# Problems and Measures of Teacher Education

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**Abstract**
The quality of education depends largely on the competence of teachers. They shape lives, inspire children's dreams, and guide society toward development through new techniques. With the rapid growth and advancement of technology, teacher education programmes must equip educators with effective skills for their teaching practice. However, several issues currently hinder the system of teacher education. Teachers must be provided with appropriate technological tools during and after training, along with strong subject knowledge and teaching methodology, to perform their duties professionally. This article highlights the problems affecting teacher education, discusses the use of science and technology in classrooms, and offers suggestions to improve and address these issues.

**Keywords:** Education, Society, Technology, Suggestions

## Introduction

The National Education Policy (NEP) 2020 aims to improve the quality of teacher education by addressing persistent concerns such as outdated curricula, lack of subject-specific training, and ineffective teaching methods. Teacher education has been given due emphasis by the organisations responsible for national development. The Government of India recognises its importance and regards it as the key to self-reliance. Policymakers have expressed concern about the potential problems arising from unchecked expansion of institutions. The deterioration in the quality of teacher education was a significant worry, prompting calls for corrective measures. In response, teacher education has been prioritised, gaining recognition from both the government and policymakers as an essential area of higher education.

## Teacher Education

Teacher education is a programme focused on developing teacher proficiency and competence to enable educators to meet professional demands and face associated challenges. It is often said that the teacher is the "nation builder" and "backbone of society."

According to *Good's Dictionary of Education*, teacher education includes "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities as a member of the educational profession or to discharge responsibilities more effectively."

The American Commission on Teacher Education states:

"The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends, in critical measure, upon the quality of their education, and the quality of their education depends more than upon any single factor, upon the quality of their teachers."

# Problems of Teacher Education

Some of the main problems in teacher education are discussed below:

### 1. Monitoring Issues

The National Council for Teacher Education (NCTE) regulates teacher education institutions to prevent them from becoming purely commercial ventures. However, due to the country's diversity and the large number of institutions, effective monitoring is challenging. Some institutions operate mainly for profit, producing certified but incompetent teachers—a serious concern for the education system.

### 2. Lack of Facilities for Student Teachers

Despite being the cornerstone of education, teacher education is often treated as a secondary priority in India. Around 20% of institutions operate in rented buildings without adequate facilities. Essential resources such as experimental schools, laboratories, libraries, and hostel facilities are missing in many cases.

### 3. Problems in Practice Teaching

Practice teaching is a crucial part of teacher education, yet many student teachers show a lack of seriousness, responsibility, and innovation. This indifference hinders the development of essential pedagogical skills.

### 4. Weak Supervision of Teaching

The aim of supervisory activities in practice teaching is to improve instructional skills, help teachers organise content, plan lessons, and develop classroom confidence. At present, lesson plans are often checked superficially, with no meaningful discussion between student teachers and subject specialists.

### 5. Incompetency of Students and Teachers

Current training programmes often fail to provide opportunities to develop competencies, partly because organisers are not fully aware of the practical challenges in schools. There is a need for closer alignment between training programmes and actual school requirements.

### 6. Background of Student Teachers

Many candidates lack the motivation or academic preparation for teaching, often joining the programme because they could not enter their preferred courses. This results in poor performance during training.

## 7. Quality Concerns in Courses

Teacher education often overemphasises theoretical principles, leaving teachers unable to apply them effectively in classrooms. Critical thinking and problem-solving skills are often underdeveloped.

## 8. Deficiencies in Curriculum

The curriculum is often criticised for failing to address the needs of contemporary Indian schools and for not providing adequate content for delivering quality education.

## 9. Faulty Teaching Methods

Many teacher educators avoid experimentation and innovation, and their familiarity with modern classroom communication tools is limited.

## 10. Lack of Subject Knowledge

The teacher training programme often neglects to strengthen subject knowledge, resulting in weak content mastery among student teachers.

## 11. Other Problems

- Poor infrastructure and resource standards in colleges of education
- Unstable financial conditions
- Negative administrative attitudes toward development
- Traditional curricula and teaching methods
- Lack of effective feedback systems
- Unclear objectives of teacher education
- Neglect of secondary-level teacher education in higher education policies
- Weak co-curricular activity planning
- Improper organisation of training programmes

# Measures to Improve Teacher Education Institutions

- Place teacher education institutions under strict NCTE oversight for admissions, faculty selection, and infrastructure standards.
- Conduct regular evaluations and take corrective action against underperforming institutions.
- Regulate privatisation of teacher education and enforce strict affiliation criteria.
- Establish state-level planning units to regulate teacher supply and demand and forecast future needs.
- Equip institutions with facilities for assemblies, community service, library organisation, and other activities promoting democratic values and teamwork.
- Strengthen partnerships between teacher training colleges and practising schools for better alignment of coursework and school practices.
- Improve student selection through entrance tests, interviews, and group discussions.
- Revise curricula regularly to match societal changes and technological advancements.
- Encourage faculty exchanges between departments to improve programme quality.

- Organise seminars, summer schools, and research symposia for professional growth.
- Include varied co-curricular activities in the curriculum.
- Ensure adequate government funding for institutions.
- Appoint experienced and well-qualified teacher educators with strong language proficiency.
- Give more emphasis to practice teaching with continuous feedback until mastery is achieved.
- Organise refresher courses regularly for teacher educators.
- Maintain an ideal teacher–pupil ratio of 1:7 or 1:8.
- Promote understanding of modern scientific and technological methods among teacher educators.

# Conclusion

The Kothari Commission rightly stated: *"The destiny of India is being shaped in its classrooms."* Education plays a vital role in national development, but the quality of education depends largely on the quality of teachers. While there are numerous problems in teacher education, bodies such as NCTE, NAAC, and NUEPA are working to address them through inspections and regulatory measures. Sustained efforts in policy, regulation, and institutional practice are essential to ensure the preparation of competent, committed, and well-equipped teachers for the future.

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