

# Challenges of Lecturers in Elementary Teacher Education Institutes in India: A Survey Study

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## Abstract

This study explores the various difficulties faced by lecturers in institutions of elementary education in India. Since elementary education is the cornerstone of a student's academic career, lecturers play a critical role in molding young minds and creating growth-promoting learning environments. Hence, the researcher aimed to pinpoint and examine the various challenges lecturers face in carrying out their jobs well. A systematic survey approach was used to gather information from lecturers at different elementary education institutions of Delhi, India. The study investigated the issues in the administrative, socioeconomic, and pedagogical domains. With respect to pedagogical challenges, it was revealed that the lecturers struggle to meet the varied learning needs of their students, keep them engaged, and use cutting-edge teaching strategies. Also, effective teaching practices were significantly impeded by administrative issues such as bureaucratic constraints, heavy workloads, and inadequate resources. The professional landscape for lecturers is further complicated by socioeconomic challenges such as socio-cultural disparities, financial constraints, and societal expectations.

The results of this survey study highlighted the need for focused interventions and support systems to improve the caliber of teaching and learning opportunities while shedding light on the intricate web of difficulties faced by lecturers in elementary education institutions in Delhi. In order to foster an engaging learning environment that supports young students' holistic development and lays the foundation for their future academic success and societal contribution, it is critical to address these issues.

**Keywords:** Elementary Teacher Education, Challenges, D.El.Ed., Teacher Educators, NEP 2020 and Indian Education System

## 1. Introduction:

A beautiful expression of gratitude and reverence towards teachers in a verse, depicting them as embodiments of divine qualities and the ultimate truth (Brahman) in Indian ancient scripture states:-

गुरुर्ब्रह्मा गुरुर्विष्णुर्गुरुर्देवो महेश्वरः।  
गुरुरेव परं ब्रह्म तस्मै श्रीगुरवे नमः॥

The above verse (shloka) underscores the profound significance of the teacher in Hindu philosophy, equating them with the divine forces responsible for creation, preservation, and destruction, and ultimately with the supreme reality (Brahman). It emphasizes the reverence and respect that should be accorded to teachers in society. Beyond just providing education, teachers are essential to the advancement of society, the growth of the country, and the empowerment of future generations. Teachers have a significant impact on how people think and behave because they impart moral

principles, knowledge, and critical thinking abilities that are necessary for overcoming life's challenges. Outside of the classroom, educators serve as agents of social change, encouraging diversity, equality, and empathy in order to create inclusive societies. Additionally, by fostering students' abilities and potential, they make a substantial contribution to the development of the country by developing a skilled labor force that is essential for innovation and economic growth. Hence, it would not be an exaggeration to say that teachers, as cornerstones of the educational system, play a crucial role in realizing broader societal objectives like civic engagement, cultural heritage preservation, and scientific advancement.

From the very beginning of the development of a civilized social structure, the teacher-student relationship has been seen as sacred and vital to the pursuit of both material and spiritual learning. On close examination of the ancient Indian texts, it is observed that even the ancient Indian scriptures emphasize the critical role that teachers play in mentoring and guiding students in the acquisition of moral principles, knowledge, and wisdom. It places a great value on the role of the teacher, or "Guru," who is seen as being necessary for both spiritual and material education. A number of texts list the obligations and responsibilities of a teacher as well as stress the importance of the teacher-student relationship. The Vedas (ancient Indian text), The Vedas are the source of the Guru-Shishya tradition, which is marked by a close relationship between teacher and pupil. Not only Vedas, the Upanishads, philosophical texts that examine the nature of reality and the self, often mention that the spiritual knowledge is passed on through teachers. They emphasize that in order to truly comprehend and realize the ultimate truth (Brahman), one must consult a qualified teacher, or Sadguru. The sacred Hindu text known as the Bhagavad Gita describes how Lord Krishna gives his student Arjuna divine wisdom, signifying the role of a teacher in helping a pupil navigate life's obstacles and spiritual struggles. It places great emphasis on the necessity of yielding to an experienced and wise teacher in order to achieve spiritual liberation. The Arthashastra, an ancient Indian scripture on statecraft and governance credited to Chanakya, talks about the importance of teachers in molding the minds and dispositions of future rulers. It emphasizes the need of teachers imparting not only academic knowledge but also the moral principles and useful skills required for efficient governance. Moreover, the ancient legal text called the Manusmriti describes the obligations of different roles in society, including teaching. It emphasizes that educators have a responsibility to teach with objectivity, instill discipline in their students, and serve as an example of morality and virtue.

