

## **A Meta Analysis on improving Higher Education through Teachers Training and development; evidence from SAARC countries**

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### **Abstract**

The South Asian nations are enriched with huge “geographic diversity and natural resources”, serving South Asia with its gigantic “potential for success”. Issues inside and outside South Asia could imperil the security of the whole locale. It is significant that these interconnected states work in a systematic manner to build order and solidity in the domain. The SAARC has recognized education as a fundamental right of human being and the foundation for long lasting learning which embrace through education. It is completely vital for social and human advancement and has capacity to change lives. The objective of teacher training and development program in SAARC countries is to facilitate the advancement in the preparation of quality educators so that they can prepare quality understudies who are able to construct their nation by cooperating with each other and develop a spirit of understanding, trust and friendship among each other. SAARC association is trying to uplift the education framework and executed different educational arrangements. It is persistently working on enhancing quality in higher education. However, they are still struggling to put a model for the universe and are facing difficulties to provide advancement in the educational framework. Efforts are needed in each and every stage of imparting higher education to students of SAARC countries to maintain 21<sup>st</sup> century’s global status of higher education in all eight regions of SAARC.

**Keywords:** Higher education, SAARC countries, teacher, training, development

### **Introduction**

Education is the fundamental pillar in life which facilitates learning to acquire knowledge, and develop skills, morals and values. Methods of education include training, discussion, storytelling and research done under mentors. Education habitually happens under the direction of teachers, Education can occur in authorized and unauthorized settings and any experience that formatively affects the way one thinks feels and takes action might be considered as educational. The methodology of instructing is called pedagogy. Formal education is generally separated officially into such stages as preschool or kindergarten, primary school, secondary school and then higher education in colleges and universities.

The South Asian nations are enriched with huge “geographic diversity and natural resources”, serving South Asia with its gigantic “potential for success”. Issues inside and outside South Asia could imperil the security of the whole locale. It is significant that these interconnected states work in a systematic manner to build order and solidity in the domain. The South Asian Association for Regional Cooperation commonly known as SAARC was set up on 08<sup>th</sup> Dec, 1985. It was a collaboration of seven South Asian

countries which are India, Sri Lanka, Bangladesh, Nepal, Maldives, Pakistan, and Bhutan. Afghanistan joined this SAARC in 2007 and became its 8<sup>th</sup> member. The SAARC was set up for the social and economic development of these countries as they all faced common problems related to substandard infrastructure, low proficiency rate, poor quality of education, huge number of dropouts and scarcity of funds for development. It sets out as a platform for the above countries to work in cooperative and coordinated way for the socioeconomic development of their countries.

Nearly, all representative states share a typical boundary with India. The nations of the locale are financially, socially, and sociologically connected on the grounds that the British managed the area for just about 200 years. The main aim of establishing SAARC was to support the cultural, economic and social variations of various states of South Asia in positively valued areas through coordination and collaboration. SAARC has likewise set up an “institutional system” at different customary highest points to talk about the modalities and openings for collaboration between its individuals. Until this point, there have been more than twelve culmination gatherings that have thoroughly pursued the central objectives. They have advanced provincial participation through shared help and scientific, social, cultural and economical cooperation

The joined economy of SAARC is third biggest on the planet in the terms of GDP (PPP) after the United States and China and eighth biggest in the particulars of nominal GDP. SAARC countries include 3% of the world's region and conversely, having 21% (around 1.7 billion) of the world's complete populace. India makes up more than 70% of the space and populace among these eight countries. The possibility of territorial collaboration in South Asia was first mooted in May 1980. The Foreign Secretaries of the seven nations, specifically, India Bangladesh, Maldives ,Pakistan Sri Lanka, Nepal and Bhutan met 1st time in Colombo in April 1981 which prompted the distinguishing proof of five expansive regions (Population activities, Meteorology, Agriculture, Telecommunications and Rural development) for cooperating regionally four areas were added (Arts and Culture, Transport, Science and Technological cooperation, Postal services and Sports).

