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Implementation of the Quality of Teachers in Higher Education in the Light of NEP 2020

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Abstract:

Quality education access is a basic human right. that can help individuals develop empathy and compassion. In any educational institution, the job of the instructor is crucial. India has one of the world's best educational systems, from preschool to university. Many factors have a role in shaping how future educators are trained. The role of the teacher in any given class cannot be overstated. Preparing educators to teach is crucial. It concerns the rules and regulations to equip educators with the information, understanding, dispositions, and practices they need to carry out their duties effectively while learning and with students. Today's society places a premium on preparing future teachers. The term "teacher education" describes the formal process by which an individual acquires the knowledge and skills necessary to become a teacher. Teachers' skill, sensitivity¹, and enthusiasm all play a role in determining the breadth and depth of student achievement. The goal of the many different fields of study that go into teacher preparation is to understand better and, ultimately, enhance the educational process. Teachers' responsibilities in NEP 2020 classrooms will include encouraging students to engage in critical, creative, analytic, and original thought. Pedagogy, assessment, classroom management, psychology, technology, and cognitive science are all topics that are covered in these research papers. What is teacher education? Why is it so important? What are the problems with teacher quality? What can be done to improve teacher education? Therefore, not only educators and researchers but also scholars, policymakers, implementers, and evaluators find them to be of paramount importance.

Keywords: Professional development, teacher education, NEP 2020, promoting teacher education.

1. Introduction:

The significance of the educator and his training is paramount in every country. Education shapes both the nation and the individual. In many cultures, the adage "Teachers build nations" ¹ is widely recognized and accepted. Both future teachers and those already in the field can benefit from the training they get in teacher preparation programmes. The things we need to do better the standard of educating teachers. Teacher preparation includes learning and practicing

¹ Jain, A. (2021). National Education Policy 2020: It's a huge deal for the future of education in India. Journal of Education and Practice, 12(3), 1-8.



effective teaching strategies, practical pedagogical skills, and theoretical underpinnings. There needs to be a way to meet the training requirements for educators. Teachers must gain the critical cognitive abilities required to handle concerns with curriculum, pedagogy, administration, etc. The curriculum for teacher preparation needs to be completely rethought and reorganized. It must be updated to reflect the changing requirements of society. Educational institutions play a crucial role by providing students with learning opportunities that move them from self-described "knowledge of ignorance" to self-described "knowledge of knowledge." Pre-service and in-service teachers benefit from the instruction given by schools dedicated to their professional development. But American scholarship on education for teachers is losing its distinctive American flavour. Efforts are being made to pinpoint and explore crucial issues that affect education beyond the traditional classroom setting. There needs to be a nationwide revamp of India's teacher training programme. Educators who inspire maximize student potential are crucial to the development of the educational system as a whole. One of the government's top priorities is bolstering the nation's educational [infrastructure](#)². The Indian government recognizes the importance of investing in the development of future educators if it is to realize its goal of raising academic standards across the board.

2. Literature Review:

The concept of excellence in higher learning has several facets that includes but is not limited to the institution's mission, goals, activities, education and scholastic activities, research and scholarship, faculty & staff, students and alumni, physical plant and infrastructure, and community and academic outreach. The quality of direct impact of education bearing regarding the issue of equality. Education revolves around the role of the educator. That they are qualified for the job and committed to doing a good job is crucial. A university professor's role extends far beyond imparting knowledge; they must also serve as a force for social progress, moral uplift, and national unity. (Mc Carty, 2003).

College instructors are vital cogs in the wheel of any functioning educational institution. It has been said that the achievement of a school depends on the shoulders of its teachers. Recognizing the effectiveness of instructors, or distinguishing between good and bad educators, is a challenging issue in educational research. (Coleman, 1998).

