The Role of Information and Communication Technology (ICT) in Higher Education for the 21st Century

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ABSTRACT

This paper attempts to highlight the role of ICT in higher education for the 21st century. In particular the paper has argued that ICTs have impacted on educational practice in education to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices. It is evident from the study that use of ICT in education is increasing very rapidly in various states of India. One of the most common problems of using Information and Communication Technologies (ICTs) in education is to base choices on technological possibilities rather than educational needs. In developing countries where higher education is fraught with serious challenges at multiple levels, there is increasing pressure to ensure that technological possibilities are viewed in the context of educational needs. The use of ICT in education lends itself to more student-centred learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. Thus, the paper suggests that ICT in higher education is not a technique for educational development but also a way of socio-economic development of the nation.

INTRODUCTION

Ensuring universal service and access to information and communication technology is a top national objective in many countries, often enshrined in laws that govern the sector.

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One of the distinctive features of human beings is their ability to acquire knowledge, and what makes this knowledge an ever-thriving entity is man's ability to 'impact' this knowledge to others. Transfer of knowledge, which is one of the foundations of learning, is among the most fundamental social achievements of human beings.

Building strong relationships with students is something that frequently explains why faculty takes pleasure in the challenge of working at a small university.

The concept of moving the traditional classroom of desks, notebooks, pencils, and blackboard to an online forum of computers, software, and the Internet intimidates many teachers who are accustomed to the face-to-face interaction of the traditional classroom. In the past 10 years, online instruction has become extremely popular as is evident in the rise of online universities, such as University of Phoenix Online and Athabasca University (Canada), and on-campus universities offering online courses and degrees, such as Harvard University and University of Toronto. For many students who find it difficult to come to campus due to employment, family responsibilities, health issues, and other time constrains, online education is the only option.

Advancements, standards, specifications and subsequent adoptions have led to major growth in the extensibility, interoperability and scalability of e-learning technologies. E-learning is fast becoming a major form of learning.

Computer multimedia offers ideal opportunities for creating and presenting visually enriched learning environments. The latest technologies associated with virtual reality will also play an important role in not too distance future.

Management institutes and educators have attempted an increased incorporation of collaborative group work, problem-solving and decision-making through technology as an integral component of pedagogy. There is no doubt that technology-based tools can enhance student's cognitive performance and achievements if used appropriately, in accordance with knowledge learning and as part of a coherent educational approach.

Computer-based systems have great potential for delivering teaching and learning material.

The rapid development of Information and Communication Technology (ICT), particularly the Internet, is one of the most fascinating phenomena characterizing the Information Age. ICT powers our access to information, enables new forms of communication, and serves many on-line services in the spheres of commerce, culture, entertainment and education.

Over the last decade in the United Kingdom there has been growth in support for the use of technology within teaching and learning in Higher Education (HE). In particular, since 1993 the Teaching and Learning Technology Programme (TLTP) has promoted the creation of technology-based materials for use across the HE sector.

WHAT IS ICT?

Information and Communication Technologies (ICTs) are referred to as the varied collection of technological gear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information.

ICT is a force that has changed many aspects of the way we live.

Information and Communication Technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services. ICTs can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation.

The concept of a "Digital Divide" has been around almost as long as ICT has been publicly available. While traditionally it has come to mean a division in society, based on socio-economic factors, this does not 'paint the entire picture'

Introducing ICT as a tool to support the education sector has initiated substantial discussions since the late 1990s. A decade ago the emphasis was on Technical and Vocational Education and Training and training teachers. During the last few years an increasing number of international development agencies have embraced the potential of ICT to support the education sector. UNESCO has played a major role in spearheading the Education for All initiative to harness the potential of ICT. The widely subscribed Dakar Framework for Action recognizes that, 'these technologies (ICTs) have great potential for knowledge dissemination, effective learning and the development of more efficient education services'.

When looking at the integration of ICT to support the achievement of educational objectives, it can be found that after almost a decade of using ICT to stimulate development, it is not yet fully integrated in development activities and awareness raising is still required.

The main objectives of the paper are to evaluate the importance of ICT in higher education and to analyse the government initiatives for development of ICT in higher education.

ICT AND HIGHER EDUCATION

The major teaching and learning challenges facing higher education revolve around student diversity, which includes, amongst others, diversity in students' academic preparedness, language and schooling background.

Education is perhaps the most strategic area of intervention for the empowerment of girls and women in any society and the use of information and communication technologies (ICTs) as an educational tool in the promotion of women's advancement has immense potential. The application of ICTs as a tool for effective enhancement of learning, teaching and education management covers the entire

spectrum of education from early childhood development, primary, secondary, tertiary, basic education and further education and training.

Integrating ICT in teaching and learning is high on the educational reform agenda. Often ICT is seen as indispensable tool to fully participate in the knowledge society. ICTs need to be seen as "an essential aspect of teaching's cultural toolkit in the twenty-first century, affording new and transformative models of development that extend the nature and reach of teacher learning wherever it takes place" (Leach, 2005). For developing countries like Vietnam, ICT can moreover be seen as a way to merge into a globalizing world. It is assumed that ICT brings revolutionary change in teaching methodologies. The innovation lies not per se in the introduction and use of ICT, but in its role as a contributor towards a student-centered form of teaching and learning.

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. Technology is about the ways things are done; the processes, tools and techniques that alter human activity. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems. It is the processes, tools and techniques for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting

Enhancing and upgrading the quality of education and instruction is a vital concern, predominantly at the time of the spreading out and development of education. ICTs can improve the quality of education in a number of ways: By augmenting student enthusiasm and commitment, by making possible the acquirement of fundamental skills and by improving teacher training. ICTs are also

tools which enable and bring about transformation which, when used properly, can encourage the shift an environment which is learner-centered.

ICTs which can be in the form of videos, television and also computer multi media software, that merges sound, transcripts and multicolored moving imagery, can be made use of so as to make available stimulating, thought provoking and reliable content that will keep the student interested in the learning process. The radio on the other hand through its interactive programs utilizes songs, sound effects, adaptations, satirical comedies and supplementary collections of performances so as to induce the students to listen and get drawn in to the training that is being provided.

The use of online pedagogy within universities and management institutes is increasing. The introduction of the Wi-Fi system too has led to the growth of hi-tech education system, where accessibility and accountability of subject matter is made readily available to the students. The students can now study and comprehend the related information at their own convenient time.

ICT IN RESEARCH

Applications of ICTs are particularly powerful and uncontroversial in higher education's research function. Four areas are particularly important:

The steady increases in bandwidth and computing power available have made it possible to conduct complex calculations on large data sets.

Communication links make it possible for research teams to be spread across the world instead of concentrated in a single institution.

The combination of communications and digital libraries is equalizing access to academic resources, greatly enriching research possibilities for smaller institutions and those outside the big cities.

Taking full advantage of these trends to create new dynamics in research requires national policies for ICTs in higher education and the establishment of joint information systems linking all higher education institutions.

The application of ICTs in academic research has grown steadily in the past 10 to 15 years in both developing and developed countries, although there are wide variations in usage both within and between countries and regions.

The most straightforward use of ICTs in research is in data processing. The unprecedented growth in bandwidth and computing power provide opportunities for analyzing/processing huge amounts of data and performing complex computations on them in a manner that is extremely fast, accurate and reliable. Computer data processing not only frees researchers from the cumbersome task of manually analyzing data but more importantly facilitates quick and accurate analysis of huge amounts of data from national samples or even multi-national samples covering tens of thousands of respondents.

Another important dimension of ICTs in research is the use of online full text databases and online research libraries/virtual libraries which are the direct outcome of the growth in telecommunications networks and technology. These databases and libraries provide researchers with online access to the contents of hundreds of thousands of books from major publishing houses, research reports, and peer-reviewed articles in electric journals.

ICT has also played a major role in university and industry partnership in Europe. The University of Minnesota's MBBNet (a web portal of the state's virtual biomedical and bioscience community) in collaboration with Zurich Med Net (a web based information source covering 400 universities, companies and institute) offers links to more than 1,300 organizations in the area of technology transfer.

ICT IN TEACHING

Academics have taken to the use of computer in teaching much more readily than they adopted earlier audio-visual media. This is because the strength of computers is their power to manipulate words and symbols - which is at the heart of the academic endeavour. There is a trend to introduce eLearning or online learning both in courses taught on campus and in distance learning. Distance education and

eLearning are not necessarily the same thing and can have very different cost structures. Whether eLearning improves quality or reduce cost depends on the particular circumstances. ICTs in general and eLearning in particular have reduced the barriers to entry to the higher education business. Countries and those aspiring to create new HEIs can learn from the failures of a number of virtual universities. They reveal that ICTs should be introduced in a systematic manner that brings clarity to the business model through cost-benefit analyses.

ICT according to a number of commentators, enhance teaching, learning, and research, both from the constructivist and instructivist theories of learning. Behind this increasing faith in the role of technology in higher education however, lies implied acceptance of technology by various commentators, either as neutral and autonomous, neutral and human controlled, autonomous and value laden, or human controlled and value laden.

In many countries, demand for higher education far outstrips supply and Governments and institutions are turning more and more to the use of ICTs to bridge the access gap. It is too early to say whether the role of ICTs in the teaching function of higher education is truly transformative, or whether it is simply a repackaging of previous pedagogy.

ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. Teachers and learners no longer have to rely solely on printed books and other

materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people.

