CONTENT

CHAPTER NO.	TITLE	PAGE NO.
I	**INTRODUCTION**	1-22
	1.0 INTRODUCTION 1.0.1 Quality Education 1.1 COMPETENCY 1.2 DISCUSSION OF THE TEN COMPETENCIES IN BRIEF 1.2.1 Contextual Competency 1.2.2 Conceptual Competency 1.2.3 Content Competency 1.2.4 Educational Transaction Competency 1.2.5 Educational Activities Competency 1.2.6 Competency in preparation and use of Educational Aids 1.2.7 Evaluation Competency 1.2.8 Management Competency 1.2.9 Parent Related Competency 1.2.10 Community Rapport Competency 1.3 BASIC SKILLS OF ENGLISH LANGUAGE 1.4 SIGNIFICANCE OF THE STUDY 1.5 STATEMENT OF THE PROBLEM 1.6 DEFINITION OF THE TERMS 1.7 OBJECTIVES OF THE STUDY 1.8 ASSUMPTIONS 1.9 HYPOTHESIS 1.10 DELIMITATIONS OF THE STUDY 1.11 THE SCHEME OF CHAPTERISATION	

CHAPTER NO.	TITLE	PAGE NO.
II	**REVIEW OF RELATED LITERATURE**	**23-35**
	2.0 INTRODUCTION 2.1 IMPORTANCE OF RELATED LITERATURE 2.2 REVIEW OF THE WORK DONE 2.3 STUDIES ON PRIMARY SCHOOL LEVEL OF EDUCATION 2.4 STUDIES ON SECONDARY SCHOOL LEVEL OF EDUCATION 2.5 STUDIES ON TEACHER EDUCATION	
III	**COMPETENCY BASED AND COMMITMENT ORIENTED TEACHER EDUCATION FOR QUALITY SCHOOL EDUCATION**	**36-89**
	3.0 INTRODUCTION 3.1 EFFECTIVE TEACHER EDUCATION 3.1.1 Pre-service and Initial Teacher Education Recurrent In-Service Teacher Orientation Continuing Professional Self-Learning Professional Orientation and School and Other Educators Upgradation to Higher Professional Education Enrichment Opportunities for Teacher Education 3.2 BACKDROP 3.2.1 NCTE's Initiative 3.2.2 Orientation of an In-Service Teachers	
	3.3 OBJECTIVES OF COMPETENCY BASED IN-SERVICE TEACHER 3.4 EDUCATION 3.5 CONTENT COURSE COMPETENCY CATEGORIES	

CHAPTER NO.	TITLE	PAGE NO.
	3.5.1 Contextual Competency i. Functional Definition ii. Nature of the Competency iii. Objectives iv. Components of the Competency v. How can Competency be Developed? 3.5.2 Conceptual Competency i. Functional definition ii. Nature iii. Objectives iv. How to develop this Competency 3.5.3 Content Competency i. Functional definition ii. Nature iii. Objectives iv. Content of the Competency v. How can the competency be developed? 3.5.4 Educational Transaction Competency i. Functional definition ii. Nature iii. Objectives iv. Content of the Competency v. How the competency can be developed?	

CHAPTER NO.	TITLE	PAGE NO.
	3.5.5 Educational Activities Competency i. Functional definition ii. Nature of the competency iii. Objectives iv. Competency content v. How the competency can be developed? 3.5.6 Competency in Preparation and Use of Educational Aids i. Functional definition ii. Nature of the competency iii. Objectives iv. How to develop a competency? 3.5.7 Evaluation Competency i. Functional definition ii. Nature of the competency iii. Objectives iv. Content of the Competency v. How to develop the competency? 3.5.8 Management Competency i. Functional definition ii. Nature iii. Objectives iv. Content of the Competency v. How can competency be developed? 3.5.9 Parent Related Competency i. Functional definition ii. Nature of the competency iii. Objectives iv. Content of the Competency v. How can the competency be developed?	

CHAPTER NO.	TITLE	PAGE NO.
	3.5.10 Community Rapport Competency i. Functional definition ii. Nature of the competency iii. Objectives iv. Content of the Competency v. How to develop this competency?	
IV	**RESEARCH DESIGN AND PROCEDURE**	**90-102**
	4.0 INTRODUCTION 4.1 RESEARCH DESIGN 4.1.1 Method of Research-Descriptive Research 4.1.1.1 Survey Method 4.1.2 Sample Selection Procedure 4.1.2.1 Sample for the Study 4.1.3 Tool Discussion 4.1.3.1 Teachers Competency Questionnaire(TCQ) i. Construction of TCQ ii. Administration of TCQ iii. Scoring of the TCQ 4.1.3.2 Skill Performance Test for Students (SPTS) i. Construction of SPTS ii. Administration of SPTS iii. Scoring of the SPTS 4.1.4 Method of Data Analysis 4.1.4.1 Type of Data Collected 4.1.4.2 Data Analysis	

CHAPTER NO.	TITLE	PAGE NO.
V	**ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA**	**103-226**
	5.0 INTRODUCTION 5.1 Distribution of primary school teachers according to the three levels for each of the ten competencies 5.2 Distribution of Secondary school teachers according to the three levels for each of the ten competencies. 5.3 Skillwise distribution of scores of primary school students according to the three levels for each of the five skills 5.4 Skillwise distribution of scores of secondary school students according to the three levels for each of the five skills 5.5 Distribution of Primary school teachers according to the three levels for each of the ten competencies and their students skillwise scores. 5.6 Comparison of primary school teachers according to the three levels for each of the ten competencies with their students skillwise performance 5.7 Distribution of Secondary school teachers according to the three levels for each of the ten competencies and their students skillwise scores. 5.8 Comparison of secondary school teachers according to the three levels for each of the ten competencies with their students skillwise performance.	

CHAPTER NO.	TITLE	PAGE NO.
VI	**SUMMARY, CONCLUSION AND TOPICS FOR FURTHER STUDIES**	**227-260**
	6.1 INTRODUCTION 6.2 SUMMARY 6.3 MAJOR FINDINGS OF THE STUDY 6.4 CONCLUSIONS OF THE STUDY 6.5 IMPLICATIONS OF THE STUDY 6.6 TOPICS FOR FURTHER STUDIES	
	APPENDICES	**261-283**
	BIBLIOGRAPHY	**284-285**