An efficient college educator was a person who regularly met or exceeded student learning goals in both overt and covert ways. It was a challenging journey to educational mastery. One of the

² Mahto, K. R. (2021). National Education Policy (NEP) 2020: A Path-Breaking Reform in Higher education system. *Journal of Education and Social Policy*, 6(3), 1-7

Akerlind, G. S. (2003). Alternate interpretations of "developing as a university professor" Examining Colleges and Universities, 28(4), 375–390. <https://doi.org/10.1080/0307507032000122242>



most important qualities a teacher may have authority over the subject matter. He needs to be knowledgeable in his field and able to convey that information clearly to others. He should be familiar with basic psychological concepts and have experience using them in the classroom.

3. Objectives of the Study:

This research aimed to accomplish the following goals:

- (i) to assess indicators of quality education;
- (ii) to analyze institutional practices for recognizing and rewarding excellent educators.
- (iii) analyze how classroom instruction aids in the professional growth of educators
- (iv) Seeking information on how schools are doing to improve teachers' opportunities for professional growth.

4. Statement of the Problem:

The rationale for education is to enable each individual to develop to their fullest potential by increasing their knowledge, skills, values, and beliefs. It's the best instrument for personal growth and societal progress, ultimately leading to more fairness and justice for everybody. Teachers are an essential part of the formal education system (together with facilities, students, and courses of study) and are responsible for ensuring that education goals are fulfilled.

The National Educational Policy (NEP) 2020³ offers several novel recommendations to enhance India's educational system. NEP 2020, which aims to reorganize and reform the country's educational system in order to address the demands of the 21st century, has been met with high hopes from all corners of the nation. The key topic is to equip teachers and pupils for the 21st century through quality training, transparency in recruitment and deployment, increased service conditions, and empowerment of teachers through quality and motivation. Consequently, getting the next generation set up with the resources they'll need to continue their education and grow as people well into the twenty-second century and beyond is crucial. To prepare teachers for the challenges of "Education 4.0," they must face the difficult reality of letting go of the old way of thinking and creating the new.

5. Research Methodology:

This study used a mixed qualitative approach to its research technique. All information presented in this publication is secondary. It comprises many the origins of the information, such as Journals, Online Resources, Digital Books, and Reports of all Sorts organizations and

³ Verma, R. (2021). New Education Policy 2020: Higher education is undergoing a paradigm shift. *Journal of Education and Social Science Research*, 7(1), 1-8.



commissions, publications in local, national, and worldwide newspapers, etc. The researcher in this study analyzed and interpreted key policies and documents like public records and personal documents or archives to provide context for the assessment framework (Bowen, 2009; Chima, 2020) and to evaluate key inputs in drawing specific conclusions and making specific recommendations (Brit et al., 2016). In this study, we will examine the relevance of professional teaching standards in the modern classroom (Jaiswal, S. (2021)⁴. The article elaborates on why these requirements are so crucial for teachers in the modern era, particularly those working in India. The report also provides an interpretation of the domains and descriptors of the specific abilities that educators must attain at each professional stage before moving on to the next.

6. Goals of Education for Instructors:

More attention needs to be paid in training of Instructors to the requirements of schooling. The goals of teacher training programmes typically include helping future educators grow morally, emotionally, and intellectually. The programme also works to enhance teaching methods. If institutions are powerful forces for social and educational development, then why isn't a framework currently in place to guarantee quality? Crucial aspects of Instructing Educators include the cultivation of teachers' content expertise and pedagogical prowess, as well as measures to enhance teachers' pedagogical practices⁵. It can help educators, students, administrators, and counsellors develop best practices for enhancing student learning. Consequently, educational researchers should priorities applied research projects that yield large pedagogical gains. No education system is stronger than its instructors, as stated in India's National Policy on Education (1986). There are several proverbs praising the influence of educators on society. For this reason, the NEP 2020 places special emphasis on teachers and the qualities that should characterize them as they contribute to the development of their country's youth. (Patil, 2022a)

Acquiring qualified educators to instruct the future generation is an important goal of teacher training programmes. Enhancing the reforming, transforming, and performing abilities of the educators.

The following are common goals in teacher preparation programmes-

- Efforts to reduce the gaps between offline and online education outcomes

⁴ Jaiswal, S. (2021). National Education Policy 2020 and Its Effects on Higher Education. *Journal of Education and Practice*, 12(11), 69-75.

