# Challenges before Teachers in the era of Globalization

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**Abstract:**

The age of globalization has brought in a sea change in the field of education. It has brought new challenges before the teachers, students and society. Today foreign universities are eager to collaborate with the Indian universities. The number of qualified teachers is less as compared to students. Another issue is of the use of ICT in teaching and learning. Even the criterion of qualifying teachers is a matter of debate. Teachers need to motivate students for research oriented study. The quality of research needs to be under examination. The higher education needs to put in efforts to reach upto the mark in the world of competition. The challenges are to be met with a joint effort on the part of the government, students and teachers which will result in a pleasant picture of the society and consequently the nation itself.

**Keywords:** Globalization, Higher education, GATS [General Agreement on Trade in Services] UGC, AICTE

**Introduction:**

India is the second largest populated country of the world. Indian higher education system is the third largest in the world. During 1950 and 2008, the number of Universities has increased from 20 to 573, Colleges from 500 to 20,677 and the number of college teachers from 15,000 to nearly 5.05 lakhs. Consequently, the enrolment of students has increased in 1950 from 1.00 lakhs to 116.12 lakhs. In India, today, there are 573 Universities. In the "Academic Ranking of World Universities" compiled in 2009 by the Shanghai Jiao Tong University, no Indian University was

placed among the top 300, on IISC but Bangalore was among 301 to 400 and the IIT Kharagpur and University of Calcutta were placed among the 401 to 500.

After 1991, post –reform period has taken effect in the Indian economy. The education industry is slowly gathering momentum in India. Especially higher education in India has a lot of potential but an important weakness is that teachers' ability and capacity to cope with the changed scenario is one of the upcoming challenges.

Teachers are next to God. Teachers are the architects of young minds. A Teacher is an innovator, developer, progressor, creator and knowledge generator. From educational institutions and teachers, society has very high expectations and fulfillment of these expectations is again a crucial issue.

**Relation of teachers with different entities:**
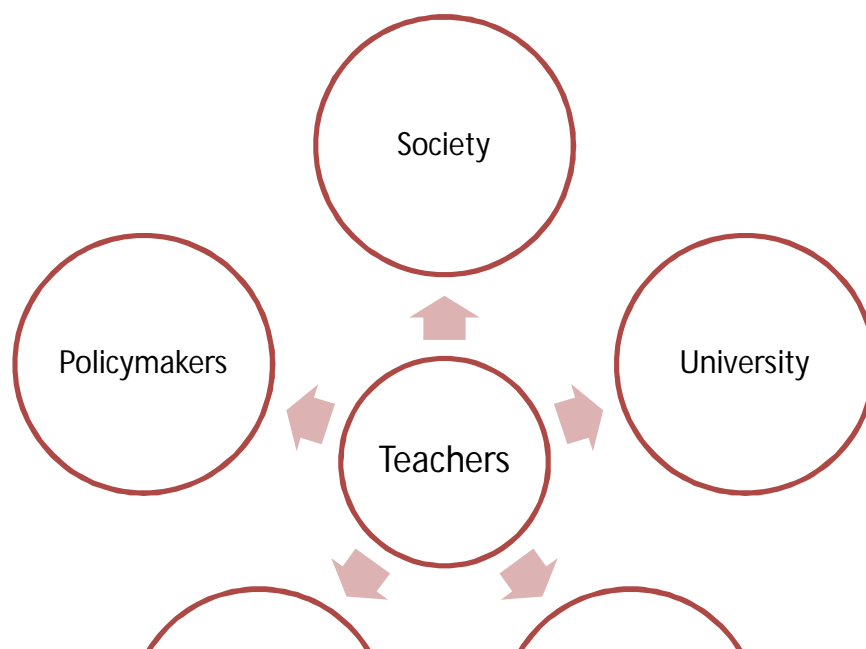
**Indian Higher Education System in the Global context:**

Globalization has generated enormous opportunities in the Indian economy and especially to the higher education system. Indian higher education system needs to introspect where it stands and analyze its requirements. Very few educational researchers have attempted to make link with the socio-economic, cultural, political dimensions of globalization and the policies and practices of education [Wells et.al.1998]. Education as a service industry is a part of the globalization process under the umbrella of General Agreement on Trade in Services [GATS].

GATS have defined four modes which are as follows:

Mode 1: Cross Border Delivery

Mode 2: Consumption Abroad

Mode 3: Commercial Presence

Mode 4: Movement of Natural Persons

Today's Indian education system has focused on raising the aptitude of the students in the concerned subject but unfortunately there is lack of creativity or innovation in the field of education. Researcher and Research Institutes are not fulfilling market expectations and problem-solving skills with an exception of few institutes.

