the intervention programme implemented by the investigator.

Methodology All the students of Std. IV studying Environmental Science and their teachers in one of the schools at Baroda constituted the sample for the study.

Tools and Techniques Activity based intervention programme, written, oral and activity based tests and semistructured interview schedules were used for the study.

Data Analysis The data were analysed through frequencies, percentage responses, mean, SD, and correlated ‘t’.

Findings The intervention programme could be used for developing sensitivity towards environment. It could also be used for training teachers for developing and implementing such a programme for different standards. Schools, Colleges, and media must make optimum efforts to sensitize people with environmental issues. Habits need to be inculcated at an early age towards a healthy and beautiful environment.
2.4. STUDIES ON TEACHING COMPETENCE

Teaching competence has been variously researched by many researchers such as Flanders and Simon, 1969) on teacher effectiveness. Haskew (1956) and Wilson (1973) studied on the knowledge, attitude, skill and other teacher characteristics. B.K. Passi (1976) studied on becoming better teacher, with special reference to micro teaching approach. Rama (1979) examined the factorial structure of teaching competencies among secondary school teachers.

Author  Baker, Susan S.; Pearson, Meredith; Chipman, Helen (2009),

Topic  The development of core competencies for paraprofessional nutrition educators in Food Stamp Nutrition Education (FSNE).

Objectives  1. To describe the process used for the development of core competencies for paraprofessional nutrition educators in Food Stamp Nutrition Education (FSNE). 2. To draft the core competencies and the validation of those competencies by FSNE paraprofessionals

Findings  The result of the project was a comprehensive list of 10 core competency areas with specific competencies for each. The core competencies will be useful with FSNE for state and local program planning, implementation, evaluation, and decision making, with possible implications for other community-based education programs.

Author  Glaser-Zikuda, Michaela; Fuss, Stefan (2008)

Topic  Consequence of international educational studies on perceived teacher competencies have an impact on student emotions.

Objectives  To study the impact of perceived teacher competencies on student well-being and anxiety in physics instruction.
Methodology In the study, a both qualitative and quantitative method was adopted using questionnaires and semi-structured interviews. In total, 431 students from 16 classes participated in this study: 24 students and eight physics teachers were participants of the qualitative study. Each teacher taught two classes, and therefore a comparison of the ratings of each teacher by students of two different classes was possible.

Findings The results of the study confirm the assumption that perceived teacher competencies have an impact on student emotions. Analysis of the qualitative data supports the quantitative results and demonstrates the importance of teacher competencies for student emotions.

Author Sauber, Matthew H.; McSurely, Hugh B.; Tummala, V. M. Rao (2008)

Topic Designing and measuring learning competencies curriculum development in higher education.

Objectives To show the process of designing and measuring learning competencies in program development.

Methodology The study includes cross-sect oral comparisons to draw on programmatic and pedagogical strategies, more commonly utilized in vocational education, and transfer the application of these strategies into curriculum development in higher education. Using a case study approach, the study details the process of identifying and measuring learning competencies in developing specialization and graduate certificate program in supply chain management.

Findings The development of competencies used an interdisciplinary framework to infuse interaction among stakeholders faculty, students, and practitioners. The process focused on competencies at the program level as opposed to certain course or class level. This is an issue of ongoing relevance to education in general, and of growing relevance to higher education in
particular. As psychometric methodology advances, quality assurance and continuous improvement in education place greater emphasis on learning outcomes. As such, the identification and measurement of competencies become issues of increasing importance in educational systems around the world.

**Author** Pilati, Ronaldo; Borges-Andrade, Jairo Eduardo (2008)

**Topic** Training, development education and cognitive complexity of expected competencies.

**Objectives** To test a model of effectiveness of training on work, with the trainee’s motivation and satisfaction with training as the antecedent variables and the type of training as a moderator variable.

**Methodology** Data collection with 600 participants in a Brazilian bank was conducted with measurement scales before training, at its end and three months later. The data were analyzed through structural equation modeling.

**Finding** The results indicate that the motivation of the trainee and satisfaction with training are predictors of its effectiveness on work and that the type of training affects this predictive relationship. The key feature of the type of training was the cognitive complexity of expected competencies.

**Author** Smith, Claire E. (2007)

**Topic** Impact on the decision-making in pre-service educator, as well as with mentoring staff of schools in their practicum settings.