Effectiveness, cost, equity, and sustainability are four broad intertwined issues which must be addressed when considering the overall impact of the use of ICTs in education. The educational effectiveness of ICTs depends on how they are used and for what purpose. And like any other educational tool or mode of educational delivery, ICTs do not work for everyone, everywhere in the same way.

The constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) was adopted by 20 countries at the London Conference in November 1945 and entered into effect on 4 November 1946. The main objective of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to foster universal respect for justice, the rule of law, and the human rights and fundamental freedoms that are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations. UNESCO's principles on ICT in education can be summarized as follows:

1. Old and new technologies need to be used in a balanced way. On-the-air and off-the-air radio/radio-cassette, television and offline video-assisted technologies are still considered valid and cost-effective modes of education delivery, as important as more interactive computer/Internet-based virtual education or online distance learning.

2. Meeting the international education goals by 2015 will require huge investments in teacher training institutions.

3. The demand for higher education cannot be met in both the developed and developing world without distance or virtual modes of learning.

4. Vocational training needs cannot be met without virtual classes, virtual laboratories, etc.

5. Educational goals cannot be met without gender sensitivity. Wherever possible, the proposed indicators will address the need to measure the gender gap.

Large Class

The growth of mass higher education has made large classes an endemic feature of several courses at higher education institutions. Large class sizes make it difficult for teachers to employ interactive teaching strategies or to gain insight into the difficulties experienced by students. Large classes pose problems for all students but students who are under-prepared are particularly affected. It is these contexts that provide useful opportunities for educational technologies.

Increasing access to education

ICTs are a prospectively prevailing tool for developing educational opportunities, both prescribed and non-prescribed.

1. Whenever, wherever: One important characteristic of ICTs is their capability to go beyond time and space. ICTs make it feasible to achieve learning which is exemplified by a time delay involving the deliverance of instruction and its receipt by students which is termed as asynchronous learning. Course materials can be retrieved and used 24 x 7. An example that can be discussed here is that of Hughes Net Global Educations Interactive Onsite Learning platform which strives to characterize the future level of education which is called as Real Time Interactive education.

2. Access to reserved educational capital: With the advent of the internet and the World Wide Web, it is now possible to gain access to an unlimited amount of data and educational materials. Data in almost any subject and in diverse forms of media can be accessed from any place at different times of the day and by an unrestricted number of individuals. This is predominantly important for various educational institutions in the developing countries, and also for those educational institutions in

developed countries that have restricted and outdated material in their libraries. ICTs, also enable access to the opinions of professionals, experts and researchers all over the world and allows one to be in direct communication with them.

External factors influencing the inner life of higher education institutions, including the use of ICT, can generally be distinguished into: economic, social, cultural, and technological factors as well as the changing role of governmental policy. ICT is both driving and enabling the processes toward a knowledge-driven global economy. It allows higher education providers to accommodate the specific needs of students in terms of mode, pace, place and time of study and to cater to different and new target groups and (niche) markets both locally and globally.

BENEFITS AND CHALLENGES OF ICT

Tools are now available on the Internet to assist both teachers and students to manage writing assignments to detect and avoid the pitfalls of plagiarism and copyright violations. One of the great benefits of ICTs in teaching is that they can improve the quality and the quantity of educational provision. For this to happen however, they must be used appropriately.

While using ICTs in teaching has some obvious benefits, ICTs also bring challenges. First is the high cost of acquiring, installing, operating, maintaining and replacing ICTs. While potentially of great importance, the integration of ICTs into teaching is still in its infancy. Introducing ICT systems for teaching in developing countries has a particularly high opportunity cost because installing them is usually more expensive in absolute terms than in industrialized countries whereas, in contrast, alternative investments (e.g., buildings) are relatively less costly.

Using unlicensed software can be very problematic, not only legally but in the costs of maintenance, particularly if the pirated software varies in standard formats. Even though students can benefit immensely from well-produced learning resources, online teaching has its own unique challenges as not all faculties are ICT literate and can teach using ICT tools.

The four most common mistakes in introducing ICTs into teaching are: i) installing learning technology without reviewing student needs and content availability; (ii) imposing technological systems from the top down without involving faculty and students; (iii) using inappropriate content from other regions of the world without customizing it appropriately; and (iv) producing low quality content that has poor instructional design and is not adapted to the technology in use.

The other challenge faced is that in many developing nations the basic requirement of electricity and telephone networks is not available. Also many collages do not have proper rooms or buildings so as to accommodate the technology. Another challenge is that the teachers need to develop their own capacity so as to efficiently make use of the different ICTs in different situations. They should not be scared that ICTs would replace teachers English being the dominant language most of the online content is in English. This causes problems as in many nations the people are not conversant or comfortable with English.

Skills development is another important area in which ICT could be used effectively. Attempts are being made to strengthen the ICT framework for Technical and Vocational Education (TVET). The emerging discourse on the role of skill development in addressing poverty and developmental issues indicates the potential role of ICT4D. ICT can play a major role in integrating skill development as a component of a poverty alleviation strategy.

CONCLUDING OBSERVATIONS

As move into the 21st century, many factors are bringing strong forces to bear on the adoption of ICTs in education and contemporary trends suggest will soon see large scale changes in the way education is planned and delivered as a consequence of the opportunities and affordances of ICT.

It is believed that the use of ICT in education can increase access to learning opportunities. It can help to enhance the quality of education with advanced teaching methods, improve learning outcomes and enable reform or better management of

education systems. Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on: What is learned, how it is learned, when and where learning takes place, & who is learning and who is teaching. The continued and increased use of ICTs in education in years to come, will serve to increase the temporal and geographical opportunities that are currently experienced.

The integration of ICTs in higher education is inevitable. The very high demand for higher education has stimulated significant growth in both private and public provision. ICTs in the form of Management Information Systems are increasingly universal. The strength of computers in teaching is their power to manipulate words and symbols - which is at the heart of the academic endeavour. ICT has also led to the emergence of Open Educational Resources (OERs). The use of ICT creates an open environment which enables the storage and the reuse of information materials as also it enables the interface among the teachers as well as students.

Apart from having enabling telecommunications and ICT policies, governments and higher education institutions will need to develop strategies for effective ICT and media deployment and sustainability.

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FACULTY RETENTION: A CHALLENGE FOR BUSINESS SCHOOLS.

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ABSTRACT

Many fold expansion in institutional capacity in higher education has enhanced enrolment ratio from less than 1% in 1950 to about 10% in 2007 (Jyotsnarani 2007). Further the phenomenal growth of Indian industry over last two decades has also resulted in increasing demand for efficient business managers from business schools. To this fact everyone would agree that "Teachers create managers through their excellence‖ and until and unless the business schools could not think of motivating, managing and retaining talents so how can faculties think of doing innovations, research and creativity in terms of quality under excellence. The quality and achievements of academic complements determine the quality of management education programs, management research, and the perception of schools in academic as well as business environments (Duderstadt, 2001; AACSB, 2002; Lorange, 2003). Presently, the biggest challenge faced by technical educational institutions in India is the acute shortage of qualified and competent faculties (Times News Network, 2006). Retaining talents is not the choice of employers but is also the need of time as management education is already at risk running with talent crisis. Therefore the study has made an attempt to present faculty retention as a major HR issue in business schools. The methodology adopted for the study is review of research papers and books.

INTRODUCTION

At present India is striving to compete in a globalized economy in areas that require highly trained professionals, and thus the quality of higher education has become increasingly important. Experience which the students will derive from higher education is, to a large extent, dependent on the performance of faculty, both

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as teachers and researchers. The faculty has a major role in student learning. Extant literature underpins the importance of faculty for quality in higher education (Ewell 1991, Cornesky 1991, Chen et al 2006). Research on academic quality in higher education is by and large focused on students as customers, their satisfaction or dissatisfaction with various programs for which Chen et al (2006) have adapted Importance - Satisfaction model (I-S model) in higher education illustrating quality improvement in terms of satisfaction. Adding to this Tribus (1995) has also developed an early model of customer supplier for higher education (cited in Raouf 2004). It has been argued that if the quality of the service is to be determined then the beneficiaries have to be clearly defined in terms of their needs and expectations (Raouf 2004). The model conceptualizes faculty as customer in the education industry, and states that, similar to the concept of internal and external customers in business, there are also internal and external customers in education. An institution with talented faculties can develop a reputation for being great place to work, with great learning environment where quality in education is expected. An institution in higher education therefore needs to be able to develop and deploy faculty who can articulate the passion and vision of institution and satisfaction of students. Faculty members as internal customers satisfy the working environment of universities (Chen et al 2006). This implies that in order to enhance faculty performance certain aspects and functions of their job have to be prioritized. The issues related to faculty are sufficiently significant for an analysis to be appropriate, to understand the 'whole picture' and suggest possibilities and strategies to sustain quality and leadership in institution of higher education.

SIGNIFICANCE OF THE STUDY

As per United Nations statistics, India‘s population is estimated to 1.5 billion by 2030, making it the world‘s most populous country. And if at we look in context to Human resources aspects, it would be needless to say that the optimal utilization of human resources for global positioning and growth would be high in the world.