⁵ . International Covenant on Economic, Social and Cultural Rights. (1966, December 16). (G. A. (XXI), Producer) Retrieved from Rights of the Human, United Nations: <https://www.ohchr.org/en/instrumentsmechanisms/instruments/international-covenant-economic-social-and-cultural-rights>



- Improving one's teaching and learning methods by acquiring fresh information and insight
- To improve methods to raise academic outcomes.
- As a means of fostering professional development in record-keeping, analysis, instruction, performance, craft, narrative, and self-reflection.
- To encourage in-depth study, assess acquired knowledge, and factor in the realities of society.
- By providing opportunities for adults to interact with and learn from kids.

Providing further evidence for existing findings and assisting with the refinement of theory and practice in order to convene the evolving requires of today's learners. These are just a few examples that illustrate why teacher training is important. Therefore, educators need access to high-quality teacher education to consider difficulties in their particular circumstances.

7. Some Recommendations for Teacher Education in NEP 2020:

Educators have a profound impact on students, so it's vital to support their professional development. succeeding generations. Preparing educators is difficult work that calls for a network of experts to guide candidates through integrating information from many fields, inculcating the right values, and honing their teaching techniques. Teachers need knowledge not only of current pedagogical methods but also of Indian culture, history, and values. [Akerlind, G. S. \(2003\)⁶](#).

Therefore, professional education has developed into an increasingly important component of the broader higher education infrastructure. Separate institutions in agriculture, law, medicine, and technology, among others, should work to become multidisciplinary to provide interdisciplinary education. By 2030, the goal of any institution providing either broad or specialized education will be to evolve into a more streamlined and unified institution or group of institutions providing the same service. [Yadav, S. \(2022\)⁷](#).

- The 4-year integrated B.Ed., The National Testing Agency (NTA) has determined that a bachelor's degree with a dual Degree Programmes in Education and a topic area of specialization is the minimum degree requirement for teachers.

⁶ Akerlind, G. S. (2003). Growing and developing as a university teacher: The meaning can shift. *Examining Colleges and Universities*, 28(4), 375–390. <https://doi.org/10.1080/0307507032000122242>

⁷ Yadav, S. (2022), Teacher Education Problems in the Light of NEP, Higher Education, and the Need for Newly Qualified Teachers by 2020, *Journal of Emerging Technologies and Innovative Research (JETIR)*, 9(10), 764-770. retrieved from- <https://www.jetir.org/papers/JETIR2210102.pdf>.



- There must be a department of instruction and a Bachelor of Education (B.Ed.) programme at all universities that provide courses in more than one academic field, such as but not limited to Mathematics, Science, Languages, Arts, History, Literature, Physical Education, and Philosophy (Thomas, D. R. (n.d.)⁸. To further improve the B.Ed. Programme, they plan to engage in innovative educational research.
- The B.Ed. The comprehensive program covers a wide range of subject matter and pedagogy and provides intensive hands-on experience in the classroom. Teaching methods for students with special needs or giftedness and those with a different set of interests or abilities will be covered, as will the integration of technology into the classroom and the promotion of learner-centered, cooperative instruction.
- Teachers who want to advance their careers into leadership and management roles in schools or into teaching at the elementary, middle, or high school levels can take shorter certification courses after earning their Bachelor of Education.
- Teaching can become more highly regarded and accepted if all incoming Ph.D. students are necessary coursework in education, pedagogy, and writing field of study. This should include practical experience in the classroom through teaching assistantships.

8. The significance of and necessity for teacher education:

Effective educational strategies and programmes form the basis for the delivery of teacher education. Learning what students truly want to know about correlations between variables is beneficial in the classroom. This applies to everyone in the workforce, not just professors and students. As stated in India's National Policy on Education from 1986, teachers are the backbone of every successful educational institution (Croese, B. (2011)⁹. Many sayings emphasize the importance of education in shaping a better society. The NEP-2020 has emphasized teachers' roles and the qualities that would make them most effective in contributing to the country's development. The NEP-2020 puts educators at the center of the systemic changes that will impact student learning most. Educators at all levels have been given renewed attention as policymakers recognize their profound influence on the country's future. The NEP 2020 emphasized the importance of developing educator performance standards defining the

⁸ Thomas, D. R. (n.d.). Higher Education for Excellence –An analysis of NEP 2020 & National Education Policies. 8(10).