## 1.2 Teacher Education

Teacher education is based on the theory that:-

*"Teachers are made, not born" in contrary to the assumption, — "Teachers are born, not made"*

Teacher education institutions are particularly significant for nation-building because they play a major role in forming the next generation of leaders and citizens. Individual empowerment, social cohesiveness, economic growth, and national advancement all depend on high-quality education. It makes a substantial contribution to the advancement of human capital and society at large by training qualified and dedicated educators.

**Indian Teacher Education Institutions:-** Indian teacher education institutions (TEIs) are vital to the country's development and educational system in a number of ways. It is the duty of teacher education institutions to produce capable and qualified teachers who can cater to the various needs of their students. They equip aspiring educators with the know-how, abilities, and proficiencies needed to effectively support learning and holistic development. Some of the main objectives of TEIs are as follows (graphically presented in Figure 1.1):-

**Encouraging High-quality Education:** Ensuring high-quality education requires high-quality teachers. By providing teachers with the pedagogical knowledge, subject matter expertise, and instructional strategies they need to improve student learning outcomes, teacher education institutes help to improve the quality of education.

**Taking Care of Educational Challenges:** Teacher education institutions are essential in helping the education system deal with issues like poor learning outcomes, high dropout rates, and differences in student access and performance. They concentrate on creating novel strategies and solutions to deal with these issues.



**Figure 1.1 Objectives of Teacher Education**

**Encouraging Innovation and Research:** In order to improve educational practices and knowledge, teacher education institutions conduct innovative research. They contribute to evidence-based decision-making in education by conducting research on efficient teaching strategies, curriculum development, assessment procedures, and educational policies.

**Encouraging Inclusive Education:** The goal of inclusive education is to guarantee equal access to education for all students, including those from marginalized communities and those with disabilities. By preparing teachers to design inclusive learning environments, modify curriculum to meet the needs of a diverse student body, and put inclusive policies and practices into practice, teacher education institutions support inclusive practices.

**Cultural Preservation and Promotion:** Teacher Education Institutions are involved in safeguarding and advancing India's rich cultural legacy. Teachers are equipped to incorporate local cultural contexts into their teaching practices, they raise awareness about cultural sensitivity and diversity, and they incorporate cultural components into teacher training programs.

**Creating Professional Networks:** Teacher education institutions help educators, schools, legislators, and other stakeholder's network and work together. They give educators access to forums for collaboration, knowledge exchange, and professional development, allowing them to stay current on trends and practices in the field of education.

**Promoting Educational Reform:** In order to raise the standard and level of equity in education, teacher education institutions support legislative initiatives and educational reform. In addition to offering recommendations based on research and best practices, they participate in policy discussions and represent the interests of educators and students at the local, national, and international levels.

### **1.3 What NEP 2020 talks about Teachers and Teacher Education?**

One of the objectives of NEP 2020 is to improve teacher effectiveness and quality in India in order to better serve the changing demands of society and the educational system. The policy promotes a multidisciplinary approach to teacher education, enabling educators to specialize in multiple areas instead of being restricted to just one. By providing a four-year integrated B.Ed. degree, NEP 2020 aims to incorporate the teacher education program into undergraduate studies. The goal of this is to guarantee the nation has a cadre of highly qualified teachers. It is anticipated that this will increase their efficacy in instructing and equipping students for a world that is changing quickly. Along with this, NEP 2020 places a strong emphasis on the value of providing educators with pedagogical training that focuses on creative and efficient teaching strategies. This covers ongoing professional development, experiential learning, and training in technology integration. Additionally, the policy emphasizes how inclusive and diversity-aware teacher preparation programs must be in order to prepare teachers to meet the varied needs of students from different backgrounds. It seeks to improve the teacher hiring process so that only capable and qualified people join the teaching profession. Moreover, it highlights the importance of providing teachers with opportunities for ongoing professional development throughout their careers. The policy supports the use of technology in teacher education to improve the processes of teaching and learning, encourage teachers to be digitally literate, and provide access to high-quality educational materials.

*The key points on the Pre-Service Teacher Education:-* The four-year integrated B.Ed., the minimum degree requirement for school teachers, is conceived as a multidisciplinary and integrated dual-major bachelor's degree. All multidisciplinary universities have been directed to set-up an education department and run B.Ed. programs in collaboration with their other departments. A National Curriculum Framework for Teacher Education, (NCFTE), was drafted to guide all teacher education, pre-service and in-service. NEP 2020 also proposed to offer shorter post-B.Ed. certification courses to teachers who want to advance in their careers and enter more specialized teaching fields.