To this fact no one can deny that ―Human resources operate technology and equipments not the machines getting instructed on their own‖. Growth of human resources in every context is a major factor for the continuous growth of a country. And the meaning of term ―GROWTH‖can only be clarified if the person is literate and focused on his/her career prospects undergoing varied area related courses and training sessions to become actually ―PROFESSIONAL‖ and ―ASSET‖ to an organization. Be it any sector, shaping tomorrow's talent has to take place on the basis of education. Without a proper degree one may not land a job after an academic career of two decades. And what would you say education sector generating motivation through teacher's excellence and transforming a raw material (student) into finished product (Manager) is itself not able to motivate and attract teachers to retain. How would you feel teacher taking session on career development in the class is herself/himself has always a doubt on his/her ―GROWTH AND OPPORTUNITUES‖ working with the current organization because they are always under the sense of job insecurity and higher risk of failing to achieve promotion .These all negativities thus leads to unwanted employee turnover because organizations (educational institutes) at some time become only business centric neglecting people centric leadership. And that is why out of the thousands of graduates who qualify every year, how many opt for teaching? It could be around 14-17%, comprising those with a chosen aim or without an alternative choice of employment. Reason can be , teaching as a profession was never given the place it deserved in our country. This resulted in most of the teachers performing their role in a mere routine fashion and therefore resulting sitting at a same designation for last five years. Very few put passion and commitment as essential ingredients into their job, which are vital for turning out quality output in terms of students. One reason that glaringly can come out for this state of affairs is the lack of attention towards HR-related issues of teachers at all levels say from KG to PG. A number of findings and observations especially regarding management institutes are pointers to the fact

that the education cosmos is sitting on a veritable landmine – that of talent crisis. Institutes at large are facing an acute dearth of academictalent; this is a malaise, which can snowball into a pandemic if remedial action is not taken instantly.

OBJECTIVE OF THE STUDY

The study has made an attempt to

- Focus on Faculty Retention as a major HR issue in education sector with special reference to business schools.
- Reflect the scenario of Management education at risk due to talent crisis and unwanted employee turnover in business schools.
- Emphasize Faculty as a human resource plays a vital role in the development of student as well as workplace.
- Show the relationship between teaching excellence and faculty motivation.
- Highlight the factor that leads to faculty attrition and the tools that should be taken into account for faculty retention on the basis of literature review.

FUTURE SCOPE OF THE STUDY

The study can help in designing strategies so as to manage and retain talents for an organization.

RESEARCH METHODOLOGY

The method of exploratory research is adopted for the study to know detailed information on Faculty retention.

SOURCES OF DATA

All information is collected through secondary data. Data available on websites, magazines and research papers referred.

BUSINESS SCHOOLS AT RISK

The three pillars of any higher education institution are: quality of faculty, infrastructure facilities and learning environment. With the increasing demand-supply gap, organizations are facing immense war for talent. Like business and

industry, education field too is discovering the need for talent so as to meet the new quality standards demanded by the society and is also facing leadership crisis. As is also published by AACSB in august 2002 a status report on management education with the alarming title ―Management education at risk‖. This report, presented as the follow up to the landmark Porter and McKibbin report of 1988, paints a picture of the business school environment, identifies its main driving forces, and draws some grim conclusions. The report identified five main issues regarding the general context of management education and the changes that are taking place in this context, namely the demand for management education, the supply of management education, globalization, technology and resource scarcity. Additionally it pays attention to issues concerning doctoral education, the relevance of business curricula, and the convergence of degree and non degree education. As the MBA program became more attractive during the 1980s and 1990s, fewer candidates applied to doctoral programs, preferring instead to go for an MBA degree. And those who had completed their MBA program found it more attractive to re-enter the job market rather than apply for a doctoral program. Furthermore, upon graduation, close to 40 percent of PhD graduates opted for a career in industry, where compensation packages are often higher and the risk of failing to achieve promotion is lower. In other words, as the demand for highly qualified faculty went up the supply went down, producing an upward pressure on compensation packages for newly hired and existing faculty, particularly those with a strong record. Central in the report is the observation that the marketplace of management education is becoming ever more heterogeneous, giving way to novel marketing strategies and new competitors. In such an environment, attracting and retaining faculty are activities of crucial importance to the longer term well being of the business schools. This claim is supported by the outcomes of the research by Stumpf et al. (2002) on academic change and leadership. This research shows that deans of 273 US business schools found the imminent shortage of doctoral faculty to be the most important

challenge that was facing their business schools in the near future. Disconcertingly, some of the most disturbing observations in this AACSB report exactly relate to recruitment and retention of faculty by business schools. The number of recently earned doctorates in business is rather low compared to the social sciences and the humanities and only 62 percent plans to pursue a career in education (Business Week, 2004).Within the next few years, the shortage of business doctorates is expected to be 1,142 rapidly climbing to a shortage of 2,419 in 2013(AACSB, 2003).Together with the observations that (1) doctoral enrollments are not expected to increase in the near future, (2) foreseeable faculty retirements, and (3) increasing student enrollment on undergraduate levels in particular, it is clear that business schools will be faced with even enlarging faculty shortages in the coming years(AACSB,2002) As the AACSB sums it up, this faculty shortage may be "leading to a decline in research productivity and intellectual vibrancy of existing faculty.

DEFINING TEACHING EXCELLENCE

There is no one definition of teaching excellence. It varies depending on a host of variables, such as who is defining it, the learners (e.g., students vs. colleagues), subject matter, methods used, and many other factors. Although the notion of scholarship of teaching was first proposed by Boyer (1990), the work of Kreber (2000) in developing these ideas into a model is a useful starting point. The requirement of visible output (journal articles, creative work) in the scholarship of teaching is helpful. Peer review and student feedback are now commonplace and have potential as indicators of excellence. Kreber (2000) develops a _model of the scholarship of teaching' by characterizing staff as adult learners engaged in content, process and premise reflection1 on their teaching. The model shows how different combinations of components of learning— instrumental, communicative and emancipator can be applied to: instructional knowledge; curricular knowledge and pedagogical knowledge. Nicholls (2004) summarizes how Kreber's work suggests

that the scholarship of teaching: can be found in refereed articles and papers; is practiced by excellent teachers; is associated with the knowledge of the expert teacher and focuses on teachers‘ experience-based knowledge. It is also significant that the debate on teaching excellence takes place almost exclusively in educational journals and conferences, which is perhaps why it does not enter the consciousness of mainstream academics, even if they are _excellent teachers‘. Whatever conception of teaching excellence is used it has to have clarity and alignment with what constitutes reality for academic staff. When focusing on the higher education of students, however, there are common characteristics found in the literature about good teachers:

(A) POSITIVE STUDENT-FACULTY CONTACT

Interacts with students – gets to know them, in and out of the classroom helps students learn outside of class, is accessible in and out of class promotes cooperation among students gives prompt feedback.

(B) EFFECTIVE ACTIVE LEARNING

Encourages students to be self-directed, independent, lifelong learner engages students in disciplinary thinking encourages higher-order thinking.

(C) ACHIEVABLE, YET HIGH EXPECTATIONS

Acknowledges student expectations and what students can expect from the teacher creates a safe yet challenging learning environment emphasizes time on task.

(D) RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING

Demonstrates respect for students and their individuality/differences is fair and flexible.

(E) EFFECTIVE COMMUNICATION SKILLS

Demonstrates passion, enthusiasm, charisma offers something substantive to say and knows how to say it raises provocative and significant questions instead of just providing answers commands student attention and maintains it inspires/motivates students is compassionate and caring.

(F) COMMITMENT TO TEACHING WELL

Engages in activities to continue to develop teaching skills invites and accepts feedback to improve tries new techniques to promote learning. This list is meant to represent a variety of criteria for determining teaching excellence.

RELATIONSHIP BETWEEN FACULTY MOTIVATION AND TEACHING EXCELLENCE

In the words of Robbins, 2000 motivation is ―the willingness to exert a persistent and high level of effort toward organizational goals, conditioned by the effort's ability to satisfy some individual need‖ . Motivation is considered to be a soul achievement of human resources management practices as almost all the human resource practices has fundamental aim which includes job involvement and job satisfaction of an employee and acquiring high level of work motivation (Jerris, 1999). Robbins et al (2005) said that employee's motivation is the ―willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual need‖. This definition clearly states that motivation is the willingness of employees to perform excellent work efficiently and this willingness only comes when they perceive that their effort would result in their need satisfaction. Although money is influential factor at every stage but at the same time it is not necessary that money alone can increase motivation of every worker there are intangibles (for instance empowerment, Recognition and feedback) that are primary motivators for the workers inspiration to perform effectively (Fuhrmann, 2006). Identical to every organization, teacher's motivation in higher education institutions is one of the imperative and inevitable objectives of institution management. Teachers at higher education level play an important role in institution's success and its good will among students and academia. Again motivation is significant contributor in teachers' performance in delivering knowledge and grooming their students as the global citizens and master of their specialized field. Porter et al (1973) stressed that teacher's motivation is important

for several different reasons. It is important for teachers self satisfaction and accomplishments, and for the reason that motivated teachers more probably work for educational reforms and progressive legislation particularly at higher education level and finally it is the motivated teacher who assures the completion of reforms that are originated at the educational policy making level. They further emphasized that teacher‘s job satisfaction and motivation is associated with decreased number of Institutional absenteeism and turnover.