Indo - US Bilateral Education Treaty is very soon coming into existence especially AUSIB [Alliance for USA- India Business] and famous higher education institutes of Maharashtra are ready for collaboration with the foreign universities for changing the face of the higher education in India. Dr. Sanjay Puri, Founder of AUSIB, has proclaimed that the US Institutes are very much interested in widening the scope of foreign universities in India. Indian counterpart, AUSIB, Senior Education Advisor, Dr. K. G. Pathan has shown willingness to promote foreign universities in India and to do well in future.

**Objective of the Study:**

    i] To analyze the Indian education system and policies

    ii] To study the role of teachers

    iii] To study various challenges faced by teachers while imparting education

    iv] Practical problems in implementing ICT for higher education

    v] Problems in the system of teachers' training and deteriorating qualities of teachers

    vi] To understand globalization in relation with teachers.


**Research Methodology:**

In this paper, researchers have attempted to focus on challenges before teachers in the age of Globalization. Researchers have used Secondary Data for analysis from Internet, journals, government reports and reference books etc.

**Hypothesis**:

    i] Indian higher education has rapidly progressed but on the other side, the quality of teachers is deteriorating.

    ii] Teacher is a reformer of the society.

**Analysis of the data**:

**Table No.1: Scenario of the higher education in the Indian universities**

| S.No | Type of Universities | Number as on 31/5/2009 |
|---|---|---|
| 1 | Central Universities | 42 |
| 2 | State Universities | 274 |
| 3 | Deemed Universities | 130 |
| 4 | Institute of National Importance | 39 |
| 5 | Private Universities | 88 |
|  | Total | 573 |

Source: UGC, ATU Database 2011



**Indian Universities**

- Central
- State
- Deemed
- Institute of Naional importance
- Private
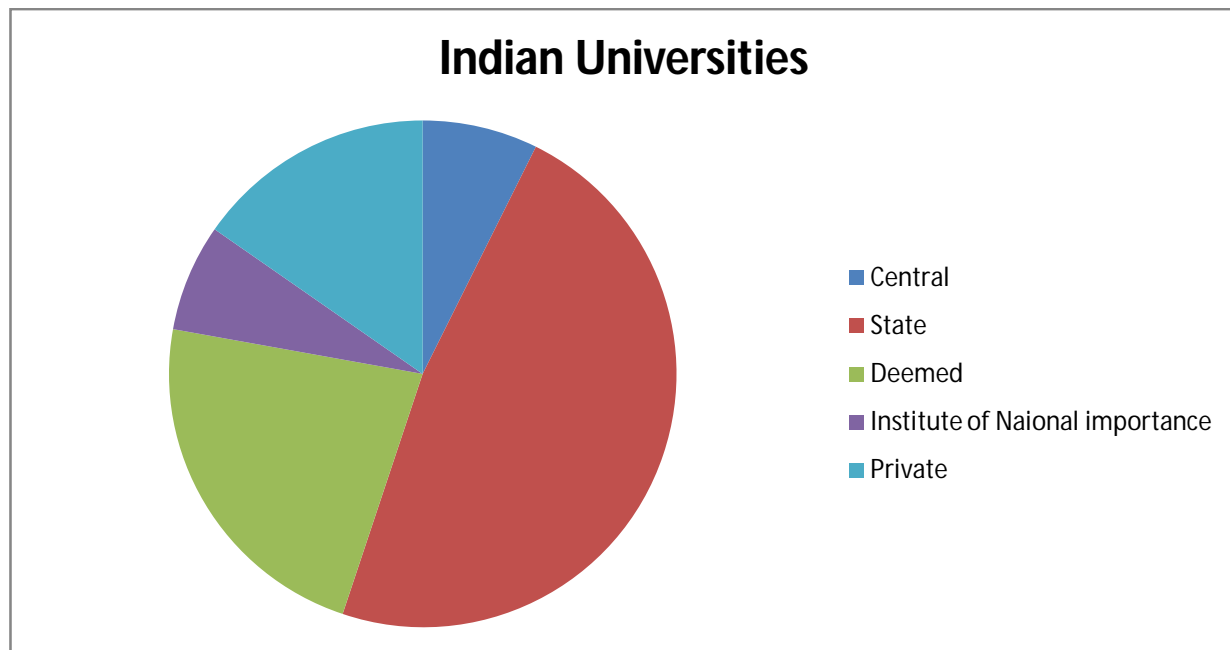
**Table 2: Educational Status of India:**

| Sr.no | Indicators | 2000-2008 |
|---|---|---|
| 1 | Adult literacy rate [% ages 15 and above] [2005-08] | 62.8 |

| 2 | Population with at least secondary education [% ages 25 and above] | 22.2 |
|---|---|---|
| 3 | Higher secondary & above college education ratio[Tertiary Allotment Ratio] [Age population to Total Population] | 13.5 |
| 4 | School dropout of primary schools | 34.2 |
| 5 | Pupil-Teacher ratio | 40 |