⁹ Croese, B. (2011). Internationalization of the increased education classroom: Techniques to support academic achievement and cross-cultural learning. International Journal of Teaching and Learning in Higher Education, 23(3), 388–395. <https://www.isetl.org/ijtlhe/pdf/IJTLHE1056.pdf>



teacher's function and the skills necessary for each career stage (Feldman, K. A. (2007)¹⁰. These are the requirements and importance of teacher training as they see it-

- The goal of most programmes that prepare educators to teach is to help students develop generalizations, concepts, or ideas that improve comprehension, prediction, and management.
- The scientific method requires objectivity, curiosity, and critical thinking, all of which can be fostered in the classroom.
- It aims for dispassionate analysis without bias.
- A better understanding of any topic is possible thanks to training for educators.
- It also contributes to better classroom conditions for both teachers and students.
- It helps aspiring teachers develop their abilities as leaders and problem solvers.
- Professional growth for educators is emphasized in teacher preparation programmes.
- The process of bolstering educational capabilities is facilitated.
- Gathering baseline data from students who take part in educational research is useful.

These are only a few of the many instances that highlight the aim of instruction of teachers. Therefore, in order to think about issues in their specific contexts, educators must be able to complete high-quality teacher education.

9. The Function of NCTE (National Council for Teacher Education) in Education:

The University Education Commission (1948–1949), the Kothari Commission (1952), and the Education Commission (1966–1966) all recognized the need and value of teacher training. In August 1995, NCTE officially became an Indian government entity thanks to the National Council for Teacher Education Act 1993. It was set up that more people get into teaching around the country, and system could be planned and coordinated and so that existing standards could be regulated and properly maintained. The NCTE's mandate includes, but is not limited to, preventing the privatization of teacher training, conducting research and creative projects, conducting surveys and studies, recognizing institutions that offer teacher education, and establishing minimum standards for hiring teachers. Reforming and bolstering teacher preparation programmes is essential if today's youth are to acquire the skills, knowledge, and character traits they'll need to become tomorrow's productive, caring adults. In 2014, the National Council of Teachers of English (NCTE)¹¹ updated its criteria and recommendations for

¹⁰ Feldman, K. A. (2007). Finding and recognizing excellent educators: Evidence from student ratings. In R. P. Perry & J. C. Smart (Eds.), *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp. 93–144). Springer

¹¹ http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf



several different types of teacher education programmes. And here are some NCTE-proposed changes to teacher education-

- Defining minimum admission requirements as well as standards for specific teacher-training programmes or classes.
- Creating a teacher code of conduct
- The development of a training programme for teachers.
- The growth of connections between nations in the area of teacher training
- Creating evaluation systems and educational strategies
- Courses are being prepared for in-service teacher education to point teachers towards the newest developments.

The NCTE has been accused of ignoring strategic planning, innovative academic research, workshops, and exchanges among education experts. Most training courses didn't have educators in mind when they were created. The National Council on Teacher Education (NCTE) must create a reliable database of available educators. It has merely functioned as a regulatory body with no notable achievements. Instead of taking a holistic approach, it opted for a strategy that centered on specific use cases.