TEACHERS CREATE MANAGERS

It is generally acknowledged that mission-critical constituents for universities and business schools are alike. The quality and achievements of academic complements determine the quality of management education programs, management research, and the perception of schools in academic as well as business environments (Duderstadt, 2001; AACSB, 2002; Lorange, 2003).Characteristics and performance of faculty members, like the number of PhDs on a school‘s faculty, international profile of faculty, and research output by faculty, play weighty role in modern business school rankings[3].The AACSB emphasizes the unique value of business school faculty: ―Although other types of business education may deliver effective business teaching , none can serve as a business knowledge creator, steeped in the scientific method, as can business schools. This role is critical for business school faculty as a professional differentiator that protects market value. Even more important ,the scholarship role of business faculty is an essential and irreplaceable function because societies and markets turn to business schools for knowledge advances that reflect academic tradition of theory and method ‖(AACSB,p.13).Next to their academic importance ,Duderstadt claims that faculty also has an important role in the governance of academic institutions. However, ―its ability to become directly involved in the detailed management of the institution has long disappeared as issues have become more complex and the time scale of the decision process has shortened (Duderstatd, 2001:30-31).Peter Lorange, dean of IMD, one of the world‘s

leading business schools, places faculty commitment to academic value creation at the pith of the development and realization of business school strategies. He argues that faculty ―spearheads program development constitutes a key vehicle for innovation and that most strategic decision setting in an academic institution (Lorange, 2003:207-8).Treasuring and acquiring such valuable resources obviously are major tasks for any academic institution in general and are becoming increasingly challenging for business schools in particular. Reasons for this can be found in characteristics of and development in the institutional context of business schools in general and their competitive environment in particular. In this environment, forces are at work that makes it difficult for business schools to attract and retain faculty.

LITERATURE REVIEW

Teacher attrition has been a topic in the Education literature for many years. It has been claimed that teacher attrition is a major problem in our schools and that between 20% and 50% of beginning teachers decide to leave the profession in the first three to five years (Ewing, 2001; Ewing & Smith, 2002). Teaching is usually considered a vocation, one involving a long term career path. Manuel (2003, p. 142) states that teaching isn‘t usually a “drop in, drop out or revolving door‖ type profession. Huberman as early as 1989 established that those who leave the profession usually do so in the first five years of entering the profession. For beginning teachers, how they survive the first year, if they do, can be a significant factor in decisions about remaining in or leaving the profession (Lang, 1999). For example, a 2003 Victorian Department of Education and Training Report reported that in the United States, a third of teachers leave the profession within three years and almost half within five years. In Britain, a 2003 survey by the University of Buckingham found that 30 per cent of British teachers who left teaching that year had been in the profession for less than five years (Hogan, 2007). The problem of faculty turnover has afflicted all disciplines, particularly in the last ten to twenty

years. The market for Ph.D.s outside academia has grown along with the dispersion of knowledge-based activity throughout the economy (Bowen and Schuster, 1986). Those with advanced degrees have proven their employability in a variety of fields. Considering that professors are paid roughly 25 to 30% less than similarly educated professionals, there is cause to worry that an increasing number of faculty will leave for the private sector (Bell, 2001).The benchmark study of faculty mobility was conducted by Caplow and McGee and published in 1958 as The Academic Marketplace. Thirty years later, Burke replicated their study, producing The New Academic Marketplace in 1988. Burke found that the market for professors had become radically different over those three decades. Beginning teachers are leaving their jobs at an alarming rate that harms both the school, especially urban ones, and student performance (Ingersoll & Smith, 2003; Howard, 2003). Remaining employees are often forced to shoulder increased workloads without a rise in pay. Heightened turnover often has a demoralizing effect on those who remain, as well as a negative effect on prospective employees. More concretely, high turnover is associated with low job satisfaction, poor productivity, and high stress among employees (Olsen, 1993). Nienhuis (1994) describes faculty as mobile, loyal to the discipline rather than the institution. .Considering the indications of an upward swing in both components, it is safe to assume that faculty turnover is causing greater problems for many administrators. Faculty who leave voluntarily tend to be characterized by a high achievement orientation (Barnhart, 1995) Bowen and Schuster‘s American Professors: A National Resource Imperiled, combining several studies, reports a 4% annual rate of attrition in early 1980s. Their definition of attrition, distinct from turnover, indicates the number of faculty who leave academia each year for reasons other than retirement. Since this figure does not include those faculty who departed for other postsecondary institutions, the rate of turnover as defined here must have been higher than the 4% attrition rate. Based on their studies, Bowen and Schuster predicted that attrition (not turnover) might average 4% per

year into the late 1990s and might even reach 6% by 2000. They added that if faculty positions become less economically attractive compared to positions in private industry, the rate of attrition could rise substantially. Though faculty salaries do lag considerably behind those of industry, a fairly large supply of PhDs in most fields has made faculty positions highly prized, thus potentially reducing turnover. Chairpersons wishing to retain faculty are aware that they cannot simply throw money at dissatisfied employees. Salary does not always provide adequate recognition or ensure contentment (Nienhuis, 1994). One study found that higher compensation levels increased the retention of assistant and associate professors, but had no effect on retaining full professors (Gill et al., 1992). The same study reported that six of the top seven reasons for departing were intangible benefits such as research opportunities. Naturally, faculty compare not only their salaries to those in other professions, but to other professors, in- and outside of their institutions. Universities and college administrators must be keenly aware of the salary and benefits packages offered by comparable institutions, but they must also watch out for disparities between and especially within their own departments. Serious morale and collegiality problems are posed when salary ranges are wide, and especially if junior faculty is paid higher than senior faculty. One study found that 27% of universities had used this particular tactic in an effort to recruit rising stars (Gill et al., 1992). In general, some research suggests that perceived equity of pay may be a more important determinant of commitment and satisfaction than basic level of pay (Mowday et al., 1982). Administrators should watch for this issue of fairness and not the simple economic bottom line. There are also non-salary incentives that can help recruit and retain faculty without raising salaries. One is to speed up the tenure clock. The promise of lifetime job security is certainly alluring, and can compensate for lower pay. In addition to early promotion, institutions can offer more generous research allowances, more frequent leaves of absence, and reduced teaching loads (Bowen & Sosa, 1989). While each of these tactics has economic consequences, a

careful combination of incentives and salary can end up saving money and retaining more faculties. Also, empirically, programs of communication intervention can improve job satisfaction, which directly supports the link between communication and job satisfaction. The crux of the teaching profession lies in communication, and communication is a significant and integral component of teacher job satisfaction (Miller et al., 1988), but one major gap is the paucity of research directly dealing with how communication variables affect teacher job satisfaction. Teacher job satisfaction is often cited and rendered important in both research on teacher attrition and teacher retention (Roach, 1991; Voke, 2002; Stockard & Lehman, 2004). First, some researchers and scholars tried to understand the high teacher turnover rate among beginning teachers by investigating the reasons and causes behind both teacher retention and teacher attrition (Connolly, 2000; Ingersoll, 2003; Ingersoll & Smith, 2003; Howard, 2003; Inman & Marlow, 2004; Heller, 2004; Stockard & Lehman, 2004). Moreover, teacher job satisfaction is frequently associated with burnout, work quality and professionality. Some scholars have focused exclusively on burnout in the teaching profession (Ebeling, 1983; Starnaman & Miller, 1992; Evan, 1999; Ven Der Doef & Maes, 2002). Researchers try conducting model tests and examine hypotheses of communication, burnout, organizational stressors and outcomes, and they discover that role stressors, workloads, work assessments, and professionality influence teachers‘ perceptions and attitudes towards their job satisfaction. There are many other ways institutions can actively seek to retain more faculty members. One is to address quality of life issues more thoroughly, which could mean providing assistance with housing or sponsoring faculty clubs. Collegiality is an often-overlooked part of the turnover equation, although majorities of the faculty who leave voluntarily cite personal factors such as relationships with colleagues as reasons for their departure (Johnsrud & Heck, 1994). Other strategies that have met with success include spousal hire programs, formalized training programs for department chairs, formal mentoring programs for all probationary

faculties, and explicitly written guidelines for tenure (Harigan, 1999).An oft-missing component of graduate education is preparation for the day-to-day life of the professor. That is, graduate students learn to be scholars, with little attention given to the other tasks a professor must complete. Increased attention to this matter in graduate training, along with orientation programs for new faculty, should make professors expectations for their careers more realistic, and reduce their interest in changing jobs. High levels of stress characterize the early years of academic appointment, but through the efforts of colleagues and superiors, they can be reduced. Deans, chairs, and senior faculty need to perceive support of new faculty as an investment in the success of the individual, the department, and the institution (Olsen, 1993).

DATA ANALYSIS AND INTERPRETATION

On the basis of above mentioned literature it is clarified that teacher plays a vital role in processing raw product into a finished good that the corporate demands. Quality teaching is the only technique that makes it possible to transfer knowledge and understanding from teacher to a student that helps the student in decision making after scanning the circumstances and environment. Teacher‘s excellence is not only essential in molding and refining the behavioral traits of student but also the characteristics and performance of faculty members, like the number of PhDs on a school‘s faculty, international profile of faculty, and research output by faculty, plays weighty role in modern business school rankings. Therefore, it is clear that a profile of faculty is not only beneficial for individual‘s development but also indirectly enhances the goodwill and maintain standards to an institution like, benchmarks we have IMD , IIM, MDI, XLRI; etc. But the fact that cannot also be denied that even business schools like IIM‘S is also facing the heat of talent crisis and unwanted employee turnover. The most ambitious organizations unable to succeed due to their inability to retain the right employees (Stovel and Bontis, 2002) .The unwanted departure of a faculty member disrupt research and teaching

programs, and leave students without an advisor familiar with their work (Ehrenberg et al., 1991). Therefore, it is of utmost importance that educational institutes should design and pursue policies/mechanisms so as to compete well in market place to attract and retain for them the best faculty talent. Future business school affluence hence depends on a principal area of attention within the human resources management function. For deans/directors of business schools it is paramount to develop effective retention based on an understanding of the factors that are relevant with respect to faculty retention strategies. This situation demands that management should identify the reason/s for this frequent change of employment by employees. Once this reason/s has been identified, management can then device retention strategies that will help in keeping essential employees for a rather longer tenure. It is therefore imperative for management to reduce, to the minimum, the frequency at which employees, particularly those that are crucial to its operations leave.