*The key points on the Teacher Recruitment and Employment:-* To be hired by a private or public school, a teacher must complete the TET, demonstrate their teaching abilities in a class, be interviewed, and speak the local language or languages. The policy also says that teachers in all new school education stages (Foundational, Preparatory, Middle, and Secondary) must be covered by Teacher Eligibility Tests (TETs). In order to address the teacher shortage, NEP 2020 advocates for hiring teachers for a school complex and distributing them among the group of schools. Additionally, the NEP 2020 encourages school complexes to employ prominent locals or subject matter experts as "master instructors" in a variety of subjects.

*The key points on the Teaching career and Professionalism:-* The NEP 2020 discusses developing performance standards for educators that explicitly define the role of the teacher at various expertise/stage levels and the competencies needed for that stage. The document states that all facets of teacher career management will be governed by a set of National Professional Standards for Teachers (NPST). NEP 2020 also discusses the regular implementation of performance appraisals and teacher audits. It also states that to stay in the field, educators need to complete 50 hours of CPD per year, which

can be completed through workshops or online courses. School Principals too must undergo CPD in modules related to leadership, school management and for implementing competency based learning

#### **1.4 Quality in Teacher Education**

A multifaceted approach is used to ensure that educators have the knowledge, skills, and dispositions needed to effectively meet the diverse needs of their students. This is known as quality in teacher education. It includes many aspects like the creation of a supportive learning environment, pedagogical strategies, assessment procedures, and curriculum design (Ingvarson, L. & Rowe, K., 2007). In addition to imparting thorough subject matter knowledge, high-quality teacher education programs place a strong emphasis on the development of critical thinking, problem-solving skills, cultural competency, and moral judgment. In order to adjust to changing educational contexts and new challenges, quality teacher education also entails ongoing reflection, self-evaluation, and professional development. The ultimate objective of high-quality teacher preparation programs is to develop highly qualified and dedicated teachers who can encourage, inspire, and enable students to realize their full potential. In order to have more clarity on how quality can be brought in Teacher Education, the author attempts to highlight some of the key aspects of quality that includes curriculum, pedagogy, subject expertise, practical exposure, innovative practices etc.

Quality in Education is directly related to professional standards and best practices in education which must be reflected in the curriculum (Sharma, N., 1998). Hence to being in the quality, a variety of topics should be covered, such as diversity and inclusion, classroom management, assessment techniques, pedagogy, and content knowledge. Not only this, a variety of pedagogical strategies that serve as models for successful teaching techniques should be used in teacher education programs. These could include technology-enhanced learning, field trips, case studies, seminars, workshops, and lectures. Along with this, if quality in education is to be focused, teachers ought to possess extensive knowledge in the subjects they instruct. Strong content knowledge in their chosen fields can be developed by prospective teachers through high-quality teacher education programs (Sharma, L. N., 2014). Quality in education is related to the practical experience that a teacher is exposed to. Gaining practical teaching experience in authentic classroom environments is essential for enhancing confidence and developing practical teaching skills. Hence, comprehensive supervised teaching practicums and internships are a feature of high-quality teacher preparation programs. Moreover, to engage a diverse student body and foster meaningful learning experiences, it is believed that an aspiring teacher should possess a toolkit of instructional strategies. This covers methods for technology integration, active learning, cooperative learning, and differentiated instruction. Whenever quality in Education is talked about it is trusted that prospective teachers must be prepared in the effective creation, administration, and interpretation of assessments through teacher education programs. Hence, must become proficient in assessing student learning through formative and summative evaluations and offering constructive feedback. One of the parameters of quality in Education also includes diversity and cultural competency. Teachers must be able to foster inclusive learning environments that respect and value diversity. They also need to be culturally competent. Equitable education, cultural sensitivity, and social justice are all covered in high-quality teacher preparation programs. With so much of advancement of technology worldwide, technology integration in Education is also an important dimension of quality in Education. Teachers need to be adept at incorporating technology into their lesson plans in the digital age we live in. The effective use of educational technology for communication, assessment, and instruction is emphasized in high-quality teacher education programs, which also offer training in these tools and platforms. In order



to achieve the goal of providing high-quality education, committees and policies related to education have consistently advocated for teachers to engage in professional development and reflective practices. Therefore, teacher education programs must encourage a culture of introspective learning and offer chances for continued professional growth.