**Objectives** 1. To discover what tension impacted on their decision-making when they taught history for the first time. 2. To explore the actions of pre-service history teachers before and during their practicum in secondary schools.

**Methodology** A qualitative hermeneutic approach was used to collect and analyze the pre-teacher experiences. Pre-service teachers were given space to
articulate authentically what they were doing and why they are doing it. Paying close attention to the teachers’ receptivity, recognition of opportunity perceptiveness and significance in their teaching lives was therefore a key reference point for this research.

**Findings** This study allowed the voice pre-service teachers to be heard in an area that has not yet been fully addressed in history education research. It paid attention to how the pre-service teachers perceived themselves as learners of history education alongside their pupils, partner teachers and university staff. This study therefore opened up opportunity for future dialogue between the pre-service teacher and the researcher as university pre-service educator, as well as with mentoring staff of schools in their practicum settings.

**Author** Siwatu, Kamau Oginga (2007)

**Topic** Culturally Responsive Teaching competencies and the Culturally Responsive Teaching Outcome Expectancy (Siwatu, K.O., 2006)

**Objectives** To costruct the Culturally Responsive Teaching Self-Efficacy Scale (CRTSE) and the Culturally Responsive Teaching Outcome Expectancy (CRTOE).

**Methodology** This study based on the theoretical and empirical research methodology.

**Findings** The findings from this study suggest that preservice teachers are more efficacious in their ability to help students. They feel like important members of the classroom and develop positive, personal relationships with their students, than they are in their ability to communicate with English Language Learners. Preservice teachers' culturally responsive teaching outcome expectations was highest for the possibility that a positive teacher-student relationship can be established by building a sense of trust in their students. Item-specific means were lowest among the preservice teachers for the possibility that encouraging students to use their native language will help to maintain students' cultural identity.
Author  Spendlove, Marion (2007)

Topic  A Study of the Role of the Pro-Vice-Chancellor, Rector, or Principal and their competence.

Objectives  To investigate the role of the Pro-Vice-Chancellor, Rector, or Principal of a university and their competencies

Methodology  Semi-structured interviews were held with Pro-Vice-Chancellors at ten UK universities representative of the sector.

Findings  The researcher highlights the need for a more proactive approach to identifying leadership competencies and developing leadership throughout universities. Originality/value: The effective leadership and management of universities is a crucial issue for policy makers, leaders themselves, and for university staff. The research shows 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.

Author  Gallardo, Miguel Angel (2006)

Topic  Placement among Education graduates with a Physical Education specialty from the University of Granada.

Objectives  To present the extent of job placement among Education graduates with a Physical Education specialty from the University of Granada, Melilla Campus, as well as their acquisition of appropriate professional competencies during their training process.

Methodology  The target populations for this study are all students from the first six graduating classes of the University of Granada, Melilla, who earned a Primary Education degree with a specialty in Physical Education from the College of Education and Humanities. The final sample was made up of 72
Review of Related Literature

subjects. Data was collected using the "Questionnaire for evaluating degree programs and social/labor placement of University of Jaen graduates," developed as part of the research project "Social/labor placement: an evaluation of ongoing, vocational learning." The questionnaire was adapted for this study. Measurement of professional competency acquisition in Physical Education Teachers was carried out for three times: before entering the university program, after completing their degree, and after taking ongoing professional development coursework. Results, then, refer to the degree of acquisition of a list of proposed competences at these three points in time. In addition, the different competencies are compared between those graduates who are working and those who are not. It was confirmed that the competency related to "knowledge of information technologies," as measured before beginning university training, presents a degree of significance in favour of those graduates who do not work as compared to those who are working. The same occurs at the end of university training. During this second period, significant differences are also seen with regard to the competency "planning one's work and time.

Findings It can be shown that after university training, acquisition of competencies has increased. Likewise, after taking ongoing development coursework, significant differences are obtained for the competency of "knowledge of information technologies.

Author Gultekin, Mehmet (2006)

Topic: The attitudes of preschool teachers and their perception levels of teaching competency

Objectives To determine the attitudes of preschool teacher candidates studying through distance education approach towards the teaching profession To determine their perception levels of teaching competency.
Methodology The population and sampling of the study were the senior students of Anadolu University, Open Education Faculty, Preschool Teacher Training Undergraduate Program. The study was conducted through 957 teacher candidates. A survey was used in order to measure the attitudes of teacher candidates towards teaching profession and to determine their perception levels of teaching competency as a data collection instrument for this study.