The SAARC has recognized education as a fundamental right of human being and the foundation for long lasting learning which embrace through education. It is completely vital for social and human advancement and has capacity to change lives. For societies , families and people , it is an instrument of strengthening to work on one's well being, one's pay, and one's relationship with the world so, the heads of the SAARC part States have concentrated on improving the degree of proficiency in the district by advancing the nature of schooling. Ignorance was a significant obstacle to financial turn of events and social liberation.

The leaders at the 9<sup>th</sup> summit(12-14 May1997)concurred that new and inventive strategies like Open Learning and Distance Education can assume a powerful part in addressing provincial requirements in a practical and adaptable way. In like manner, the pioneers concurred that the institutional facilities in such education accessible in the region ought to be used on a provincial scale creation of a Consortium of open universities in this area was explored The aim of this meeting was to increase the literacy rate in the region and recognize the manpower, infrastructure and resources to promote vocational and higher education in the region. In their 18<sup>th</sup> Summit at Kathmandu on 26-27 November 2014 SAARC countries showed their willingness to eradicate illiteracy from the region and made a world wide goal of education for every one and made sure that the education provided is qualitative in nature by making reforms in the syllabus, teacher training methods and evaluated that the systems are properly supported by technical ,physical and other basic facilities.

The objective of teacher training and development program in SAARC countries is to facilitate the advancement in the preparation of educators so that they can prepare quality understudies who are able to construct their nation by cooperating with each other and develop a spirit of understanding, trust and friendship among each other.

## 5. Literature review

The official education process goes from essential schooling to tertiary training or above, where individuals begin gaining from the base to specialists of the field. Somebody more capable and more educated will ultimately obtain more freedoms for procuring job as well as the other way around. As per Tilakin 1999 and Carm in 2003 Among numerous other macroeconomic components, education is a significant factor that could be utilized as a source of elevating poverty in the country both at miniature and large scale levels. At micro level individuals have lower literacy rate meaning low earnings and low expectations for everyday comforts. On the large scale level viewpoint, when lack of education is widespread then, at that point the speed of economy's progress dials back. We notice the fall in the general efficiency of the economy, reduction in per capita income, and deterioration in the way of life World Bank in 1999 stated that only education is a significant entertainer and door to appreciate financial turn of events and destitution decrease in any economy. According to many scholars like Barro, Aghion, Bils and Klenow (1991;1996;2000) and many more there is a direct relationship between education and economic growth. According to Arshed in 2018 The interest in the educational framework has prompted the progression of countries. Thus, one might say that education is a multi-pronged interaction that has a fundamental influence in working on the financial advancement of the country. Training for the most part diminishes pay contrasts between the rich and poor people. In the words of Torado & Smith in 2015 Endeavors to spread human resources are necessary to improve ways of life. Considering at macro level, we might see that nations with low salaries save on the schooling of their masses. Consequently literacy rate stays low in such nations. As per the report of World Bank (2018a) the outrageous neediness of \$1.90 per day at the worldwide level has diminished from 36% in 1990 to 10% in 2015, as per another report published in 1999 educational accomplishment goes connected at the hip with poverty. As per Arshed in 2017 with huge holes in education and enrolment rates present, a few areas are extending the gap between poor people and the non-poor, and steepening the pay dissemination. Aghion in 1999 explored the effect of putting resources into training as an essential formula for easing neediness in Nigeria. Results showed that interest in education expanded GNP per capita and diminished destitution. According to Singh in 2016 SAARC has made an "institutional structure" that consistently holds staggered culminations and has set up an enormous number of establishments and states to examine the choices and conceivable outcomes with respect to collaboration among its individuals. Along these lines, SAARC would uphold the South Asian character and support the advancement of south Asia.

### Research gap

SAARC association is trying to uplift the education framework and executed different educational arrangements. It is persistently working on enhancing quality in higher education. However, they are still struggling to put a model for the universe and are facing difficulties to provide advancement in the educational framework. Some difficulties faced by SAARC are mentioned below:

**Enlistment:** The Gross enrolment Ratio in the SAARC countries is quite low as compared to other countries. It may be due to visa regime or any other government policies towards other country's students.