By addressing these parameters, teacher education programs have the potential to ensure that aspiring teachers are suitably prepared to meet the demands of the teaching profession and have a positive impact on the learning and development of their students (Sungoh, S. M., 2014).

## 2. About the Study

This is a descriptive study and is explorative in nature with a survey design. The researcher employed the qualitative tool to explore the phenomenon under study.

### 2.1 Objective of the Study

In order to study the existing teacher education system in Indian and provide suggestions to different stakeholders with an intention to bring quality and improvement, the author carried out the research with following objective in mind:-

- To know the challenges pertaining to following dimensions, faced by lectures teaching in D.El.Ed. (Diploma in Elementary Education) Teacher Education Institutions of Delhi:-
  - Administrative Challenges
  - Pedagogical Challenges
  - Socio-Economic Challenges

### 2.2 Research Methodology

This was a descriptive study falling under a qualitative paradigm. The researcher administered a survey tool to explore the challenges of D.El.Ed. lecturers on three dimensions i.e. administrative, pedagogical and socio-economic aspects. A probability sampling technique was used to select the sample. Through random sampling, 08 D.El.Ed. colleges of Delhi were selected. The researcher contacted 75 lecturers teaching in D.El.Ed. Colleges of Delhi. The researcher explained the objective of the study and after gaining the consent, administered the tool. After carrying out careful scrutiny of the filled tool, the completely filled-in tools were made part of the analysis. And hence, 45 participants were included for the final analysis in the study. Qualitative analysis was carried out on the basis of which conclusion was drawn. A closed ended questionnaire was prepared to collect the data. It had four sections. The first section consisted of the demographic details of the respondent. The next three sections were made to collect the data regarding the challenges of administrative, pedagogical and socio-economic aspects of lecturers. The tool had 15 items with response options. 3 experts from Education discipline were consulted to validate the questionnaire. The internal-consistency reliability of the tool was established by test-re-test method. The reliability was calculated as 0.75.

Some of the statements of the tool (questionnaire) used in the study are:-

#### Section 1: Demographic Information

##### Gender:

- Male
- Female
- Other (please specify)

##### Age:

- Under 25

- 25-35
- 36-45
- 46-55
- Over 55

**Years of teaching experience:**

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- More than 15 years

**Section 2: Administrative Challenges**

How do you perceive the administrative support provided by your institution in facilitating your teaching responsibilities?

- Excellent
- Good
- Fair
- Poor
- No support provided

What administrative tasks do you find particularly burdensome in your role as a lecturer?

- Timetable management
- Student registration and record-keeping
- Curriculum planning and development
- Assessment and grading
- Budget management

**Section 3: Socio-Economic Challenges**

How do socio-economic factors (such as student backgrounds, financial constraints, societal expectations) impact your teaching experience in D.El.Ed. institutes?