Findings The study revealed that the attitudes of teacher candidates towards teaching profession are quite positive, and their perception levels of teaching competency are very good. Moreover, the teacher candidates consider the program they enrolled in so beneficial for them to gain teaching competencies.

Author Krull, Edgar; Oras, Kaja; Sisask, Sirjie (2007)

Topic Identify indicators of school teachers' perception levels of teaching competency.

Objectives To identify indicators of school teachers' perception levels of teaching competency as reflected in their comments.

Methodology The analysis of comments produced by novice and expert teachers on videotaped lesson activities, based mainly on the grounded theory strategy.

Findings This survey revealed that expert teachers are more sensitive towards certain instructional events and to general teaching strategy used by the model teacher than novice teachers. The findings of this study might be useful for promoting student teachers' professional sensitivity towards relevant features of classroom instruction and atmosphere in pre-service teacher education programs.
Author Grangeat, Michel; Gray, Peter (2007)

Topic Understanding and knowledge concerning teachers' competence enhancement.

Objectives To increase understanding and knowledge concerning teachers' competence enhancement.

Methodology Models used in industrial contexts are analyzed in order to elaborate a framework relevant to understand teachers' learning. This specifies components of the work environment that are mobilized by teachers in order to achieve their goals. It is used to identify ways in which teachers in France manage to improve their practice despite being involved in complex and difficult situations. The data come from 60 interviews.

Finding The results highlight the effects of the organization of the collective work situations: spurring exchanges amongst teachers and school partners appears to be a main factor for improving teachers' conceptions about teaching. Some ideas are outlined for constructing new continuing professional development programmes and studying their effects.

Author Bibi, Safia (2005)

Topic The main cause of teacher stress and continuous disruptive incidents to stress

Objectives To find out reason for the main cause of teacher stress

Methodology The population of the study was the heads of teacher training institutions, teacher educators, heads of secondary schools, secondary school teachers and students. The sample included randomly selected ten heads of teacher training institutions, fifty teacher trainers, eight hundred heads of secondary schools, four thousand secondary school teachers and four thousand students.
Findings They identified the sheer volume of work, the wide range of workload duties, changing class composition and continuous disruptive incidents as the main contributors to stress, in some cases leading to a major breakdown in health. 1. Sixty-nine per cent believed that the increased workload for high school teachers was very likely or somewhat likely to result in inconsistency of instruction for students. 2. Sixty per cent believed this increased workload is just another example of the government moving too fast. 3. Sixty-eight per cent believed that the increased workload has resulted in an increase in homework for teachers as they prepare for the extra class and evaluate the extra students. 4. Sixty-one per cent believed the teacher argument that the increased workload means less remedial help for students.

Author So Wing-mui Cheng May-hung Tsang Chiao-liang (1996)

Topic Student –teacher development on Teacher competence.

Objectives The focus of the present study is on student-teacher development as reflected by their perceived teacher competence.

Methodology The instrument measures the student-teacher's perception on his / her abilities and skills and has been tested as reliable in the pilot study in June, 1995. The indicators of the instrument are divided into four domains, viz. Classroom, School, Community and Professional. In the pilot study.

Findings reveal that student-teachers tend to perceive themselves as more competent before the teaching practice. A strong influence of the personal factor of the student teacher in the perception of competence is shown. Implications for teacher education programmes are identified.

Satish P. Pathak, 2002, Preparation of A Creativity Program for Pre-Service Teacher Trainees at Primary Level and A Study of Its Effectiveness (CASE, MSU).
Objectives To construct and standardize creativity test for pre-service teacher trainees at primary level. To identify the creativity level of pre-service teacher trainees at primary level. To prepare a creativity program for pre-service teacher trainees at primary level. To study the effectiveness of creativity program with respect to a. Creativity Components b. Caste Category; and c. Academic Stream

Methodology Pre-test, post-test, experimental and control group design has been employed for the study.

