



Issue of Qualitative Improvement in Outdated Curricula: A Big Challenge to Teacher Education Profession

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DOI : <https://doi.org/10.5281/zenodo.18240120>

ARTICLE DETAILS

Research Paper

Accepted: 23-12-2025

Published: 10-01-2026

Keywords:

*Challenge, Improvement,
Outdated Curriculum Quality
and Teacher Education
Profession*

ABSTRACT

Quality teachers are the assessment for future developmental plans in nationwide. Quality assurance and quality curricula are vivacious asset for Continuous Professional Development (CPD) of professional growth of teachers and other Institute is Centre for Teacher Accreditation (CENTA) which has been conceptualized for qualitative teaching standards for multiphase Degrees of teaching profession. The procurement effectiveness of teachers' proficiency requires proper training, planning, assessment and evaluation for enhanced quality in Teacher education profession. Outdated curriculum of teacher education profession hardly meets the smart classroom setting, the curricula still focus on cramming and subjective practices while demand of modern generation is ICT based teaching and learning procedures. Practicability, critical pedagogy and digital learning is still in dearth. The paper thrust on the qualitative improvement in teacher education professional curricula suggested by different National and International policies, actions and procedures framed to revamp teacher education system with Digital, practical education and teaching skills in the smart classrooms. The main objective of the study is to produce qualitative practioner to reform the existing teacher education



curriculum to meet the demands of tomorrow and integrate ICT in teaching strategies to spruce up the smart classrooms in the educational institutions as a whole.

Introduction

Education is the central key to our nation and considered it a paramount bolster doer for nation's progress and augmentation. Teacher Education Profession prepared the individuals for teaching profession by inculcating skills, pedagogy, assessment and evaluation via Continuous Professional Development (CPD) and initial teacher training services to develop significant professionals who efficiently assist education and cultivate learners progress growth in smart classrooms and switch schools into ICT paradigm. Teacher education is one way to improve the effectiveness of teaching. The impact of high quality professional development on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher (Fletcher-Wood & Zuccollo, 2020). Research shows that settings providing Teacher Education profession is holding generations of teachers for longer, with teacher educators less likely to leave the profession (Fletcher-Wood & Zuccollo, 2020). This means Teacher Education Profession play an impeccable function to focus on skilled practioners' and experienced teachers in the profession and making sure that learners have access to the impactful education. Teacher Education Profession can support entire settings viz, Training institutes skilled resource person, efficient policy designers, to build a collective corpse of knowledge, language and culture of learning. This gives teacher professionals and administrators a strong union to explore how to yield effective skilled teaching professionals. It can also assist us to tackle more complex problems or evaluate the issues and challenges of different approaches for a specific context. Teacher Education Profession support administrators to reflect on trending issues and challenges and to consider what the evidence tells us about the most effective approaches. This can lead to changes at gross root level. Teacher Education Profession is the process of rigorous reflection and improvement, so that the most effective approaches can be developed to support this mission.

While, outdated curriculum for teacher education curricula often fail to prepare teacher educators for smart classrooms, focusing too much on cramming and theoretical mode of learning. Curriculum is the structured set of learning experiences that assist the whole education process includes curricular and co-curricular activities collectively. The concept of "Curriculum" was first coined by University of Glasgow in 1633. The issue of outdated curriculum breaks the quality in Teacher Education by neglecting 21st-century skills which results in slow adoption of technology, insufficient hands-on training, and



qualitative contents that doesn't align with modern learning and unprepared teachers for dynamic learning workspace and innovative pedagogies. **Anees (2015)** explained in his paper the problems of teacher education profession in India and spotlighted its problems. The quality of teacher education profession is inclined by course content and its durations in hours and minutes, subject mastery module wise, pedagogical skills, and updation of knowledge. Over the centuries, teacher education profession has grown rapidly, with a noticeable strength in teacher training institutions. This expansion has largely been driven by national educational initiatives viz, CPD, CENTA, OBB, DPEP, SSA, which in turn twisted a burning issue for more qualified and skilled teachers. **Dixit (2014)** pinpointed the main issues of teacher education profession in his research. Many teacher training institutions fronted dearth of qualified resource persons, meager infrastructure, and outdated learning resources. Some even operate in rented spaces without proper libraries, labs, ICT resources. In these situations, quality training is hard to deliver. **Parvin (2021)** suggested in his research paper that stumpy funds is one of the main key issue that number of institutions were unable to maintain quality. The low budget affects the accessibility of content modules, co-curricular activities, infrastructure, and even the recruitment of unfilled vacancies. All these issues are big challenges that quite affect the effectiveness of teacher education profession. **Priya (2022)** critiqued the then-prevailing teacher training profession is, convening for a supplementary versatile techniques that would bridge the gap between theory and practice. The researcher also advocated for the establishment of model schools within the vicinity of teacher training institutions to enhance hands-on teaching experience. Significantly, it prorogued the term "teacher education" replaced with "teacher training," weighing a more comprehensive and professional module. From above critical assessment of reviews, profuse document and content analysis revealed a research gap in comparison of teacher's competitions to be qualified as 21st century skills.