From the above table, it is seen that the higher education ratio is far less but also the quality of higher education is a matter of concern. Pupil - teacher ratio is high compared to the developed nations. Teachers imparting higher education must attract a large chunk of students to do their undergraduate and postgraduate courses with a blend of skill and knowledge. Education is a gateway to get success in their lives. One needs more students and fewer faculties by using advanced technology.

**Table 3: Quality Gaps: Factors Associated quality teachers in colleges**

| Sr. no | | Average of all colleges | Benchmark | Quality Gaps |
|---|---|---|---|---|
| 1 | Student-Teacher ratio [STR] | 27 | 20 | -6 |
| 2 | STR by permanent teachers | 33 | 30 | -3 |
| 3 | Total number of teachers per college | 47 | 78 | 31 |
| 4 | Total number of permanent teachers per college | 39 | 54 | 15 |
| 5 | Total number of other | 9 | 25 | 16 |

| | | | | |
|---|---|---|---|---|
| | teachers | | | |
| 6 | Proportion of teachers without M.Phil or Ph.D | 57% | 0 | 57% |
| 7 | Number of Books per college | 11966 | 15215 | 3249 |
| 8 | Number of Journals per college | 13 | 22 | 9 |
| 9 | Students per computer | 229 | 145 | -84 |

Source: Based on the paper by Quamar and S. Sinha, 2007
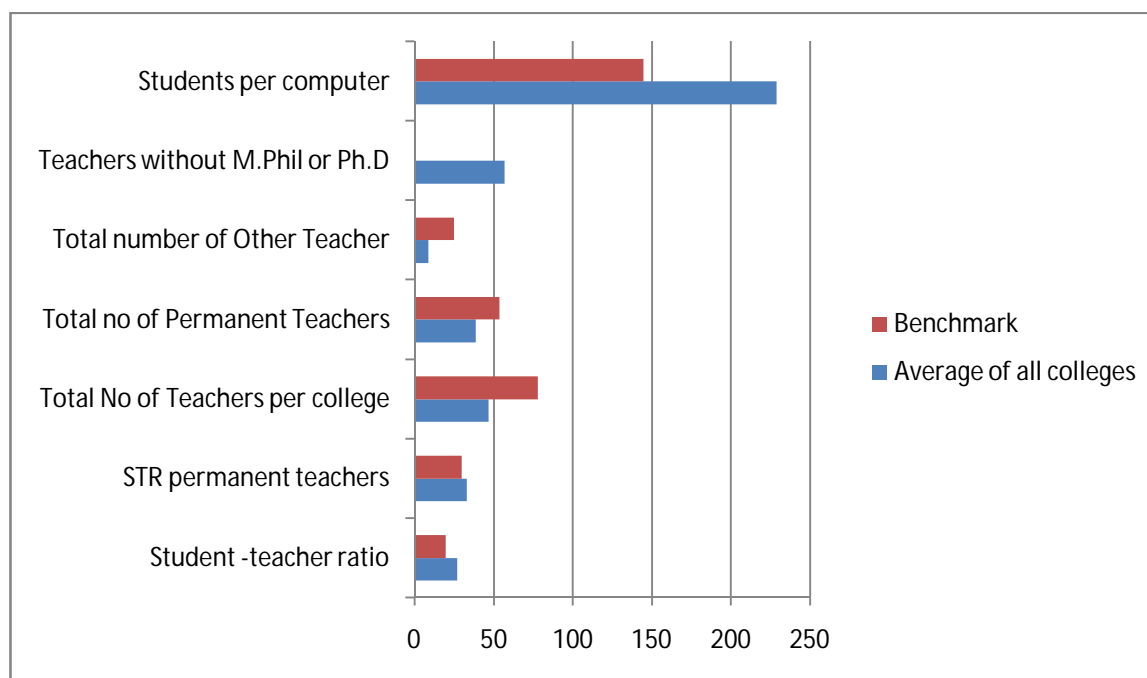