Sample An initial sample of 10 pre-service teacher trainees who were studying in the first year during 97-98 in DIET – Kathlal (Dist. Kheda) was drawn for pilot administration of the tool to identify the creativity level. For final administration of the tool, the whole class of the first year primary school teacher education (1998-99) of DIET, Vadodara (40 trainees) were selected as the sample. For studying the effectiveness of the creativity program the total number of trainees studying in the first year primary school teacher education during 1999-2000 of DIETS – Rajpipla (Dist. Narmada) and Santrampur (Dist. Panchmahal) were selected as the sample for the phase 2 of the study. 46 trainees of Rajpipla were treated as experimental group, whereas 43 trainees of Santrampur were treated as control group.

Tools A test of creativity to identify the creativity level of pre-service teacher trainees and a creativity program for them was developed by the investigator. The test of creativity was in both the forms verbal and non-verbal.

Data Analysis ANCOVA and two way ANOVA were the statistical techniques employed for data analysis.

Findings The mean effect of the treatment in terms of a creativity program on the primary school student teachers was found significant for the creativity and its components namely fluency, flexibility, originality and elaboration, respectively. There was no significant difference in the mean creativity scores of the teacher trainees of different caste categories in case of the experimental
group. There was no significant difference in the mean creativity scores of the teacher trainees of different academic stream in case of the experimental group. No interaction effect of caste category and academic stream was found on the mean creativity score of the primary school student teachers of the experimental group.

**Author** Barnett Berry, (2003)

**Topic** Teaching Quality in the Southeast: Best Practices & Policies

**Objective** 1. How Do Teachers Learn to Teach Effectively? 2. To identify the Quality Indicators from Quality Schools.

**Methodology** Selected and surveyed a group of twelve schools-seven were “gap closers” and five were average performers. The researcher conducted detailed case studies in four of these schools (two average- and two high-performing), looking for practices that might account for differences between high and average-performing schools with similar students.

**Findings** From these four schools cannot be generalized to all schools in Texas or to schools in other parts of the nation. But they add to our growing understanding that successful schools are Staffed by educators committed to high standards and a shared responsibility for teacher growth and student success. SECTQ and JFTK are currently working with our advisory board to develop strategies for the next stage of this project. Our initial findings will be tested for their efficacy as indicators of teacher learning and school improvement in other Texas schools. We feel confident that we are beginning, through the lens of teaching quality, to shed light on the essential ingredients of high performing schools and to spotlight effective practices that will serve schools in any state accountability system.
**Review of Related Literature**

**Author** Sauber, Matthew H. McSurely, Hugh B. Tummala, V. M.Rao (2008)

**Topic** Process of designing and measuring learning competencies in program development

**Objectives** To show the process of designing and measuring learning competencies in program development.

**Methodology** The study includes cross-sectoral comparisons to draw on programmatic and pedagogical strategies, more commonly utilized in vocational education and transfer the application of these strategies into curriculum development in higher education using a case study approach. The process of identifying and measuring learning competencies in developing specialization and graduate certificate program in supply chain management.

**Findings** The development of competencies used an interdisciplinary framework to infuse interaction among stakeholders—faculty, students, and practitioners. The process focused on competencies at the program level as opposed to certain course or class level.

**Author** Mudasiru O. Yusuf Modupe R. Balogun University of Ilorin, Nigeria (2011)

**Topic** Student-Teachers’ Competence and Attitude towards Information and Communication Technology: A Case Study in a Nigerian University contemporary educational technology.

**Objectives** 1. To examine empirically student-teachers’ competence and attitude towards information and communication technology. 2. To find out gender influence on their competence and attitude were also examined.

**Methodology** Participants were 382 student-teachers (181 males and 201 females) from the Faculty of Education, University of Ilorin, Nigeria. The data collected through a questionnaire were analysed using percentages, means, and chi-square statistics.
Findings revealed that majority of the student-teachers have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Overall, no significant difference was established between male and female student-teachers’ attitudes and use of ICT. The implication is that the student-teachers lacked the necessary competence in the full integration of ICT in the curriculum. This underscores the need to improve the ICT contents of teacher education programs in universities in developing nations.

Author E.M. Al-Sharif, (2010)

Topic Evaluation of Student / Teacher Teaching Competencies in the Curricula and Teaching Methods of Motor Expression in the Light of Quality Academic Standards.

Objectives 1. To analyze the academic standards of teaching physical education methods according to competencies fields. 2. To identify student/teacher teaching competencies in motor expression teaching methods syllabus according to quality academic standards. 3. To design teaching competencies evaluation form for student/teacher in fourth grade, Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt according to quality academic standards, descriptive methodology was used.