- Positively
- Negatively
- No significant impact

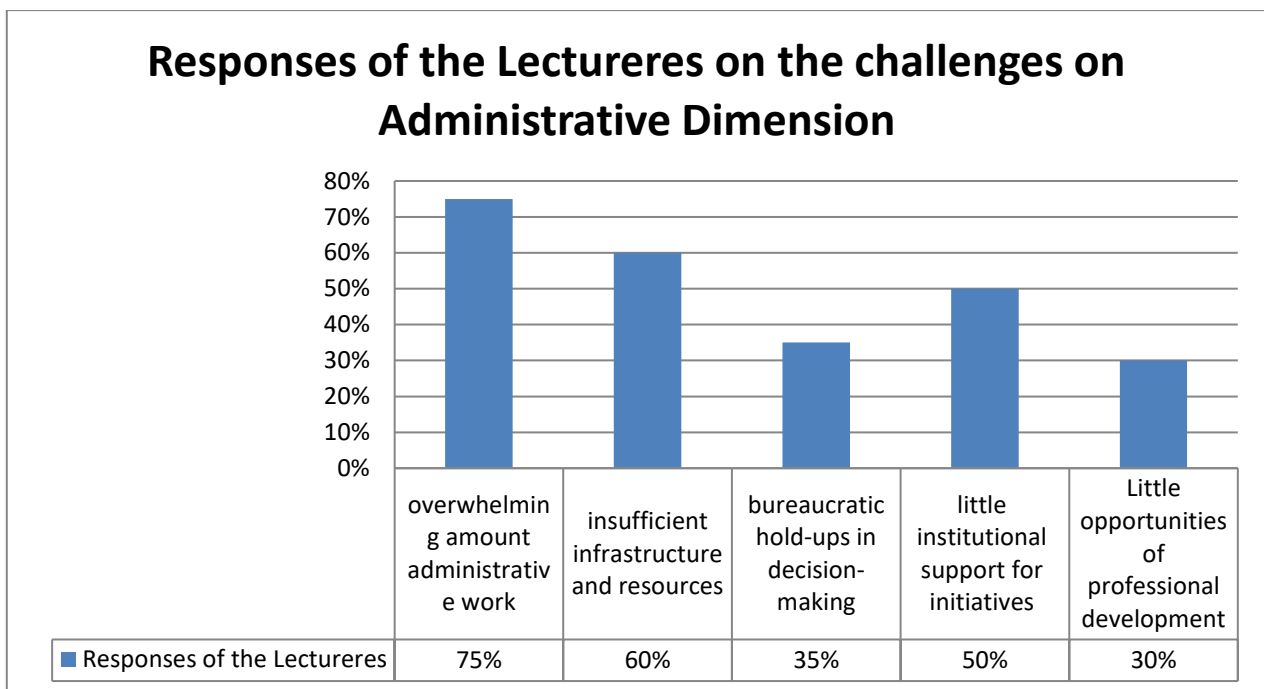
Do you feel that financial constraints among students impact their access to educational resources and opportunities?

- Yes
- No

**3. Analysis and Interpretation****3.1 Analysis of questions related to administrative dimension:-**

Institutions offering the Diploma in Elementary Education (D.El.Ed.) are vital centers for preparing future teachers who will be responsible for guiding children's development in their early years. Although pedagogical aspects receive a lot of attention, lecturers in these institutes also face significant administrative challenges. The majority of the literature that is currently available focuses on the more general difficulties faced by educational administration, such as workload pressures, bureaucratic red

tape, and resource limitations. This study aims to add to the body of knowledge by providing a targeted analysis of administrative issues unique to D.El.Ed. institutes. The analysis of survey data identified a number of significant administrative issues that D.El.Ed. institute lecturers had to deal with. Most of the lectures revealed that they face problems like an overwhelming amount of work, insufficient infrastructure and resources, bureaucratic hold-ups in decision-making, and little institutional support for initiatives aimed at professional development. The inability of administrative obstacles to allow lecturers to concentrate on good teaching strategies and student engagement frustrated them. The percentage analysis of their responses is as follows (Figure 1.2):-



**Figure 1.2: Responses of the Lectureres on the challenges on Administrative Dimension**

As this study aims to further the ongoing conversation about enhancing educational administration in D.El.Ed. institutes by highlighting areas of concern and offering practical solutions, the findings highlight the multifaceted nature of administrative hurdles, shedding light on areas requiring attention and intervention to enhance the quality of education delivery in D.El.Ed. institutes. 75% of the lecturers who responded the questionnaire acknowledged that they were under a lot of administrative work pressure, which interferes with their ability to teach and conduct research. 60% of the lecturers reported that there are insufficient infrastructure and resources in the D.El.Ed. Institutes of Delhi. According to the analysis, 35% of the respondents, who were from private institutes, also mentioned that decision-making in the private D.El.Ed. Institutes of Delhi is hampered by bureaucratic hold-ups. Of the respondents, half felt that institutional support for efforts to enhance professional development and classroom instruction is lacking.