As the above table and diagram shows that the overall quality standard needs to be more improved. Especially total number of teachers per college is far less than the expected number. In this case, quality gap is 31 which are quite high. If we consider about the permanent teachers per college, the number is not satisfactory. The number of Adhoc / CHB / temporary teachers is too high and their monthly income and standard of living is low. Due to his, their delivery mechanism towards students has an adverse impact. In the Indian higher education, there is a lack of research activity especially M. Phil and Ph. D at streams like IT, Management, Engineering etc. Lot of research work is done in the various universities of India. The quality of

research as far as M. Phil and Ph. D thesis are concerned is again an issue of debate. One of the big challenges before teachers is to attract large number of students towards research and finishing their research with a solution for the socio – economic problems of the society and thereby contribute to the progress of the nation.

Another challenge before the teachers is the technical know- how of using advanced technology. Sufficient infrastructure should be made available to the students and teachers. From the above table, students per computer ratio is too less and is a matter of concern. On the one side, severe competition is faced as a result of globalization. On the other side, students are not getting computer literate with the help of colleges. There is illiteracy of the knowledge of technology on a large scale in higher education and only few students are its beneficiaries.

UGC and AICTE, these two apex bodies of higher education in India are taking positive steps towards improving situation of the education sector. The government bodies, NAAC and NAB are doing assessment and accreditation of colleges and technical institutes by reviewing and revaluating the quality of higher education in India.

Teachers firstly must learn self – learning and then teach learners. Sixth Pay Commission has made many new recommendations to improve the quality of teachers to formulate CAS (Career Advancement Scheme) and point rating. These things definitely will motivate the teachers and make them mobile towards the expectations of UGC. Sixth Pay Commission recommendations are good but to see the students getting the fruits of it will need some time.

Qualified and good quality teachers is the crying need of the hour as far as higher education in India is concerned. Reputed institutes and colleges are not getting qualified and skilled manpower due to the present failure of the higher education mechanism in India. NET / SET has greater emphasis on recruitment of adequate and good quality teachers.

In this era of globalization, teachers have to change their roles to support the learning needs of the students at the higher level. The fifteen percent target envisages an increase in enrolment from fourteen million in 2006 – 07 to twenty - five million by the year 2012 with a net increase of seven millions.

Many of the institutions do not have required facilities and qualified staff and yet they fix fees at the higher education courses. The higher education system will play an important role in improving the economy and reducing the social problems if the supply and demand equilibrium is achieved. The poor quality of higher education is due to the unregulated institutions and poor quality of human resource production which has resulted in the rise of the unemployment problem in the society.

The reason for the inability of the new institutions to produce high quality manpower is basically due to the poor quality of the teachers. But now the higher education system has been reduced to producing students as marketable products instead of creating ethical, informed and enlightened citizens.

Globalization has also created new opportunities to transform education. The challenge for future public education is to give priority to teaching ethics and a sense of global responsibility that go beyond the boundaries of the knowledge economy.

Globalization promotes competition. Competition gives an opportunity to be independent, expand markets, promote innovations and develop highly skilled work forces. Globalization increases competition because productivity and efficiency have key descriptions of successful economies. Globalization has created new problems of complex lifestyle thereby leaving no time for regular education. So students prefer distant mode of education which has imposed a new set of challenges before the students and teachers.

**Findings**

1. There is a lack of research and development facility.
2. Faculty Regulation Systems, UGC under NAAC working for quality assurance of faculty and colleges. Nowdays for teaching at higher education a level, qualifying SET and NET examinations is a compulsion still there is a lack of qualified teachers at many colleges. Most of the colleges are having CHB teachers and society and educational institutions are expecting higher returns from them.
3. There is lack of interconnection of Industry to universities for employment generation.
4. There is growth in the number of unskilled students at higher education.
5. There is a shortage of qualified teachers and the procedure of selection is defective.

6. The recruitment methods are giving rise to a large contingent of Adhoc / temporary / part-time faculty.

7. There are inadequate infrastructure and support services.

8. There is little focus on the use of ICT.

**Limitations of study:**

1. The different qualifying examinations for teachers do not assure the quality and competency of teachers.

**Conclusion:**

India has stabilized itself in the era of globalization in all fields except higher education. It has changed the image of teachers and has increased the expectations of the society from the upcoming generations. Globalization has brought in welcome changes but at the same time has forced new challenges before the concept of higher education itself. It has rather questioned the utility of education and teachers itself. It is a matter of time that the teachers and society will come up with the changed scenario and create pleasant picture for the students, educationists and the entire humanity.

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