10. Primary Concerns and Obstacles in Indian Teacher Education:

Teenagers in today's school system are under a lot of pressure. Training for teachers has been greatly enhanced by the efforts of the National Council on Teacher Education (NCTE). The NCTE was its finest achievement, as it brought about widespread reforms in initiatives for preparing teachers around the nation many educational establishments. Rapid shifts in the national and global educational, social, economic, and political environments during the past two decades have prompted researchers in various fields to explore novel avenues of inquiry. The quality is relative to the research done in each country. The quality of India's research output is now low. Especially in teacher preparation, experimental research equipment is currently in short supply. Lack of funding, resources, clear direction, and supportive management all play a role in keeping researchers from engaging in research practices. The majority of classroom activities and processes still revolve around the teacher. The curriculum still needs to do more to adequately respond to the needs of the educational system by integrating theory and practice. While educators receive preparation in many areas, they may need more than training for their professional growth. They still need to learn more about today's educational landscape. Teachers are rarely helped by offering opportunities to participate in structured and interesting learning activities. A persistent element in the scarcity of students is demand for both preservice teachers and teacher trainers. A shortage of qualified staff, an absence of current textbooks and teacher training resources, etc., all contribute to the current state of education.



There are a lot of obstacles or factors that ruin the education system and lower standards for future teachers (Bhatt, T. (2022))¹². We'll quickly go over a few of them below:

10.1 Pupil selection - Educator colleges in India do not use any uniform criteria to decide whether students will participate in their programmes. The vast majority of students who apply to and are accepted into teacher preparation programmes are not suited for or interested in working in education.

10.2 Inadequate curriculum - Teacher education programmes use a curriculum that lacks proper organization and is therefore flawed. It is necessary to update existing curricula on a regular basis to remove outmoded material and make room for more recent discoveries and developments. Unfortunately, the vast majority of schools that prepare teachers stick to strictly traditional curricula and are opposed to curriculum alterations. Therefore, the prospective teacher does not have the opportunity to become acquainted with contemporary developments in education.

10.3 Lack of knowledge of the teacher education institution - Student teachers should be well-versed in educational theory and practice, including such concepts as the nature and goals of education, the social, cultural, political, and economic factors that shape it. The organizations and institutions that have a hand in shaping curricula, and so on. Most schools in India that train teachers, however, are in the dark about this problem. There is a lack of flexibility¹³ in the purposes and objectives of teacher education programmes.

10.4 Challenges in Recruiting Qualified Teachers - There is a serious issue in the selection process used to choose teachers in India. Indian education administrators do not use a centralized hiring process. A decrease in teacher quality could be the outcome of a poor selection process. That's why it's important to use tests of potential and interviews to choose teachers.

10.5 Due to a lack of knowledge in the discipline- Unqualified teachers are needed most often because of a lack of subject-matter competence in the classroom. Basic topic expertise is not emphasized in teacher preparation programmes. There is no way to help educators in a particular field reach more students and deepen their subject expertise. As a whole, the classroom environment is unbiased towards the student-subject teacher's knowledge level. Overall, the teaching practice remains objective regardless of the student teacher's area of specialization. Skill building is emphasized more than knowledge acquisition in the classroom.

¹² Bhatt, T. (2022), New Education Policy 2020 Opportunities and Difficulties in Teacher Education, *Neuro Quantology*, 20(20), 3414-3419 doi:10.14704/nq.2022.20.13. NQ88421.

¹³ Smitha, S. (2020). National Education Policy (Nep) 2020 - Opportunities and Challenges in Teacher Education, *International Journal of Management (IJM)*. 11(11), 1881-1886. doi: 10.34218/ijm.11.11.2020.178.



10.6 Demand and supply issues - The Central Government's Education Ministry does not have access to the data it needs to determine how many students it should enroll. Currently, there is a severe shortage of qualified educators. The unemployment rate is higher because of this. All over India, this is a pressing concern.

10.7 An ineffective method of instruction: ICT (information and communication technology) has become increasingly prominent in today's classrooms. However, teacher educators in India are notoriously conservative when it comes to implementing new ideas and techniques into their classrooms. To a very limited extent, they have experience with today's classroom communication tools.

10.8 Inadequate classroom supervision: Teachers can help their pupils feel more prepared to handle challenging situations in the classroom by assigning the right learning activity. It's important to do so with a watchful eye. It's an effort to aid kids in learning to structure their own learning, create their own lesson plans, acquire relevant skills, and construct appropriate hand gestures. There is a lack of dialogue between the topic method specialist and the teacher while evaluating lesson plans currently.

