CHALLENGES FACED BY TEACHERS IN HIGHER EDUCATION TEACHING IN INDIA

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Abstract

Teachers in higher education commonly aim to develop their students' ways of thinking, acting and approaching a field of study and practice. Hence, this should also be the focus of our teaching practice. This view of teaching involves providing students with experiences that enable them to enter the field as practitioners. Those experiences must be directed to developing students' understanding of the perspective that is relevant to the field and what the content of a course means within that perspective.Such teachers have to face many challenges while carrying out their teaching work. Such challenges and some solutions are mentioned here.

Keywords: Higher Education, problems, challenges, solve these problems, Reorientation, Recommendation.

Introduction

India has one of the largest higher education systems in the world that stands second in terms of the higher education network. The term 'higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). The entire higher education ecosystem in India comprises around 1000+ universities and 42,000+ colleges imparting exceptional education. All these institutions fall under the purview of the Ministry of Education. The institutions in India are furnished with state-of-the-art infrastructure, modern libraries, classrooms equipped with advanced amenities (such as smart class, computers, wifi-connectivity, etc). All in all, these top-grade resources facilitate interactive and 360-degree

learning for the students. Due to these salient features, 3 Indian institutes namely, the Indian Institutes of Technology (IITs), the Indian Institute of Science (IISc), the National Institutes of Technology (NITs), Indian Institutes of Science Education and Research (IISERs) and Indian Institutes of Management (IIMs) have been featured in world top-ranking institutions lists. This solidifies the belief that India is emerging as a major education hub for both international and national students.

Higher Education Management

The Indian better education machine is one of the biggest such systems within the World. It is anticipated that in the X Five Year Plan duration (2002-07), there might be a splendid strain of numbers on this system and a large variety of extra students can be knocking at the doors of higher schooling establishments inside the country. There also are new demanding situations of control and law being confronted through those establishments, which require severe interest, both on the institutions in the public area and additionally the ones within the personal zone now growing at a quick tempo. As a result, the old structures of management set up in pre-impartial India and working all through most of the twentieth century are actually required to go through drastic changes. Besides, the needs of the society for fairness and lodging cannot be unnoticed any greater. The new regime beneath WTO where competence is the cardinal precept of achievement in global operations has made it abundantly clear that the united states of America should take advantage of its extremely good ability in better training and education facilities and put together itself to export the Indian emblem of education to foreign countries. Policy making plans and evolving techniques for this mission are quite new for the America. But, this is an opportunity which cannot be missed by means of India, as it offers exciting possibilities for strengthening of the country's expertise and resourcefulness.

Common Problems faced by Higher Education Teachers in India

A nation's destiny is greatly influenced by its teachers who work in the honorable field of teaching. Yet, teachers in Indian classrooms frequently deal with a wide range of difficulties that may have an effect on their productivity and overall job happiness. Common challenges faced by Indian teachers in the classroom.

> - **Large class sizes**: Large class sizes are frequently a result of India's high student-to-teacher ratios. This makes it challenging for teachers to focus on each student individually and meet their unique learning needs. Making a stimulating and dynamic learning environment becomes challenging for teachers.
> - **Lack of infrastructure and resources**: Insufficient classrooms, libraries, laboratories, and instructional tools are a common problem in Indian schools. Teachers frequently struggle with delivering effective lessons and including students in experiential learning opportunities due to a lack of resources or obsolete materials.
> - **Limited teacher training and professional development**: Poor initial education and a shortage of professional development opportunities are common in India for teachers. This has an impact on their topic knowledge, pedagogical abilities, and awareness of current methods of teaching. Workshops and ongoing training programs are essential for enhancing teachers' effectiveness.

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- ➢ **Language barriers**: India is a country with a wide variety of regional languages. When students come from different linguistic origins, teachers may run across language barriers in the classroom. Language barriers must not prevent students from participating and understanding what is being taught. Teachers must find efficient communication methods to make the classroom more inclusive.
- ➢ **Student indiscipline**: For Indian teachers, maintaining order in the classroom can be very difficult. Students may behave disruptively, be unmotivated, or bully others. In order to control student behavior and foster a welcoming and respectful learning environment, teachers must put in the necessary time and effort.
- ➢ **Examination pressure**: Exams and grades are heavily emphasized in the Indian educational system. Both teachers and students are under enormous stress as a result. There may not be enough time for teachers to promote critical thinking, creativity, and holistic development if they feel pressured to concentrate solely on exam-oriented instruction.
- ➢ **Administrative work**: In schools, administrative work including surveys, documentation, typing exams, election duty and admissions frequently take up teachers' time. The time that can be better used to create lesson plans, check homework or assignments are spent doing administrative work.
- ➢ **Parental expectations**: In India, parents frequently hold teachers to a high standard when it comes to their children's academic achievement and potential for growth. Teachers could feel under pressure to live up to these standards, deal with parent-teacher interactions, and address issues with favoritism and student comparisons.