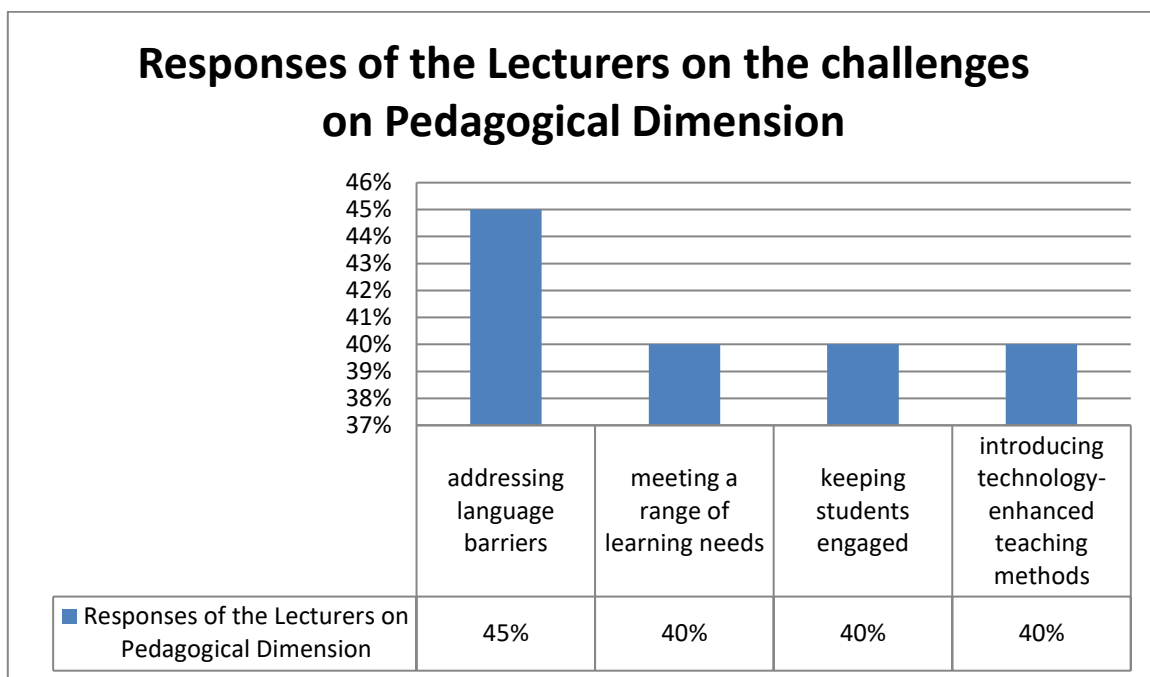
The results highlight the pressing necessity of tackling administrative obstacles in D.El.Ed. institutes in order to maximize educational results. It becomes clear that improving resource allocation, lecturers' support, and bureaucratic process simplification are necessary steps in improving the administrative environment. To further mitigate issues and create a favorable teaching-learning environment, academic administrators and lecturers must cultivate a culture of cooperation and communication. In conclusion,



this study draws attention to the administrative difficulties that D.El.Ed. institute lecturers encounter and emphasizes the significance of resolving these difficulties in order to improve the standard of instruction.

3.2 Analysis of questions related to pedagogical dimension:-

As this study aims to support ongoing efforts to enhance pedagogical practices in D.El.Ed. institutes, the examination of survey data identified and report a number of significant pedagogical issues that D.El.Ed. institute lecturers had to deal with. These included obstacles to professional development opportunities, addressing language barriers, meeting a range of learning needs, keeping students engaged, and introducing technology-enhanced teaching methods. The percentage analysis of their responses is as follows (Figure 1.3):-