Methodology Study sample included 26 students from the fourth year, education department selected randomly from fourth year education students 2008/2009 as pilot study sample, 59 students from the fourth year education students selected intentionally in the year 2009/2010. The researcher used in data collection three forms: academic standards analysis form for graduates from methods of teaching physical education program according to competencies fields and questionnaire for experts to determine the teaching competencies for student/teacher in motor expression syllabus in according to quality standards of the program, an evaluation form for required competencies for the student/teacher in motor expression syllabus (prepared by researcher).
**Findings** Results revealed analysis of the academic standards of the program to competency fields (cognitive, performance, emotional, productivity), identifying teaching competency for motor expression teaching method syllabus according to program and quality academic standards, evaluation competency for fourth grade students, students achievement extent of cognitive, affective and performance efficiencies were high while the achievement of productivity competency was low, researcher recommended using competency evaluation form in evaluating third and fourth grade students in motor expression teaching methods syllabus, conduct similar study to evaluate the performance of graduates of teaching methods program in the field training according to quality standards.

**Author** Source SSA material 2011

**Topic A** Study on the Teaching of English in Government Schools at the primary level in India.

**Objectives** 1. To observe the training programmes (both pre-service and in-service) for teachers of English and to assess their competence in teaching English at the primary level. 2. To make suggestions for improvement in teaching of English on the basis of the findings of the study.

**Methodology** The study will be conducted at two levels, 1. One at the national level to find out the general status of teaching of English at the primary level. 2. Two, an in-depth study of all aspects of teaching-learning of English at the primary level in 8 selected states. The states were selected to represent 5 geographical regions and variety in class at which English is introduced as a language at primary stage. Overall 7 states and one UT have been selected.

**Findings** Pre-service training and In-service training programme are helping development of teachers’ skill in transacting curriculum and motivating students and thereby leading to meaningful classroom processes and improvement in student comprehension.
Author Mudasiru O. Yusuf, Modupe R. Balogun, University of Ilorin, Nigeria (2008)

Topic Student-Teachers’ Competence and Attitude towards Information and Communication Technology: A Case Study in a Nigerian University.

Objectives 1. To examine empirically student-teachers’ competence and attitude towards information and communication technology. 2. To find out Gender influence on their competence and attitude were also examined.

Methodology Participants were 382 student-teachers (181 males and 201 females) from the Faculty of Education, University of Ilorin, Nigeria. The data collected through a questionnaire were analysed using percentages, means, and chi-square statistics.

Findings revealed that majority of the student-teachers have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Overall, no significant difference was established between male and female student-teachers’ attitudes and use of ICT.

Author Anders Johnson (2008)

Topic Assessment and learning in the”Interactive examination” for student teachers.

Objectives To explore some of the problems associated with introducing authentic assessment in teacher education.

Methodology The present study does not only involve the formulation of criteria for assessing teacher competency, but also shows how this competency can be assessed with the aid of ICT. The combination of these features is argued to provide a contribution of high professional significance for how to implement authentic assessment in teacher education.
**Findings** It has proved possible to incorporate the examination into an existing course within the regular teacher education program.

**Author** U.K. Kulkarni(2006)

**Topic** Teaching competency of D.Ed. Trained Teachers working in up-graded Primary schools.

**Objectives** 1. To assess the Teaching Competence of D.Ed.Trained teachers working in primary school. 2. To find out any significance difference in the Teaching competence with respect to selected variables.

**Methodology** The present study is a survey type research, which helps to know the teaching competency of D.Ed. Trained Teachers working at upgraded primary schools in Karnataka. The study also intends to compare the teaching competence of above and below 40 years, male and female, urban and rural, arts and science, graduate and under graduate and five year and more than five years teaching experience teachers in up findings.

**Findings** 25-40 years of age group, male and female, rural and urban and 5 years and above 5 years of teaching experienced teachers respectively differ significantly in respect of their teaching competency. However, arts and science teachers and graduate and under graduate teachers respectively do not differ significantly in respect of their teaching competency.

**Author** Hadi Mohammad Pour, K. Yeshodhara,(1992)

**Topic** Total quality management (TQM) in Education – perception of secondary school teachers.

**Objectives** To present the perception of secondary school teachers in Mysore city (India) regarding Total Quality Management (TQM) in education.