Objective of the study

The main objectives of this study are Quality and Curriculum. The foundational role of quality in Teacher Education Profession and to study the outdated curricula of Education system and to evolve the key issues of Teacher Educators across the globe. The major key issues of teacher education profession include-

Key challenges of outdated curricula in Teacher Education Profession

The Curriculum is the permanent strategy in altering the whole Teacher Education Professionals for didactic landscape. The proper planning spruce up the current issue in the study for the successful navigation and advanced education. In the same many learners struggles with the least information as they



teach with outdated curriculum strategies So, let's pinpointed the consequences of outdated curricula and to reach effective solutions of the study.

- 1) **Skimpy of Training:** The quality of teaching faculty in teacher education institutions depend upon proper training of resource person with proper updated knowledge, for this special syllabi should be framed for them to maintain the quality of institutions and professionalism in education and teaching sector. ICT training in professionals teaching institutes will be provided for learners. The teaching skills should be also included in syllabi to meet the requirements of 21st century strategy of teaching.
- 2) **Skimpy of professional Development:** Continuous professional development strategy for prospective teacher trainees is often skimpy, result in stagnation in teaching profession practices, narrow teaching methodologies, and challenges tasks to unskilled trainers with educational advancements.
- 3) **Skimpy of practical teaching skills:** Teacher education profession skimpy insufficient opportunities for teaching practical training as Internships and POT and hands-on experience in smart classroom settings. This can result in an immense gap flanked by theoretical facts and practical instruction skills.
- 4) **Inadequate assessment and evaluation process:** The assessment and evaluation processes in teacher education profession may be limited and haphazard with the desired learning outcomes, making it more exigent to assess the effectiveness of the teaching profession programs by taking pro active actions for future instructors.
- 5) **Limited access in qualitative teaching education institutions:** The quality of teacher education institutions lies in principles and practice. Failed to provide equal accessibility and opportunities in training institutes, with some institutions facing a shortage of transport facilities and qualified and experienced resource persons .Resources for instructions are not readily accessible for differently abled trainees. Least participation of trainee part in seminars,webinars,FDP,conferences and workshops. This can affect the quality of instruction and slowly hampers the empowerment and participation in teaching profession and cut throat the innovative and skilled education.
- 6) **Too much focus on cramming:** Focuses on cramming over brain storming activities and practical application. The innovation and creativity among teacher trainees cant inculcated , if the curriculum becomes outdated. It may curb the research of several growing institutions and those that are multidisciplinary also dispiriting updating teaching technologies.



- 7) **Skimpy of ICT skills:** In teacher training institutes, Meager digital education, Insufficient innovative and outdated training, Inadequate ICT and smart classrooms ,Least focus on critical thinking, Dearth of creative curriculum, Integration and collaboration, low budget allocation and communication skills making hard for teacher trainees for transformative learning.
- 8) **Skimpy of updates:** Curriculum obsolescence is often aggravated by the meager routine reviews and updated curriculum procedures. It is hard for educational institutions to provide the content material that meets the educational needs of learners and resource persons. Teacher training profession often focus on theory over practical aspect and cramming not able to reflect advanced and contemporary teaching requirements.
- 9) **Irrelevant content material:** Irrelevant content materials often distract a learner from his original track. It withholding the conflicts between classroom learning and practical reality of life. The trainees may front quandary in defining how theoretical knowledge's meet real-life situations and advanced educational strategies.
- 10) **Lack of global competitiveness:** In a world where educational training is deeply integrated, technological establishments require to prepare their trainees for international competition. Outdated curricula could limit the learners readiness to endurance in contrast with global competition, as competency and action research are the fuel to current education.