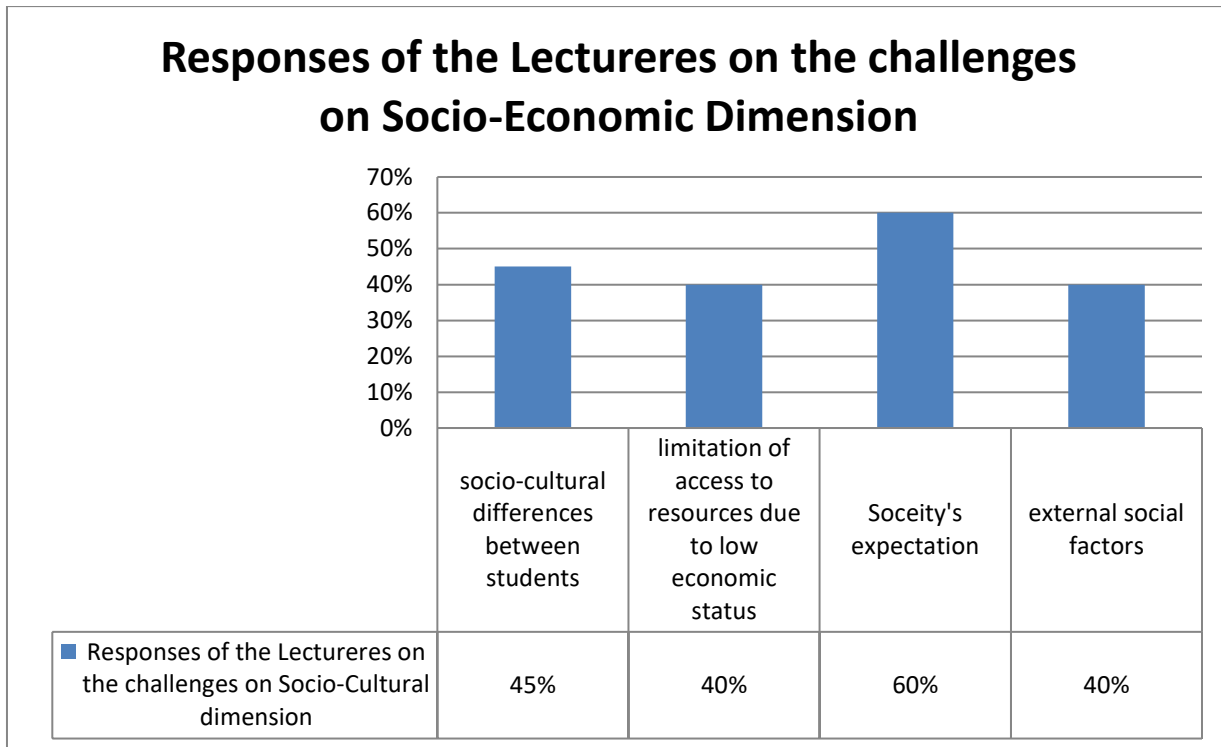


**Figure 1.3: Responses of the Lecturers on the challenges on Pedagogical Dimension**

Lecturers voiced worries about whether there are enough resources and support networks available to deal with these issues in an efficient manner. The results highlight the necessity of focused interventions to address the pedagogical issues that D.El.Ed. institute lecturers are facing. Potential ways to lessen these difficulties include active learning approaches, differentiated instruction, and utilizing technology to increase student engagement. Moreover, lecturers' pedagogical development and efficacy can be further supported by offering professional development opportunities that are customized to meet their needs (Herzallah, A. A., 2011).

3.3 Analysis of questions related to socio-economic dimension:-

Numerous significant socioeconomic difficulties faced by lecturers at D.El.Ed. institutes were identified through survey data analysis. These challenges included things like socio-cultural differences between students, how money limits access to resources, how society expects lecturers to perform better, and how external socioeconomic factors affect student performance and engagement. The percentage analysis of their responses is as follows (Figure 1.4):-



**Figure 1.4 Responses of the Lecturers on the challenges on Socio-Economic Dimension**

Lecturers voiced worries about how these difficulties would affect both the general learning environment and their ability to effectively teach. The results highlight the critical need for focused interventions to address the socioeconomic issues that D.El.Ed. institute lecturers face. Potential solutions to lessen these difficulties include encouraging inclusive practices, offering financial aid and support services to students from underprivileged backgrounds, and pushing for legislative changes to lessen social pressure on teachers. Furthermore, encouraging cooperation and community involvement can aid in building an environment that is favorable to resolving socioeconomic gaps and advancing fair access to education. In conclusion, this study clarifies the socioeconomic difficulties faced by instructors at D.El.Ed. institutes and highlights the significance of resolving these difficulties in order to advance inclusivity and equity in education.

#### 4. Discussion

The degree of teacher preparation may be impacted by the various challenges that teacher educators faces. This study revealed that these challenges include many aspects which highlight the curricular revamp needs, limited resources, training quality, concerns in pedagogical training, restricted exposure to real classroom situations, gap between theory and practice, assessment and evaluation, professional development of teacher educators etc (Goe, D.R. & Goe, C., 2012). Previous research studies carried out on the similar theme revealed that the course material for the D.El.Ed. program may not always reflect the most recent advancements in technology, pedagogy, or educational practices (Al Shabibi, A. S., & Silvennoinen, H., 2018, Goe, D.R. & Goe, C., 2012, Hargreaves, L., Cunningham, M., Hansen, A., McIntyre, D. & Oliver, C., 2006 and Kaur, S., 2013). The findings of this study are also in favour of the findings of previous studies. This study also observed that a lot of D.El.Ed. Institutes struggle with a lack of resources, which includes antiquated teaching materials, poor infrastructure, and restricted access

to contemporary educational technology. This makes it more difficult for teacher educators to offer thorough and efficient instruction. One of the challenges in D.El.Ed. programme is the diversity of students' educational backgrounds and competencies. It can be challenging for teacher educators to modify their lessons to fit the different needs and skill levels of their students. This adds on to the pedagogical challenges the lecturers are facing in the institutions.