11. Some Recommendations for Enhancing Teacher Training:

The federal government has several makes an effort to control the operations of individual entities. Meanwhile, the current regulations are insufficient to stop teacher exploitation. Despite significant progress achieved by both governmental and non-governmental groups, more has to be done (Wisniewski, R. (1982)¹⁴. The INEE manual suggests that the international education community identify and implement standards and metrics for "quality" professional development. Teachers' competence and motivation can be improved through even the most basic support measures, such as observation and feedback from an experienced educator (OECD, 2009).

Following are some recommendations for enhancing teacher training programmes

- It is crucial to put more stringent affiliation criteria on programmes for teacher training.
- It's critical to have faith in functional schools. Greater focus should be given to practicing lessons until mastery is gained with appropriate feedback.
- The curriculum needs to include a range of extracurricular activities.
- The goal of education for teachers' courses should be to help students improve their life skills.

¹⁴ Wisniewski, R. (1982). "Three scenarios for teacher education", *Journal of Teacher Education*, Vol. 33 No. 1, pp. 2-6



- Poorly run institutions should be shut down or reorganized. NCTE checks must be carried out often.
- A uniform entrance exam, group discussions, scores, and interviews should all be incorporated into the selection procedure to enhance it.
- To help instructors manage the brain development of young children, value education is crucial.
- The staff at teacher colleges should thus have a close relationship with educational institutions. More emphasis has to be placed on practicing teaching until mastery is gained with appropriate feedback (Cheng, M.M.H, et.al., 2010)¹⁵.
- Peer observation procedures and staff assessment processes should be implemented in schools. The government has to care of the institutions' needs in terms of money.
- Promoting studies on teacher education is crucial. For teachers and educators, having fluency in another language is just as important as having solid qualifications.
- A common admission exam, interviews, and group discussions should all be included in the enhancement of the selection procedure.
- Libraries must be equipped with a full and comprehensive reference section that includes all accessible publications for the benefit of all academics.
- Promoting studies on teacher education is crucial. More study is needed in the area of teacher education in order for it to improve both qualitatively and statistically.
- ICT usage instruction for teacher educators It should be possible for academics from different departments to openly share ideas. As a result, the standard of teacher preparation programmes will greatly improve.

As a result, a teacher education institution must frequently offer novel, fresh programmes for teacher educators, such as conferences, seminars, team teaching, brainstorming sessions, refresher courses, panel discussions, and initiatives for the progress of professors, students, and researchers (Lynd, M. (2005)¹⁶. These measures will be of assistance in to strengthen teacher education and pave the way for a promising future.

Conclusion:

Teacher preparation is a crucial part of the social and educational systems. Innovations in current training for teachers are surely included in a scholarly explanation of the field. In every

¹⁵ Cheng, M.M.H., Cheng, A.Y.N. and Tang, S.Y.F. (2010), "Closing the gap between theory and practice of teaching: implications for teacher education programmes in Hong Kong", *Journal of Teacher Education*, Vol. 36 No. 1, pp. 91-104

¹⁶ Lynd, M. (2005), "Fast-track teacher training: models for consideration for southern Sudan", available at: http://people.umass.edu/educ870/teacher_education/Documents/Lynd%20-%20Fast-track%20Southern%20Sudan.pdf (retrieved on 13 April 2010)



nation, the value of the teacher and his education cannot be emphasized. Through education, both the nation and the person are given new forms. The proverb "Teachers build nations" is well known. Critical thinking skills are lacking in teachers. abilities needed to address issues with content, organization, and teaching methods. By 2030, all schools that offer general or professional education will spontaneously change into clusters of institutions that can provide both types of education. The prerequisites for teacher preparation have not been satisfied. It's imperative to raise the standard of teacher training courses in order to meet the society's changing needs. For the teacher education course, a comprehensive redesign and rearrangement of the curriculum are necessary. The relationship between education and its social and cultural ideals and purposes has to be better understood by the government and educators. In order to increase teacher quality, teaching, and improvement, researchers, policymakers, programme designers, implementers, and evaluators are focusing their efforts. This is an effective way to raise quality, promote best practices, and promote community growth.

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