**Methodology** It is an attempt to understand how these perceptions vary by demographic variable such as, gender & subject specialization (Arts and
Review of Related Literature

Sciences). Data were collected from 156 high school teachers in Mysore (India) on the Bonstingle’s conceptualization of Demming’s 14 points Total Quality Management (TQM) in Education (1992) and were analyzed using SPSS version 14.0. Analysis of Variance (ANOVA) was employed to find out the significance of difference between variables subscales.

Findings Significant difference was found between male and female teachers in the perception of total quality management. Female teachers had higher mean score than male teachers. There is no significant difference between Arts and Sciences secondary school teachers in the perception of TQM in education.

Author Adrienne Kozan Naumescu (2008)

Topic Science Teacher Competencies in a Knowledge Based society

Objectives To analyze the new role characterizing the science teacher by focusing on the involved “competencies”.

Methodology The competencies can’t be acquired without previous acquisition of knowledge. It should be paradoxical if the science teachers would be taught by a traditional pedagogy to learn new ways of pedagogy (based on competencies). A part of their training is mainly practical. Nevertheless, most of the precedent competencies are based on identified knowledge, which can be taught in different fields.

Findings Prospective teachers should be provided with instruction that facilitates the identification and development of concepts that unify the traditional science disciplines. In such a training there should be included specific learning opportunities and instruction that would help prospective teachers to develop such interrelationships Science education programs should pay more attention into the learning of science in social and technological context, such as field trips, arranged visits to museums or to industries and institutions. Such training programs must allow teachers to develop a deep
understanding of scientific ideas and the manner in which they were formulated.

**Author** Irem Kızılaslan (2011)

**Topic** ELT student teachers’ competence for teaching Language skills: a qualitative exploration.

**Objective** To make students learn effectively and efficiently. 1. To perform a large number of activities inside and outside the classroom.

**Methodology** Participants for this study consisted of 21 senior ELT student teachers from a comprehensive state university in Turkey. Individuals selected for the study were gleaned from a group of 90 senior student teachers who were about to complete their teaching practice period. Selected participants met this criterion: their teaching practice period took place in a primary school. Seven of the subjects were male and fourteen were female.

**Findings** related to each language skill are discussed below with illustrative support, supplying voice to various student teachers in the sample. This traditional division of language skills has the sole purpose of easing the reader’s navigation through the article’s contents.

**Author** Th. Wubbels, (2005)

**Topic** The meaning of teacher competence in contexts of change.

**Objective** To identify an appropriate direction of change in teacher education. 1. To examine teachers’ perceptions of the importance of teacher competencies as a basis for teacher education in Serbia.

**Methodology** This study followed the methodology of the European Tuning project (Gonzales, & Wagenaar, 2005), in which competencies were evaluated by staff and students at post-secondary institutions and employers. In the area of teacher education, this means that competencies are to be defined in
consultation with teacher educators, student-teachers and school practitioners (primarily teachers and head teachers).

**Findings** The results of our study send a clear message regarding the development of teacher education curricula in Serbia: it needs to build in elements that will be conducive to teacher competence in increasing their contributions to system improvement and better preparing them to deal with ethical issues. It also needs to seek to integrate educational and practical aspects of subject knowledge, and develop personal attributes relevant for teachers.

**Author** Maria Liakopoulou (2011)

**Topic** The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher’s effectiveness?

**Objectives** To systematically record the qualifications deemed essential by teachers for them to successfully perform their pedagogical and didactic duties.

**Methodology** A survey was carried out to analyze the views of teachers. The questionnaires were posted to the respondents. A six-point Liker ‘t’ scale was used for the closed-ended questions. The open-ended questions were included to expound upon or check the answers given in the closed-ended questions. The sample group of the study comprised teachers of all subjects who work in public secondary schools in Greece; the schools were used as sample units. In order to ensure Pan-Hellenic coverage in the study and proportional representation in the final sample, 10% of the secondary schools were chosen from the regional areas of the country. The final list of schools was put together at random from an extensive list featuring all schools. Thus, the sample comprised respondents with the same characteristics as those of the entire population and consisted of 727 secondary school teachers (50% of the population). The data collected from the survey were analyzed using the “Statistical Package for Social Sciences” (SPSS). Descriptive statistics were used to present the data, including statistical tables, frequency distribution
tables, and statistical measures. Correlations were also found and checked against the Pearson correlation coefficient and Kendall’s tau-b. For the qualitative analysis of the open-ended questions, content analysis was carried out. Specifically, a deductive category application was developed for analytic induction in order to develop subcategories. The material was then indexed. The credibility of the categories and subcategories was checked according to the formula $CR=\frac{2m}{N1+N2}$ (Holsti 1969: 135-142).

