

Name of the Scholar: **IMRAN KHAN**

Name of the Supervisor: **Prof. Ilyas Husain**

Department: **Department of Educational Studies, Jamia Millia Islamia**

Title of the Study: **A STUDY TO IDENTIFY GAPS BETWEEN THEORY AND PRACTICE REGARDING QUALITY EDUCATION IN THE TEACHER EDUCATION INSTITUTIONS**

Abstract

Quality is extremely important and recognized throughout the world to be strongly linked to a high standard of education, particularly the academic attainments of students. According to the empirical data from various countries, the most effective “way to develop good teachers in a dynamic and changing environment is to start with a well-developed pre-service teacher education programme and continue with career-long learning opportunities. Since the beginning of the twenty-first century, India has made substantial strides in accessing, enrolling and completing elementary education of the children but Despite starting numbers of programme and schemes, low levels of learning achievement are remaining the challenges in front of the government. The Annual Status of Education Report (ASER) found that only 29 per cent of students across India could do questions that involved simple reasoning in the ASER test. Only 22 per cent could solve simple math problems. Among the children in standard fifth, half could not read at the standard second level. The works of authors like Singh, 2003; Sharma, 2005; Singh, 2005; Narayana & Mohan, 2005 also reported that the deteriorating level of education is alarming to the formation of a good human. To strengthen & upgrading the standard of elementary education, the level of District Institute of Elementary and Training (DIETs) have also been improved.

The present study sought to address the following research question: “whether teachers in the Teacher Education Institutions, mainly government-sponsored, are aware of the concept of quality, indicators of quality and use those indicators for the enhancement of quality education in the institutions or not”? The main objectives of the research were to studies the existing practices of the teacher education institution & gaps between theory and practice regarding quality education in teacher education institutions.

According to the nature and objectives of the present study descriptive survey method of educational research was followed in this study. The populations of the study were comprised of all the student-teachers who studies in the Diploma in Elementary Education (D.El.Ed) Programme and all the Teachers Educators who were teaching in the Teacher Education Institutions at the elementary level in the NCT of Delhi.” The random sampling technique has been used for the selection of the eighty-three teacher educators and five hundred twenty-three student- teachers. Two questionnaires were employed for data collection i.e. First Questionnaire was administered for the teacher educators and the second questionnaire for the student-teacher. The entire feedback data from the teacher educators and the Student-Teachers were arranged in a tabular form wherever possible and each item was analyzed qualitatively as well as quantitatively.

The findings of the research indicate that Most of the teacher educators and student- teachers perceived that infrastructure, library-laboratory, leadership, ICT integration, Good Faculty and research activities are the main components for quality education. The performance of students in academic and non-academic activities like teaching subjects, art education, work education other practicum was satisfactory. Student-teachers informed that some teachers used conventional methods and techniques in the teaching-learning process. For assessment, different activities were organised to improve the performance of the students, but it has also been seen that teacher educators are shows their loose behaviour about check the assignments properly and at the right time, which makes them less likely to improve it. Teacher educators responded that the present curriculum of elementary education was very good but has some modification also required in it. Student- teachers expressed that teacher educators give the assignment according to the students’ competencies or abilities. Teachers are unable to maintain the progress record of the students due to the workload. In the technological era, some of the teacher- educators do not use ICT in the teaching-learning process. Teacher educators make less use of teaching-learning material during classroom teaching. The institutions' academic resources like libraries and laboratories were not equipped. Students reported that they faced problems during the teaching practice. The ongoing practices in institutions have reflected that some gaps in the theory and practice, i.e. they are not as they should be, due to which there are some reasons. Therefore, all the stakeholders especially Teacher educators, principals need to make special efforts and the government should provide necessary supports for the development of quality education culture in the teacher education institutions.