**Quality of higher education:** Quality in higher studies is a multi-dimensional, staggered, and a powerful idea. Guaranteeing quality in advanced education is among the preeminent difficulties being looked in India today. Government is ceaselessly focusing on the quality of education but still there are only few colleges which impart quality of education and maximum number of colleges are not in a situation to stamp its place among the top colleges of the world.

**Infra:** Substandard infra is also a challenge to higher education system in SAARC countries. specially institutes governed by the public sector. These institutions have poor infra and substandard physical facilities.

**Intervention of political personalities:** A large portion of the educational Institutions are claimed by the political pioneers, who are assuming key part in overseeing assemblages of the Universities. They are utilizing the guiltless students for their egotistical means. students sort out crusades, fail to remember their own goals and start to foster their vocations in legislative issues.

**Educators:** Shortage of the proper teachers or educators and failure of the state instructive framework to draw in and hold well qualified educators have been presenting difficulties to higher education for a long time. Huge quantities of NET/PhD up-and-comers are jobless , these meriting applicants then apply in different divisions which is a greatest hit to the higher educational framework

**Reorganization:** As per a data provided by NAAC only some institutes in the countries were recognized and among them only few of the colleges were up to the standard and were given 'A level'

**Lack of Research and Development:** There is deficient spotlight on research in advanced education foundations. There are lacking assets and offices and restricted quantities of value staff to advice understudies. The greater part of the exploration researchers are without associations or not getting their partnerships on time which straightforwardly or in a roundabout way influences their examination. Besides, Higher schooling organizations in South-Asian countries are ineffectively associated with research institute.

**Higher education structure:** The executives of the higher education faces difficulties of over centralization, regulatory designs and absence of responsibility, straightforwardness, and polished methodology which results in increment in administrative functions. It leads to diversion of focus towards these functions rather than on academics and research.

### **Need and scope of the study**

SAARC nations should try hard to rise a domain of congruity and steadiness and get the strings and restore strategically, socially monetarily and culturally. The area shares certain normal educational issues like low standard of literacy, substandard infrastructure, and mediocre nature of education, absence of greatness and access, huge dropout rates, and scant financing. One-fourth of the worldwide populace stays in South Asia, a thickly populated topographical district on the planet. In any case, the gap in education and joblessness are exceptionally high. Education is a quintessential base for the social, financial and cultural advancement of the district's economy. The idea of cooperation in the instruction division was advanced at the earliest reference point of the SAARC culmination yet restricted advancement was made over the most recent couple of many years. The

unsystematic distribution of educational objectives into different boards of trustees and sub-panels has decreased the speed development.

There is a need to bridle the field of open distance education, yet the significant issue that is influencing the educational area is the nonappearance or absence of execution. In the time of innovation, man-made reasoning, developing middle class and an enormous youthful populace, legitimate instruction and preparing abilities are required. It is about time for SAARC countries to unfurl shared educational conversations and community approaches for developing worldwide interest in education. Both schooling and culture as components of delicate force can be a pathway of getting wisdom, prosperity, peace and understanding among nations. The adolescent is the future in the region and should push forward with a hopeful outlook and endeavor to talk about the normal interests of each other. There is a requirement for more instructive and social cooperation programs that can altogether solidify political ties between nations. Collaboration in education endeavors to introduce the forms of education so information isn't limited to the boundaries of India. The foundation of South Asian University in New Delhi is a huge achievement in the SAARC region co-activity. Similarly, The South Asian Foundation sanctions grants to two students of SAARC members to promote higher education

By and large, India has been the destination for students from the SAARC locale. Nonetheless, since 2017-18, India has seen a plunge in the approaching students as more students are making a beeline for China because of the last's delicate force strategies of offering countless grants. Thinking about this government of India should expanding more grants, sponsor expenses of students, give more alluring advantages and upgrade public information network organizations by having standard conversations through ICCR, Ministry of Human asset advancement (HRD) and Ministry of External Affairs (MEA). The opportunities for a superior instructive and social co-activity will depend on India's consistence to build a typical way picture for the SAARC region by pushing the Indian aspirations of being a provincial force and further to keep a beware of the Chinese influence in the area. China that is as of now enduring reaction because of COVID has been hit hard even in its delicate force where numerous global students have escaped China. This is the ideal opportunity for India to push for better social and instructive ties in the SAARC locale.