FINDINGS ON THE BASIS OF LITERATURE

FACULTY CRISIS

Recruiting top faculty is a major challenge for both newer schools and established institutions. Even though the demand for business education has been growing steadily over the last decade, the production of PhD-trained faculty has not risen to satisfy that demand. On the contrary, it has been declining, making it increasingly difficult for business schools to increase their faculty to meet the demand for business programs [1]. Presently, the biggest challenge faced by technical educational institutions in India is the acute shortage of qualified and competent faculties (Times News Network, 2006). The genesis of this lies in rapid mushrooming of technical institutions on account of surging demand of technically trained manpower by fast growing industrial sector of Indian economy; and abysmally low number of PhDs /Fellows in technical disciplines from premier institutions opting for the teaching careers on account of possibility of higher incomes from the non-academic career options (Rosenfield & Jones, 1988). Further

the problem of faculty shortage has been accentuated due to the entry of foreign universities in the India post to enactment of provisions of GATS Agreement to education sector in India in April 2005. This has resulted in a scenario where technical institutions in India are vying with each other to attract & retain for them the best available faculty talent. While most higher education institutions, especially professional institutes and colleges are able to develop the needed skills in students for success in the working world, experience shows that the management of upcoming technical and management institutions has failed to be just and fair in the treatment of their faculties.

SUGGESTIONS

- After undergoing the above mentioned literature the study suggests these plans of action for the quality management education organized with talents and teacher‘s excellence.
- Business schools must think of retaining faculties and should come up with the strategies in order to manage talents then only business schools can think of running quality management education at a global level.
- Varied kinds of incentives must be given to the faculty members so to stimulate and motivate them for research and innovations.

CONCLUSION

The study concludes that an individual puts its best and present creativity then only if he/she is in peace of mind and therefore leads to organizational development. How would you feel teacher giving session on ―job satisfaction‖ is himself/herself not satisfied with the job .And, under such dilemma of leaving the job or to stay with? How can a teacher think of doing research, experiments, and innovations under teacher‘s excellence? Teacher job satisfaction is often cited and rendered important in both research on teacher attrition and teacher retention (Roach, 1991; Voke, 2002; Stockard & Lehman, 2004). Hence it is required to

manage talents and make them feel belonging and valuable towards institution. Lynn (2002) supported the idea that educational leaders should provide professional learning and growth opportunities in order to motivate teachers and to enhance their performance so that business schools can strategically manufacture the quality products in this competitive era of today and teacher could excel in their expertise areas.

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IMPROVING TEACHER QUALITY, A KEYWORD FOR IMPROVINGEDUCATION FACING GLOBAL CHALLENGES

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ABSTRACT

Research shows that teachers are the single most important factor in student learning in schools. Students who have access to highly qualified teachers achieve at a higher rate, regardless of other factors. Teachers to be highly qualified must be well prepared, especially in improving the quality of education facing global challenges. For this purpose, we need teacher education reform that aligns teacher preparation with the demands of an emerging information society and an increasingly interdependent world at the end of the 20th Century. One concern focused on the quality of students who plan to enter the teaching profession. Generally, teacher profession is not attractive both for the prospective students and for the qualified experienced teachers, because of the low of teachers' welfare. As the result, the good potential students prefer to enter the other profession than enter the teaching profession, while the qualified experienced teacher, draw away from teaching profession and then enter the other profession that ensure better welfare whenever they have the opportunity for doing that. For the teaching profession to be attractive there is a need to improve teachers welfare by increasing their salary and providing good work condition that support them to carry out their task professionally. The second issue is program reform, which led to the development of standards of teacher preparation in various fields, and changes the curriculum itself.

Changing the curriculum must be competency-based, point out the teacher competency. According to Heil (2003), '. . . a key role for higher education institutions must be to graduate future teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching'.

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INTRODUCTION

Globalization has brought a great effect to human life not only in economic issues, but also in political, social, and cultural issues. Its effect can be positive, or negative, depends on the quality of human resources. Indeed, human resources with low quality will fail, whether the only human resources with high quality standard will succeed in facing global challenges.

Now is the moment when globalization will give rises to two possible alternatives for everyone and every nation.. The globalization may be as a threat or maybe as an opportunity. To be successful in facing global challenges, everyone or every nation must have great efforts to change the threat to be opportunity. These efforts must be supported by the improvement of human resources.

To produce human resources with high quality, we need education with high quality too. In fact, according to the demand of facing global challenges, we need to improve the quality of education and develop education standards that contain global and international issues. According to the Guidelines for Global and International Studies Education (United States, 2002), among these issues are: what should all our students be expected to know and understand about the world? What skills and attitudes will our students need to confront future problems, which most assuredly will be global in scope? How are the global and international dimensions of learning being addressed by the new academic standards? What do scholars from the international relations discipline and experienced practitioners of global education believe students should know, and how can these insight best be incorporated into the existing standards? What global and international education guidelines are appropriate for precollegiate education? How schools implement these guidelines when confronted with so many other problems?

The answers of the questions stated above present an array of diverse approaches, contents, skills, methods, and values. We need to develop a high quality education system in which every student can be provided access to the educational components that are essential to such system. According to The California Master Plan for Education (2003) among these components are as follows:

1. A qualified and inspiring teacher in the classroom
2. A rigorous curriculum that will prepare all students for success in postsecondary education, work, and society.
3. Current textbooks, technology, and instructional materials aligned with learning expectations. 4. Adequate learning support services.
5. Qualified school or campus administrators, to maintain an educational culture that is inviting and safe, and that places a high value on student achievement and teaching excellence, and
6. A physical learning environment that is safe, well equipped, and well maintained.

All the components stated above should be provided to every students enrolled in public education, from preschool to university levels.

A STRIVE TOWARDS PROFESSIONALISM

For education to improve, all the teachers must have a global perspective, well prepared and provided with ongoing professional development and appropriate support. All teachers have to fulfill the standards of professional teacher. For this purpose, we need standards with international scope and how to achieve these standards.

Based on the standard of the International Society for Technology in Education (ISTE), the National Council for Accreditation of Teacher Education (NCAT), the Association of Educational Communication and Technology (AECT), the American Association of School Librarian (AASL), there are some characteristics of professional teachers. Among of these characteristics are as follows:

In general, the competent teacher should have, and continually develop, the knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess and evaluate information from various media. The competent teacher should use that knowledge and skills to assist learners in solving problems, communicating clearly, making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments.

Particularly, the professional teachers should have mastery about basic computer/technology operations and concept, be able to apply technology in instruction, apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computer and technology. The professional teacher should understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse. Furthermore the professional teacher should be able to use telecommunications and information-access resources to support instruction.

There are some effective strategies can be implemented:

1. Improve the Curriculum of The Teacher Education by Competency Based, Broad Based, Life Skills, and Technology Based. The Competency-Based Curriculum represents an approach to instruction which emphasizes the application of knowledge in a manner which may be observed or measured. Competency-Based Curriculum guides focus on a comprehensive view of each course of study which is delineated into its essential components, a listing of the most important objectives to be mastered, and the competencies which every student should be able to demonstrate after instruction is completed. Competency-Based lessons require students to engage in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on

knowledge, but primarily on their ability to perform tasks associated with the knowledge acquired.

Likewise an education in life skills is designed to help children and young people to learn the skills they need to deal with the likely demands and challenges of modern life, help children develop a broad range of personal, social, cognitive and environmental skills.

Furthermore the philosophy underlying the organization of the curriculum is to provide students with the broad base of knowledge and skill which will not only allow them to compete successfully for high quality entry level positions, but will also provide the basis for lifelong success.

The technology base is more concerned with giving a broad overview of the various technologies available, the functions they can perform and their advantages and constraints. In addition to studying the current capability of a technology, students should be given some insight into how that technology might develop in the future.

2. Prepare New Teachers to Use and Integrate Technology.

This can be done by integrate technology applications into pre-service teacher assignment and activities. We mean by technologies especially learning and teaching technologies are those methods and practices used to learn and to facilitate learning. It is the way we learn and the way we teach. It include the tools we use and instructional design we apply. Technology in learning refers to both tools (the hardware, software, networks,etc.) and the processes (the methods and strategies used for instructions, the design of our educational organizations, learning management systems, etc.)

According to Gradler (2002), '. . . a growing challenge in education is establishing and implementing strategies to develop the skills and knowledge necessary for teachers to effectively use technology as instructional tools. The extent to which teachers are prepared to infuse technology into curricula and instruction is a major contextual factor'.

The problems may appear in this case are: what strategies are effective for preparing new teachers to integrate technology, and what can school leaders do to enable teachers to make effective use of technology.

Research findings cried out by Abbot & Faris (2000) indicate that effective strategies for preparing new teachers to use and integrate technology are: demonstrate infusion of technology into instructional practices, require that college faculty use technology in their courses as learning and teaching tool. Preserves elementary teachers learn technology integration strategies by working with and observing practicing teachers and students while they use technology.

