



# In-service Teacher Education Programmes:

Shortcomings

Suggestions

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In-service Teacher Education Programmes are vital for the continuous professional development of practicing teachers in India. These programs aim to update teachers' knowledge, skills, and attitudes in response to evolving educational needs, curriculum changes, and pedagogical innovations. Despite their significance in maintaining teaching quality, the current in-service teacher education system faces numerous challenges that limit its effectiveness and impact on classroom practices. This note examines the key shortcomings of existing programs and offers practical suggestions for improvement to transform teacher professional development in India.



## **Inadequate Duration and Follow-up:**

Programs are typically too brief (often 3-5 days) to enable meaningful skill development, with minimal follow-up support to ensure implementation of learned practices in classrooms.

## **Theory-Practice Disconnect:**

Excessive focus on theoretical aspects with insufficient attention to practical classroom applications, demonstrations, and opportunities for teachers to practice new methods.

## **Outdated Training Methodologies:**

Continued reliance on lecture-based approaches rather than interactive, participatory methods that model effective teaching practices and engage teachers as active learners



### **Inadequately Prepared Resource Persons:**

Many trainers lack expertise in adult learning principles or specific content areas they are expected to address, affecting the quality and credibility of the training.

### **Lack of Professional Incentives:**

Inadequate linkage between participation in professional development and career advancement opportunities, reducing motivation for meaningful engagement.

### **Poor Infrastructure at Training Centers:**

Many DIETs, BRCs, and CRCs lack basic facilities, technological resources, libraries, and appropriate learning materials necessary for effective teacher education.





### **Inadequate Budget Allocation:**

Insufficient funds for comprehensive, high-quality training programs, resulting in compromises on duration, resources, and follow-up activities

### **Limited Use of Educational Technology:**

Insufficient integration of digital tools and resources in both the conduct of training programs and the content being delivered to teachers.

### **Lack of Context Sensitivity:**

Programs often fail to consider linguistic diversity, multicultural classrooms, and varied socioeconomic contexts across different regions of India.

- **Limited Reach to Underserved Areas**
- **Resistance to Change Among Teachers**
- **Logistical and Accessibility Challenges:**



## Suggestions

- Design training based on actual teacher needs identified through surveys and classroom observations.
- Replace isolated workshops with year-round professional development activities and regular follow-up.
- Focus on practical classroom skills with demonstrations and opportunities for teachers to practice with feedback.
- Invest in better selection and preparation of trainers through rigorous criteria and specialized training.
- Use technology platforms for content delivery, simulations, and ongoing support between face-to-face sessions.
- Allow teachers to choose programs based on their interests and self-identified needs
- Connect professional development with career advancement opportunities and incentives.



## Conclusion

The current in-service teacher education in India isn't working as well as it should. There's a big difference between what these programs aim to do and what actually happens. To fix this, we need a complete overhaul that treats teachers as capable professionals who can guide their own learning, while giving them the right tools and support. This would transform teacher training from one-off workshops into an ongoing development system that truly helps teachers improve their skills.

Changing teacher education isn't just about technical fixes—it's about committing to quality education and respecting teachers as professionals. This will only work if everyone cooperates: government officials, school administrators, teacher trainers, and teachers themselves all need to share the same goal of excellence in education.

Thank  
you!