Here are some ways to solve these problems

Dealing with a silent class is yet another classroom challenges as a teacher can move forward confidently only if they get a good response. With changing educational trends and the limitations of teachers in student-cantered classrooms, their existence is getting tougher and tougher every day. However, a timely involvement from the school management and the cooperation from students and parents can help teachers to give their best out. A good flexible teaching platform can help them to better contribute to the education quality and the overall success rates of students. Teachers also have to make serious efforts to tackle all these classroom challenges and contribute their best to the teaching world.

- ➢ **Adoption of technology**: Effective use of technological tools in teaching has many benefits. It will solve the many problems of infrastructure, quality
- ➢ **Teacher training:** Teachers' training remains one of the most chaotic, neglected and deficient sectors of India's vast education system. This needs to be changed as they virtually hold the destiny of the future generations in their hands
- ➢ **More government spending**: India targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations. Also funding is needed to be spend on building infrastructure
- ➢ **Inclusive education system:** Growth in education sector should incorporate all sections of society like rural, urban poor, woman Backward classes etc.

➢ **Quality education:** Education provided should meet needs of student. e.g. education provided to hearing impaired or slow learners. It should allow them to enhance their skills and get better employment options

➢ **Education policy:** Educational policy need frequent update. It should cover personality development aspect of student It should also imbibe values of culture and social services

Higher Education – Reorientation

Educational opportunities and traditions that Indian Universities have built up, since independence have been able to produce graduates, capable only of pursuing limited careers, but, in the new globally competitive environment that is emerging in the country, the Indian student is now required to develop a multifaceted personality to cope up with the rapid changes in the world at large. This calls for the development of body, mind and spirit, through the educational processes in the institutions of higher education. Health consciousness and physical fitness for a healthy body should be an essential part of the University culture. But, a healthy body alone cannot be attained and maintained without a healthy mind. Therefore value education becomes a desirable moral necessity for meeting the challenges of the contemporary World. Professional competence is of little value if professional ethics are forgotten. Similarly, brilliance is of no use if it is employed for anti-social activities. In order to achieve all these ends effectively one has to see that the processes of education are properly regulated in terms of assessment and evaluation of learning. A close interaction between the teachers and the students in the evaluation of the progress of learning is desirable, so that teaching-learning process is not superficial.

Key recommendations for improving the quality of higher education

➢ A well-planned and structured interaction to be developed between Centres of Academic Excellence and other Universities/Institutions.

➢ While restructuring the syllabi and courses, efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. The courses should be so designed that critical reading and interpretation of classics, practical field work wherever relevant, and application of readings and other skills are given importance.

➢ Quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet. The courses should be so designed to make good use of these modern developments

➢ In restructuring of syllabi, all stakeholders such as students, teachers and users of services should be involved. However, teachers should be given flexibility within the norms and benchmarks decided by the stakeholders.

➢ Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented.

➢ Quality of higher education can also be improved by inducting quality oriented objectivity in merit promotions of teaching faculty. Specification of weightages for

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teaching, research publications/ supervision would help in making this transparent and credible.

➢ Re-organization and integration of various faculties, particularly in social sciences, around inter-disciplinary and multi-disciplinary courses can also help in quality improvement in teaching, research and consultancy. UGC,ICSSR and other research funding bodies should encourage interdisciplinary/ multi-disciplinary Seminars/ Conferences/ Research projects. These bodies could allocate at least 50 percent of their research funds for inter-disciplinary activities. UGC could also take initiatives to open Centres/ Schools for promoting multi-disciplinary teaching and research.

➢ Basic Parameters of Academic Merit need to be developed for bringing transparency and credibility in the process of granting promotions under the Career Advancement Scheme. There should be no disparity between Readers/Professors appointed through open selections and those promoted on the basis of the Career Advancement Scheme.

➢ A critical review of activities of higher educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based one is now necessary to arrest the erosion in quality inspire of the resource crunch.

Conclusion

Collective efforts and institutional reforms are needed to address these issues. To improve the teaching-learning process in India, it is essential to improve teacher training programs, facilities, and resources, develop a healthy school culture, and involve parents in the educational process. Recognizing the value of teachers and giving them the resources and assistance they require to provide all children with a high-quality education is crucial.Although there are many more challenges that teachers struggle with daily in India, the above are the ones that should be addressed and resolved on priority. Our education system needs a plan. Teachers are the root of an advanced or backward nation. When we take care of the roots, we will definitely reap the best fruits.

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