In order to integrate new technologies into the curriculum, teachers will have to select appropriate software, construct new lesson plans, resolve a number of logistical problems, and develop appropriate methods of assessing student work.

Furthermore there are five studies identify strategies for school leaders to support and reinforce the exemplary use of technology with curricula, as pointed out by Cradler (2002), as follows:

1. School leaders can support on-site, just in-time learning by tailoring professional development to the perceived needs and curriculum goals and objectives of individual teachers (Cradler & Cradler (1995).

2. School leaders can allocate resources for at least four networked and internet-connected computers in each classroom (Becker, 1999).

3. School leaders need to model the use of technology in their work in order to encourage and reinforce the classroom infusion of technology by teachers (CEO Forum, 1999).

4. School leaders need to support technology policies that provide teachers easy access to technology resources and professional development opportunities (Zhao et al., 2002).

5. School leaders can enable teachers to observe practices in other district and states and to make recommendations for new practices based on their observation (OTA< 19959) .

3**. Select the Teacher Based on Professional Competency and Professional Responsibility**. In order to ensure the high quality of education, the Government should select the teacher based on professional competency and professional responsibility. In this case, it should be taken into account that not all of the teachers who have professional competency have also professional responsibility. According to Sonoma State University Academic Sonate (2003), '. . . the responsibilities of the teachers fall into five main areas: (1) to their subject; (2) to their students; (3) to the institution of which s/he is a part; (4) to their profession; and (5) to the community at large'.

The greatest problem in teaching is how to create, sustain, and motivate good teachers throughout their careers. Recruiting and preparing high quality teachers must remain a priority for policymaker.

4. Provide Enough Expenditure to Provide Technological Learning Tools and Equipment. When a school or district decides to implement education technology into the curriculum, one of its overriding goals must be to create plans and policies for all members of the learning community to have equitable access and use. Appropriate funding and professional development represent the key means of supporting equitable access and use of technology to ensure technology literacy and to support meaningful learning for all students.

Education technology consists of a wide range of hardware, software, and technical equipment used in schools to promote learning. Computers, CD-ROMs, the internet, e-mail, television monitors, video equipment, and satellite systems for distance learning are some of the education technologies that schools are using.

Means, Blando, Olson, Middleton, Morocco, Remz, and Zorfass (1993) suggest grouping education technologies according to their instructional use. They

categorize education technology into four basic uses: tutorial, exploratory, application, and communication:

1. Tutorial use includes expository learning, demonstration, and practice. Examples are drill-and-practice software, tutoring systems, instructional television, computer-assisted instruction, and intelligent computerassisted instruction.

2. Exploration applications may promote discovery or guided discovery approaches to helping students learn information, knowledge, facts, concepts, or procedures Examples are CD-ROM encyclopedias, micro worlds, hypermedia stacks, network search tools, and microcomputer-based laboratories

3. Application uses help students in the educational process by providing them with tools to facilitate writing tasks, analysis of data, and other uses. Examples are word processing and spreadsheet software, database management programs, graphic software, desktop publishing systems, hypermedia, network search tools, and videotape recording and editing equipment.

4. Communication uses are those that allow students and teachers to send and receive messages and information to one another through networks or other technologies. Examples are interactive distance learning through satellite systems, computer and modem, cable links, and e-mail.

5. All Teachers must be well provided with Ongoing Professional Development and Appropriate support. If we are to improve education, we must avoid the tendency to rely on simple generalizations and dichotomies. We need to attend to pre-service and in-service issues in improving teacher quality. We need to be discerning in the kinds of professional development that we support.

Teacher quality is not solely determined by a credential or degree, and we should think of it as a characteristic that evolves throughout a teacher's career, rather than as a static achievement. Teacher quality is an attribute that grows or diminishes based on conditions in which a teacher works, personal motivation, and opportunities for growth and development.

In order to make effective use of educational technology, not only new teachers but all of the teacher should have to master a variety of powerful tools, redesign their lesson plans around technology-enhanced resources, solve the logistical problem of how to teach a class full of students with a smaller number of computers, and take on a complex new role in the technologically transformed classroom. All teachers should recognize that they will never stop learning.

According to Schrum (2002), '. . . technology allows all sorts of possibilities for continuing education for teachers, but first they must be comfortable using it.. What we know doesn't work is somebody standing at the front demonstrating how to use a computer, and then everyone goes home. We know that becoming comfortable with technology takes an intense amount of time and that educators need to have the computers at school and, typically, at home if they are truly to become users'.

6. Enhance Teacher Welfare.

To do the task as teachers professionally, need full concentration and inspire by the teacher. Indeed, for the teachers to be able to concentrate and to be inspiring teachers in their professional tasks, their welfare should be reasonably fulfilled.

Quality teachers can be attracted, and retained by the promoting of an atmosphere of positive support for education, providing improved training and professional development, increasing teacher salaries, and installing outstanding facilities. Furthermore, special efforts must be made to attract to these schools qualified teachers who have the disposition and passion to persist in challenging environments and these teachers must receive the support necessary to enable them to improve their effectiveness.

In order to attract individuals to the profession and retain them, teacher salaries should be attractive for both new and experienced teachers and salary schedules should offer opportunities for increased compensation without leaving the classroom. In addition, we must create a school culture in which teachers assume leadership roles in school decision-making, collaboration occur on a regular basis,

professional development is ongoing, and new teachers are supported. Investment in the professional development of the teachers should not be lost by incentives and practices that draw most experienced teachers away from the classroom.

CONCLUSION.

Global challenges that influence all areas of human life in the world are the conditions that are naturally going on as the consequence of the rapid development of science and technology. It is impossible to be avoided but have to be faced by using resources with high quality especially human resources.

To face the global challenges successfully, we need the qualified human resources that can only be produced through authentic educational program and authentic educational process with high quality.

Teachers' quality is the keyword for ensuring the quality of education that indicated by the quality of output and outcome. Without qualified competent teachers, it is impossible to build a high quality education. On the other hand, qualified competent teacher will not able to carry out their task professionally without the proper conditions that support their task. Hence, in one hand we need to continually improve teachers' quality, and on the other hand we need to provide a proper condition to support teachers in their professional tasks.

RECOMMENDATION

1. To provide a high quality education, the Government should be committed to ensuring that every student has the opportunity to learn from a qualified and inspiring teacher.

2. To provide a high quality education, there is a need to develop a professional culture that respects teaching and learning, professional staff are supported in their effort to continually improve their effectiveness in promoting student learning, school sites are well maintained, school leaders build and maintain effective partnerships with parents, community groups, and local business, and instructional material are current and aligned with the academic content standards.

3. The Government should provide grand funding to develop the quality of human resource by providing enough expenditure for education development.

4. The Government should promote recognition that becoming a qualified and professional teacher is, a long term, and developmental process.

5. The Government should pay enough attention to teachers welfare to attract the good potential students to enter the teacher profession through the institution of teacher education, and retain the qualified experienced teacher for schools.

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"Effect of virtual classroom study on the Commerce and science Graduate students"

ABSTRACT

Department of Information Technology, Government of Madhya Pradesh has initiated innovative process towards providing quality education to the students in the colleges/colleges through Virtual Class Room Project. Selected colleges and colleges located in the state's urban and rural areas has been provided with the virtual class room facility by installing necessary equipments and inter connected through State Wide Area Network (SWAN), to the Bhopal-based studio at Academy of Administration.

Objectives of the Virtual Classroom Programme:

- To improve the quality of college education.
- To overcome the shortage of teachers in rural areas through Distance education.
- Providing all the benefits of expert teachers.
- To leverage the benefits of techniques.
- To make the difficult topics simple through technique.
- To support the students belonging to rural areas by providing Special education so as to help them to be selected for competitive examination
- Under the Virtual Classroom project, identified portions of the courses are being prepared by expert teachers and being delivered through the video conferencing facility

Features -

- Selected college / college student and teachers sitting in virtual classrooms of all the 313 blocks of the state get benefited directly from the Virtual Class Room broadcast programme.

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- All desired locations (Colleges/colleges) have been provided with 2 Mbps SWAN connectivity, LED TV, LCD Projector, Computer System, Cordless Micro Phones, Chat 50, HD Camera, UPS etc.,
- With hands on training to teachers for routine management of equipment
- Interactive approch.

This is a project jointly run by College Education Department, Tribal Welfare Department and Department of Higher Education, with technical support provided by Department of Information Technology .

1.2 OBJECTIVES OF THE STUDY:

1. To compare the level of commerce and science graduate students using and not using Virtual classroom study .
2. Study of the effect use Virtual classroom study on commerce graduate students.
3. Study of the effect use Virtual classroom study on science graduate students.

1.3 HYPOTHESIS:

1. There is no difference among commerce and science both the sex & stream whether using and not using virtual classroom study .

2. METHODS OF THE STUDY:

Independent variable has been treated at two level- users and non users of virtual classroom study , both of the sex, and both the stream Commerce & Science. So the research design will be 2x2x2 factors research design.

Table : 1.01 : Factorial Research Design

Users of Computer & Internet			**Non Users of Computer & Internet**	
M		**F**	**M**	**F**
Sci.	X1	X2	X3	X4
Comm.	X5	X6	X7	X8

3. SIGNIFICANCE OF THE STUDY:

Since virtual classroom study have become a part and parcel of most of the lives today, it is important to know whether Adolescents – in whom the creative instinct is pre eminently active- are effected by them or not. One can thus find out whether virtual classroom study has a favourable or unfavourable effect on the level of commerce and science graduate students.