### **Objectives of the study**

To Study the teachers training development programs in SAARC Countries

To analyze higher education through teacher training and development program.

To evaluate the state of higher education in SAARC countries.

### **Research methodology**

The study done in this paper is descriptive in nature. Its formulation is based on secondary data to analyse the improvement in higher education through teachers training and development from SAARC countries. The data used in this study was collected from different sources such as newspapers, journals, magazines and other websites. The main focus is to analyze the development in the higher education in SAARC countries.


SAARC countries aims at education for all for this following steps were taken

- Students from distraught gatherings, who could not complete education or gain professional abilities, because of separation and neediness. In this manner, comprehensive schooling strategy was followed

- Building of provisions in budgets for comprehensive schooling, Gender impartial instruction and advanced education.
- School dropouts in 15-24 age bunch, will be given professional preparing/distance training
- Promoting Advance Massive Open Online Courses, e-learning, ICT instruments for learning.
- Mutual acknowledgment of paper degrees, Harmonization in standard of academics so that workers who migrated gets job easily in any other South-Asian country .



### SAARC Education: Delhi declaration

- Inclusive education: Budget 
- Edu. 4 all, Gender equity
- Voc.skill to dropouts
- Online courses, ICT
- Mutual Degrees recognition
- college accreditation
- Exchange prog./networking

Mrunal.org

For developing higher education various steps were taken at college level

- Each SAARC country will foster an accreditation framework. So unfamiliar understudies can realize the counterfeit schools prior to applying.
- Student and staff exchange programs among SAARC individuals.
- Linkages between colleges, R&D bodies and research organizations were created
- (Facebook) organizing among understudies, researchers and associations were done
- Four years back, it had arrangement South Asian college in Delhi and advanced it as organization of excellence.

### Suggestions for improving Higher education system in SAARC regions

- There is a need to execute creative and groundbreaking methodology structure for higher education to make South-Asian country's instructive framework internationally more applicable and competitive.
- Higher instructive foundations need to work on its reputation and quality.

- Government of India should advance coordinated effort between its higher education institutes and top International foundations and furthermore create linkage between research labs at national level and R&D department of top institutes for collective and better research.
- Colleges and universities in public and private sector should be away from the political connections
- A multi disciplinary approach for higher studies should be adopted so that students knowledge may not be restricted to only few subjects

### Conclusion

In this study it was found that although South Asian nations have gained impressive headway in accomplishing education for all, distance training, opening various Advance Massive Open Online Courses, e-learning, ICT instruments for learning, opening South Asian college in Delhi and advancing it as organization of excellence and has created Mutual acknowledgment of paper degrees and harmonization in standard of academics so that workers who migrated gets job easily in any other South-Asian countries but still most of the nations are as yet confronting huge difficulties. These difficulties incorporate deficient assets, absence of coordinated effort among partners, restricted teacher training and development program and low commitment of the school's local area. Since each nation has made some critical accomplishment towards accomplishing education for all goals and faces similar challenges like poverty, illiteracy, absence of proper teachers or instructors, education for girl child. It would be valuable for the SAARC nations to keep on cooperating each other, gaining from each others triumphs and difficulties to accomplish quality education for all kids and satisfy the objectives of education for all (EFA). The SAARC stage can assume a fundamental part in exchanging data, preparing reserves, advancing joint examination projects and planning strategy rules for stakeholders of education to limit the hindrances in imparting higher education to the students of South-Asian countries. SAARC member countries should concentrate on quality of higher education provided to the students as well as avail them proper job opportunities so that they can get job in any of the other country. Efforts are needed in each and every stage of imparting higher education to students of SAARC countries to maintain 21<sup>st</sup> century's global status of higher education in all eight regions of SAARC.

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