**Findings** The findings of this research verify the conclusions reached in related literature regarding a holistic approach to the tools making up the profile of a “good teacher”, as most teachers seem to associate their effectiveness at work with both personal traits and “didactic and pedagogical skills.

2.5. SYNTHESIS OF LITERATURE REVIEW

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. Pramila, (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.

Muhammad Hamid Ullah1, Muhammad Ajmal & 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 Indicators identify by the review of related literature.

2.6 CONCLUSION

The review of literature scanning enabled the researcher to gain current knowledge about the area of the study, importance, perspective of chosen variables, method of approach to deal the problem, sources of data, techniques of data collection, and analysis of data and interpretation of the secured result. The review study throws light on the existing gap need to be filled in the chosen variables such as Quality Indicators are independent variable and Teaching Competence of B.Ed students and quality improvement as dependent variables. Hence the researcher has chosen the problem entitled “Assessment of Quality Indicators in Colleges of Education and Implementation of Quality Indicators on Teaching Competence of B.Ed Trainees”.

The next chapter presents the continuation of Review of Related literature in the form conceptual Framework of the variables were hereby given by NAAC. However the gaps identified are, Assessment of Quality Indicators in the colleges of Education at B.Ed level and how far implementation of identified Quality Indicators leads to improvements in the Teaching competence of B.Ed students.
REFERENCES


Adrienne Kozan Naumescu(2008),Science Teacher Competencies in a Knowledge Based society.


Ashish Hattangdi and Prof. Atanu Ghosh, Enhancing the quality and accessibility of higher education through the use of Information and Communication Technologies.


Braxton, Lori Margaret King. The University of North Carolina at Greensboro, (2004). An investigation of special education teacher support: What special education teachers say they need in order to effectively provide quality programming to special needs students?

Baker, Susan S.; Pearson, Meredith; Chipman, Helen (2009), The development of core competencies for paraprofessional nutrition educators in Food Stamp Nutrition Education (FSNE).
Bibi, Safia (2005) the main cause of teacher stress and continuous disruptive incidents to stress.

Dr Muhammad Hamid Ullah1, Dr Muhammad Ajmal & Dr Fazalur Rahman (2006), Analysis of Quality Indicators of Higher Education in Pakistan, pp 1-16.

Glaser-Zikuda, Michaela; Fuss, Stefan (2008) Consequence of international educational studies on perceived teacher competencies have an impact on student emotions.

Gultekin, Mehmet (2006) the attitudes of preschool teachers and their perception levels of teaching competency.

Gallardo, Miguel Angel (2006) Placement among Education graduates with a Physical Education specialty from the University of Granada.

Grangeat, Michel; Gray, Peter (2007) Understanding and knowledge concerning teachers' competence enhancement.


Krull, Edgar; Oras, Kaja; Sisask, Sirjie (2007) Identify indicators of school teachers and their perception levels of teaching competency.


Mary T. Brownell, Anne G. Bishop, Paul T. Sindelar, and Russell Gersten, Beginning Teacher Quality: Study Description Beginning Teacher Quality in Special Education Understanding the Practices of Beginners.


Maria Liakopoulou (2011) The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher’s effectiveness?
Mudasiru O. Yusuf, Modupe R. Balogun, University of Ilorin, Nigeria Student-Teachers’ Competence and Attitude towards Information and Communication Technology: A Case Study in a Nigerian University.

NAAC (2001). Assessment and Accreditation – A new focus NAAC, Bangalore.


Prof. dr. Th. Wubbels, The meaning of teacher competence in contexts of change.


Smith, Claire E. (2007) Impact on the decision-making in pre-service educator, as well as with mentoring staff of schools in their practicum settings.


Spendlove, Marion (2007) A Study of The Role of the Pro-Vice-Chancellor, Rector, or Principal and their competence.

TShuchi GroverHarvard Graduate School of Education and Nishu Harpreet Singh Harvard Graduate School of Educationitle- (April 2002). The Quality of Primary Education: A Case Study Ofmadurai and Villupuram Districts In Tamil Nadu, India.