Thus, this study will help a lot to specialists and teachers in framing college programmes and curriculum in relation to the virtual classroom study . It will enable them to make decision about the computer education at the age of Adolescents. They will be able to decide whether the education of virtual classroom study should be compulsory or not. They will be able to improve the creativity of students by making it compulsory or selective. Accordingly parents and teachers will be able to conduct the environment according to the favourable or unfavourable consequences of this study.

Thus the conduction of this study will be beneficial to all teachers, counsellors, policy makers and parents.

4. ANALYSIS OF DATA AND INTERPRETATION-

The major aim of present investigation was to study the effect of use of virtual classroom study on creativity of adolescents. Keeping in view the main objective and the variable under study, the investigator has analyzed the data under following 2 sections-

Section 1 - Comparison of commerce and science graduate students score of user and not users of virtual classroom study .

Section 2 - International effect of use of virtual classroom studyon creativity of commerce and science graduate students .

So it is clear from the table that males and females are same in their flexibility of ideas. But the girls are superior than the boys in fluency and originality because their

role in domestic life as well as out side of the house increases their fertility of ideas and their uniqueness of ideas.

The results shows in the tables 4.01 and 4.02 are diagrammatically presented in the figure 4.01 and 4.02.

4.1.2 : Study the creativity scores of Adolescent in relation to their stream

To study and compare the creativity of science student and commerce students, the Means, S.D. and 't' value has been computed as shown in following table.

TABLE – 4.01

Stream wise statistical values of creativity scores of Adolescents

Group	Mean	S.D.	't' values	Level of Significance
Science	**67.96**	**13.68**	**3.46**	**.01**
Commerce	**61.16**	**14.05**		

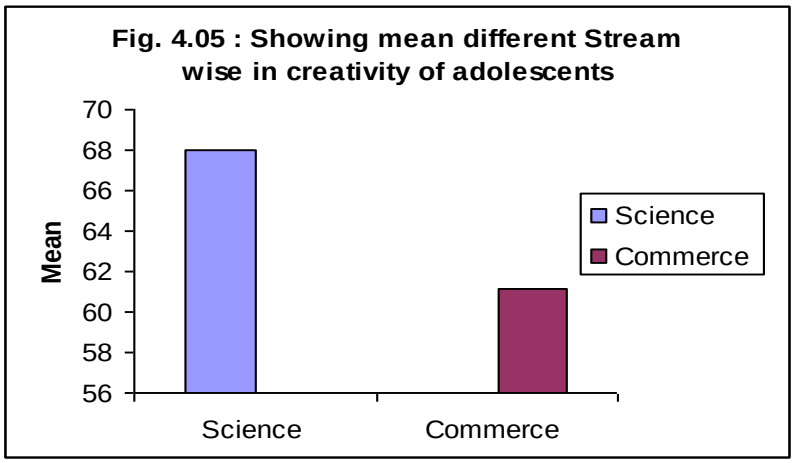
The mean value show in above table indicates that science students are more creative than of the commerce. And significant value of 't' at 0.01 level also confirms the same view that science students are more creative because they get more opportunities to explore their ideas in various areas and practical's than that of commerce. Thus the null hypothesis that there is no difference among the creativity scores of science and commerce student has been rejected. To know which group is sharing high in components of creativity, the calculated statistical values are shown in table 4.02.

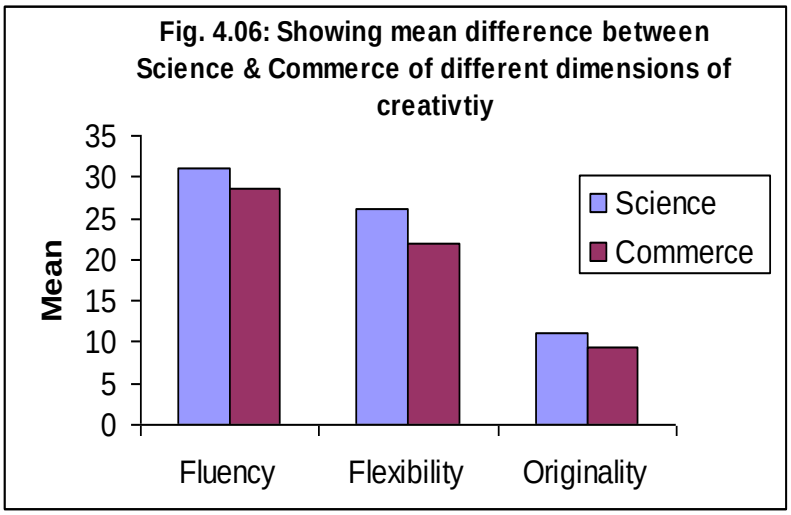
TABLE – 4.02

Stream wise, statistical values of different dimensions of creativity

Group	Fluency	Flexibility	Originality
Science	**M=31.08** σ = 6.94	**26.15** **4.50**	**11.06** **4.20**
Commerce	**M=28.71** σ = 6.80	**21.83** **4.71**	**9.40**
't' value	**2.44***	**6.62**	**2.41****
Level of confidence	***Significant at 0.5**	****Significant at 0.1**	

't' value given in the table specially of flexibility indicates that it is very high than required 't' value at .01 level of confidence. Thus it proves that science students have more flexibility as well as fluency and originality than of commerce students. And this difference is significant at .05 level of confidence as the 't' values of Fluency and Flexibility are showing.





5.1 FINDING OF THE STUDY:

Finding under various objectives are given below.

5.1.1 Comparison of commerce and science graduate students scores of users and not users of virtual classroom study :

i) Statistical analysis of the mean of creativity scores of virtual classroom study users, indicates that they differ in creativity significantly Virtual classroom study users are superior in all three dimensions of creativity than virtual classroom studynot users.

ii) When the researcher compared the creativity scores of virtual classroom study users and not users, sex wise, she found that virtual classroom study using males and females are highly creative than virtual classroom study not using male and females, as t value of all three dimension was found significant.

iii) In relation to stream virtual classroom study users of science as well as of commerce are more creative than virtual classroom study not user both the stream.

5.1.2 Interactional effect of use of virtual classroom studyon creativity of adolescents:

i) Summary of ANOVA indicates that creativity scores of adolescents differ on the basis of sex and stream.

ii) In relation of factional analysis, the interactional effect of A%B factor (stream % sex) is significant at 0.01 level of confidence i.e. sex and stream combined also effect the commerce and science graduate students.

iii) Either sex or stream when combined with the use of virtual classroom study effects the commerce and science graduate students.

iv) The study of interactional effect of all three independent variable –A%B%C i.e. stream % sex % use of virtual classroom study results in the rejection of null

hypothesis and it was found that all the three variables combinedly effect the commerce and science graduate students.

5.2 CONCLUSION:

On the basis of the findings given above it may be concluded that the use of virtual classroom study effect the creativity of Adolescents. Thus the use of virtual classroom study can develop higher level of creativity among young generation, so if we want to increase the creativity of young generation, we have to provide the environment for using virtual classroom study frequently.

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उच्च माध्यमिक स्तर पर राजस्थान माध्यमिक शिक्षा बोर्ड एवं सी.बी.एस.सी. बोर्ड के इतिहास के विषय के पाठ्यक्रम का तुलनात्मक अध्ययन

डा. अमित कृष्ण अवस्थी

1. **प्रस्तावनाः**—इतिहास राष्ट्र की स्मरण शक्ति है। डा. राधाकृष्ण के इन शब्दों के द्वारा इतिहास विषय का महत्व स्पष्ट होता है। उच्च माध्यमिक स्तर पर किसी भी बोर्ड में इतिहास विषय ऐच्छिक विषय के रूप में पढ़ाया जाता है। किसी भी बोर्ड में इतिहास विषय के पाठ्यक्रम में दी गई विषयवस्तु ,तथ्य ,पाठ्यक्रम की उपादेयता, इतिहास शिक्षण की विधियां, प्रविधियां, इतिहास शिक्षक द्वारा की जाने वाली गतिविधियां आदि के द्वारा ज्ञात किया जा सकता है। शोधकर्ता ने इन्ही तथ्यों को ध्यान में रखकर उच्च माध्यतिक स्तर पर राजस्थान माध्यमिक शिक्षा बोर्ड एवं सीबी.एस.सी. बोर्ड के इतिहास विषय के पाठ्यक्रम का तुलनात्मक अध्ययन किया है।

2. **समस्था कथन**—शोधकर्ता ने शोध समस्या का शीर्षक निम्न प्रकार चुना है। 'उच्च माध्यमिक स्तर पर राजस्थान माध्यतिक शिक्षा बोर्ड सी.बी.एस.सी. बोर्ड के इतिहास विषय के पाठ्यक्रम का तुलानात्मक अध्ययन (शिक्षकों ,अभिभावकों एवं छात्रों के विशेष संदर्भ में)

3. प्रस्तुत शोध के उद्वेश्यः—

1. इतिहास विषय के प्रति इतिहास शिक्षकों ,अभिभावको छात्रों की अभिवृत्ति ज्ञात करना।
2. इतिहास शिक्षण के उद्वेश्यों के प्रति शिक्षकों अभिभावाकों छात्रों के विचार ज्ञात करना।
3. इतिहास पाठ्यक्रम के प्रति शिक्षकों, अभिभावकों एवं छात्रों का दृष्टिकोण जानना।
4. इतिहास पाठ्यक्रम पुस्तकों के प्रति शिक्षकों, अभिभावकों छात्रों की अभिवृत्ति ज्ञात करना।
5. इतिहास विषय की प्रचलित शिक्षणविधि के सम्बन्ध में शिक्षकों अभिभावकों एवं छात्रों के विचार एकत्रित करना।
6. राजस्थान माध्यमिक शिक्षा बोर्ड एवं सी.बी.एस.ई. बोर्ड के पाठ्यक्रम में शिक्षकों अभिभावको, छात्रों के विचार जानना।