Moreover, some recent studies on the similar issue highlighted that some teacher educators lack sufficient pedagogical training. This issue had also been observed in this study. This makes the teaching learning environment in the institutes more difficult. It's possible that teacher educators don't always have enough chances to get hands-on experience in authentic classroom settings. It may be difficult for them to prepare aspiring teachers for the dynamic and complicated nature of the classroom setting due to their lack of practical experience. Also, it can be difficult to come up with fair and efficient ways to gauge trainees' progress.

This study also highlighted the need of continuous professional development of lecturers. To stay current with the most recent advancements in education, teacher educators/ lecturers must engage in ongoing professional development. Limited chances for continued education and career advancement, however, can be difficult. It was also highlighted by some of the respondents in the study that the stability of D.El.Ed. programs may be jeopardized by frequent modifications to laws and policies pertaining to education. Hence, to improve the overall quality of teacher training in D.El.Ed. institutes in India, cooperation among all the stakeholders, educational institutions, policymakers, and teacher educators is necessary to address these challenges.

## 5. Conclusion

Faculty members for the Diploma in Elementary Education (D.El.Ed.) program educating future teachers is fraught with a variety of administrative, socioeconomic, and pedagogical difficulties. Administratively, lecturers frequently deal with onerous bureaucratic procedures, overwhelming workloads, and insufficient support systems, which make it difficult for them to concentrate on efficient teaching methods. From a socioeconomic perspective, they struggle to meet the different needs of students from different socioeconomic backgrounds, such as financial limitations, social expectations, and differences affecting classroom dynamics and student achievement. Pedagogically speaking, lecturers face difficulties in meeting the needs of a diverse range of learners, sustaining student interest, introducing cutting-edge teaching strategies, and resolving language barriers—all while working to guarantee that every student has access to equal educational opportunities. In order to improve the teaching and learning environment in D.El.Ed. TEIs, these complex issues highlight the necessity for focused interventions and encouraging policies.

## 6. Suggestions

To effectively tackle the difficulties encountered by instructors in Diploma in Elementary Education (D.El.Ed.) TEIs, a comprehensive strategy incorporating administrative, socio-economic, and pedagogical aspects are needed. The researcher in this study proposes some ideas for overcoming these obstacles:-

- Simplify workflows and bureaucratic processes to lessen the administrative strain on lecturers. Use digital platforms and tools to automate repetitive administrative processes, like keeping records and registering students.

- Ensure that lecturers have access to sufficient administrative support, such as training, resources, and support from administrative staff. To ensure that administrative questions and concerns are promptly addressed, establish clear channels of communication.
- Distribute administrative responsibilities among staff members fairly to prevent lecturers from working too much. To ensure effective workload management, consider each lecturer's capacity to handle a workload and provide the appropriate kind of assistance.
- Provide opportunities for professional growth that center on administrative knowledge and abilities. Workshops, seminars, and training programs can equip lecturers with the skills they need to successfully handle administrative challenges.
- Create financial assistance plans or scholarship programs to assist students from low-income families. This can guarantee fair access to resources and assist in removing financial barriers to education.
- Encourage a welcoming and inclusive learning atmosphere that recognizes and takes into account the socioeconomic diversity of your students. Promote peer support groups, mentorship initiatives, and counseling services to help students with their socioeconomic difficulties.
- Inform lecturers and students about socioeconomic factors that impact academic performance. Organize awareness campaigns, seminars, and workshops to promote compassion, understanding, and support for students from a range of socioeconomic backgrounds.
- Form alliances with government, non-governmental, and community organizations to offer more resources and assistance to students who are struggling financially. Collaboration efforts have the power to develop long-lasting solutions and broaden the scope of support services.
- Continually offer opportunities for professional development that center on pedagogical techniques and methods. Collaborative learning communities, peer mentorship programs, and training sessions can improve the pedagogical efficacy and competencies of lecturers. Promote experimenting with cutting-edge teaching strategies and techniques.
- Establish areas where lecturers can exchange best practices, work together to develop curricula, and investigate novel pedagogical approaches that address a range of learning requirements.
- Promote the incorporation of technology into teaching methods to improve student engagement, teamwork, and learning objectives. The lecturers must be motivated to invest in teaching through online platforms, using digital resources, and instructional technology tools that support individualized and interactive learning.
- Assist lecturers in differentiating their teaching to meet the varied needs of their students by offering resources and support. Provide professional development focused on teaching strategies for students with different learning styles, backgrounds, and abilities.

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