Strategies of overcoming challenges in teacher education profession in modernizing education

- 1) **Enhanced Practical Training:** To enhance practical teacher training integrate doubt clear sessions, smart classroom experience with simulation, to encourage and share experiences with common goals viz, classroom management, technology integration, and inclusive teaching strategies, Group learning, Internships,POT and continuous feedback.
- 2) **Professional Development:** To offer to attend seminars,conferences,workshops,training events, educational exhibitions etc, to train the teacher trainees for skilled educational teaching and learning strategies. To equip with modern skills to become more proficient to make a teaching profession purely professional.
- 3) **Faculty Development Programs:** Make investments in faculty skill development programs. So, that faculty of teaching may acquire pedagogical, technological competence and awareness of teaching learning superlative practices. To impel and update professional development of resource persons and sharing knowledge between the faculty and resource persons.



- 4) **Feedback and Engagement:** To make positive that teacher training program meets all their demands and expectations, get authentic feedback from learners viz, quiz, group discussion, workshops, and alumnus association. Encourage learners to coordinate with others and make learning assignments that slot in continuing challenges.
- 5) **Standardization and Quality of Curriculum:** To Implement uniform standards and guidelines for teacher education professionals across institutions. To supervise and assess the training programs regularly. To check the quality assurance through accreditation and supervision processes.
- 6) **Regular Curriculum Reviews:** Establish and perfect ongoing curriculum assessment cycles to ensure proper review and update. Bring in experts and professionals, teacher trainees and other curriculum framed bodies to keep the course up to date, obtain the education institutions and run the training program accordingly to the current drifts.
- 7) **Technology Integration:** Integrate technology into teacher training profession, to enhance pedagogy, content delivery, and smart classroom management. Offer training in educational technology tools and platforms for effective teaching in digital environment setting.
- 8) **Flexibility and Customization:** Incorporate diverse course structures, elective modules and individualized learning paths to differentiate trainees and learners unique interests, career goals, and learning styles. Foster learner's skill to personalize educational outcomes in a lithe manner along emerging trends and innovative specialization technologies.
- 9) **Interdisciplinary Approach:** Introduce interdisciplinary subjects and integrate them in cross-functional learning for a holistic development of creativity, problem-solving skills and adaptability. Create courses that would be encompassing the subjects such as ICT, AI, sustainability in education, ethics, and profession.
- 10) **Global relevance:** Equip strategic joint venture with the Teacher Education Profession and research training institutions, which will facilitate the acquisition of the educational insights on the shifting drift of required skills and thriving future. Work together on curricula development, internships paradigms and pragmatic learning involving the learner's directly. Sit back and espouse technology-driven learning resources in the advancement of engaging and appealing new teaching methods. Digital Revolution, and as ICT is increasingly applied in every sphere of education, pioneer digital resources, simulation teaching, and action research programs. Encourage learners to collaborate with



others through webinars and video conferencing and participation at global level make learning assignments graceful that integrate voracious challenges.

By overcoming the challenges in teacher education profession requires a multifaceted approach that addresses various aspects of program design, curriculum implementation, and institution support. By adopting above key strategies, teacher education profession can improve the quality of teacher education, enhance teaching skills and accessibility and ultimately contribute to better learning outcomes for future learners. However, ongoing efforts and commitment from policymakers, educators, institutions, and stakeholders are the key to sustain these improvements and addressing emerging challenges in the dynamic education landscape.

Epilogue

Teacher education profession has its roots in training to embrace a more comprehensive and professional model of teaching profession. Its evolution has been crafted by visionary commissions, innovative technology, and a mounting awareness of the complex demands placed on educators in the 21st century. Yet, the journey is far from complete. Burning issues viz untrained faculty, poor profession development, limited access, inadequate assessment and evaluation, outdated curriculum and pedagogies, and irrelevant content material among trainees underscore the exigency and emergency systemic reforms. Strengthening the teacher education profession requires sustained efforts across multiple teacher trainees. Policy innovation, institutional accountability, adequate funding, global relevance, faculty development, and alignment with national curriculum frameworks. Above all, teacher education profession must not only prepare trainees to teach but must inspire them to escort, trained intermittently, and acclimatize action research to a changing educational setting. A stout, prespective teacher education professional system is mandatory for transforming educational institutions, empowering learners, and satisfying the grand visions of quality, accessibility, inclusion, and national development.

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