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7. राजस्थान माध्यमिक शिक्षा बोर्ड और सीबी.एस.ई. बोर्ड की पाठ्यवस्तु के सम्बन्ध में शिक्षकों ,अभिभावको ,छात्रों के विचार जानना।
8. राजस्थान माध्यमिक शिक्षा बोर्ड और सी.बी.एस.ई. बोर्ड की पाठ्यवस्तु के प्रति शिक्षकों अभिभावको ,छात्रों के अभिवृत्ति जानना।

4. **अध्ययन की परिकल्पनायेः–**

उच्च माध्यमिक स्तर पर राजस्थान माध्यमिक शिक्षा बोर्ड एवं सी.बी.एस.ई बोर्ड के इतिहास विषय के सम्पूर्ण पाठ्यक्रम का तुलनात्मक अध्ययन जो कि शिक्षको, अभिभावकों एवं छात्रों के विशेष संदर्भ में करने हेतु शून्य परिकल्पनाओं का निर्माण किया गया है।

1. सी.बी.एस.ई. एवं राजस्थान बोर्ड के इतिहास शिक्षकों की इतिहास पाठ्यक्रम ,पाठ्यवस्तु पाठ्यपुस्तक के प्रति सम्पूर्ण अभिवृत्ति में बोर्ड भिन्नता के आधार पर सार्थक अतंर नहीं होता है।
2. सी.बी.एस.ई एवं राजस्थान बोर्ड के इतिहास शिक्षकों की इतिहास शिक्षा के उद्वेश्यों विषयवस्तु का चयन ,पाठ्यपुस्तक का भौतिक एवं शिक्षण विधियों के प्रति सम्पूर्ण अभिवृत्ति में बोर्ड भिन्नता के आधार पर सार्थक अतंर नहीं होता है।
3. सी.बी.एस.ई बोर्ड एवं राजस्थान बोर्ड के अभिभावकों की इतिहास पाठ्यवस्तु, पाठ्य पुस्तकों के प्रति सम्पूर्ण विषय के प्रति अभिवृत्ति में बोर्ड भिन्नता के आधार पर सार्थक अतंर नहीं होता है।
4. सी.बी.एस.ई बोर्ड एवं राजस्थान बोर्ड के अभिभावकों की इतिहास शिक्षक के उद्वेश्यों विषय वस्तु का चयन ,पाठ्य पुस्तक का भौतिक स्वरूप एवं शिक्षण विधियों के प्रति सम्पूर्ण अभिवृत्ति में बोर्ड भिन्नता के आधार पर सार्थक अतंर नहीं हेाता है।
5. सी.बी.एस.ई. बोर्ड एवं राजस्थान बोर्ड के इतिहास के छात्रों की इतिहास विषय के पाठ्यवस्तु, पाठ्यपुस्तक के प्रति सम्पूर्ण अभिवृत्ति में बोर्ड भिन्नता के आधार पर सार्थक अतंर नहीं हेाता है।
6. सी.बी.एस.ई. बोर्ड एवं राजस्थान बोर्ड के इतिहास छात्रों को इतिहास शिक्षण के उद्वेश्यों विषयवस्तु का चयन ,पाठ्यपुस्तक का भौतिक स्वरूप एव शिक्षणविधियों के प्रति सम्पूर्ण अभिवृत्ति में बोर्ड भिन्नता के आधार पर सार्थक अतंर नहीं होता है।

5. **शोधविधि एवं न्यायदर्शः–** प्रस्तुत शोधकार्य में शोध के उद्वेश्य एवं परिकल्पनाओ की जाँच हेतु सामाजिक सर्वेक्षण विधि का प्रयोग किया गया है।

प्रस्तुत शोधकार्य में राजस्थान राज्य के जयपुर ,अलवर, दौसा, भरतपुर, धौलपुर ,सवाईमाधोपुर, सीकर जिलो को लिया गया है। इन जिलो से संयोगिक आधार पर चयनित न्यादर्श का विवरण है।

सारणी–3.1 न्यादर्श

	राजस्थान वोर्ड	सी.बी.एस.ई. वोर्ड	कुल योग
शिक्षक	**50**	**50**	**100**
अभिभावक	100	100	200
छात्र	400	400	800
कुल योग	550	550	1100

6. **शोध में प्रयुक्त उपकरणः–**

प्रस्तुत शोधकार्य में शोध छात्र द्वारा स्वनिर्मित उपकरणों का प्रयोग किया गया है। दोनों उपकरण निम्न लिखित है–

1. इतिहास विषय के प्रति अभिमत मापनी।
2. इतिहास विषय के प्रचलित पाठ्यक्रम के प्रति अभिमत मापनी।

7. अध्ययन से प्राप्त निष्कर्षः–

प्रदत्तों के सांख्यिकीय विश्लेषण एवं व्याख्या से शोध के निष्कर्ष प्राप्त किये गये है ।शोध के उद्वेश्यों के आधार पर प्राकल्पनाओं के सत्यापन से निम्नलिखित निष्कर्ष प्राप्त हुये है–

निष्कर्ष परिकल्पना सं.–1:– राजस्थान बोर्ड के शिक्षको का कम मध्यमान यह प्रदर्शित करता है कि राजस्थान बोर्ड के छात्रों की इतिहास पाठ्यक्रम, पाठ्यवस्तु के प्रतिसम्पूर्ण अभिवृत्ति निम्न स्तर की है।

निष्कर्ष परिकल्पना सं.–2 –राजस्थान बोर्ड के शिक्षकों का कम मध्यमान यह प्रदर्शित करता है कि राजस्थान बोर्ड के छात्रों की शिक्षण के उद्वेश्यों विशयवस्तु चयन ,पाठ्यपुस्तक के भौतिक स्वरूप एवं शिक्षण विधियो के प्रति सम्पूर्ण अभिवृत्ति निम्न स्तर की है। आकड़ों से प्राप्त

परिणाम इंगित करते है कि अध्यापक के कार्य करने की परिस्थिति बोर्ड भिन्नता से प्रभावित नहीं होती है।

निष्कर्ष परिकल्पना सं.–3 राजस्थान बोर्ड के अभिभावकों का कम मध्यमान यह प्रदर्शित करता है कि राजस्थान बोर्ड के अभिभावकों की इतिहास पाठ्यक्रम, पाठ्यवस्तु के प्रति सम्पूर्ण अभिवृत्ति निम्न स्तर की है। अवलोकन से प्राप्त परिणाम इस तथ्य को प्रकट करते है कि अभिभावक चाहे उनके बालक किसी बोर्ड से सम्बन्धित है वह इतिहास विषय को महत्वपूर्ण मानते है।

निष्कर्ष परिकल्पना सं.–4 राजस्थान बोर्ड के अभिभावकों का निम्न मध्यमान यह प्रदर्शित करता है कि राजस्थान बोर्ड के अभिभावकों की शिक्षण के उद्वेश्यों, विषयवस्तु, पाठ्यपुस्तक के भौतिकस्वरूप एवं शिक्षण विधियों के प्रति सम्पूर्ण अभिवृत्ति निम्न स्तर की है।

आकड़ो से प्राप्त तथ्य यह दर्शाते है कि दोनो बोर्ड में इतिहास विषय शिक्षण के उद्वेश्यों, विषयवस्तु चयन ,पाठ्यपुस्तक का भौतिकरूप एवं शिक्षण विधियों के प्रति सम्पूर्ण अभिवृत्ति में स्पष्ट अन्तर है।

निष्कर्ष परिकल्पना सं.–5 राजस्थान बोर्ड के छात्रों का कम मध्यमान यह प्रदर्शित करता है कि राजस्थान बोर्ड के छात्रों की इतिहास पाठ्यक्रम, पाठ्यवस्तु, पाठ्यपुस्तक के प्रति सम्पूर्ण अभिवृत्ति निम्न स्तर की है। इस तथ्य से स्पष्ट है कि इतिहास के छात्रों उच्च माध्यमिक स्तर पर परिपक्व हो चुके होते है। इतिहास के प्रति उनकी अभिवृत्ति में अन्तर बोर्ड भिन्नता के कारण होता है।

निष्कर्ष परिकल्पना स.–6 राजस्थान बोर्ड के छात्रो का कम मध्यमान यह प्रदर्शित करता है कि राजस्थान बोर्ड के छात्रों की शिक्षण के उद्वेश्यों, विषयवस्तु ,पाठ्यपुस्तक के भौतिक रूप एवं शिक्षण विधियो के प्रति सम्पूर्ण अभिवृत्ति निम्न स्तर की है।

तालिका के विश्लेषण से प्राप्त परिणाम इस बात की पुष्टि करते है कि प्रचलित पाठ्यपुस्तक के प्रति अभिवृत्ति में दोनों बोर्ड के छात्रों में पर्याप्त अतंर है।

शोध के शैक्षिक निहितार्थ– प्रस्तुत शोध कार्य इतिहास विषय के प्रति अभिभावकों, शिक्षको एवं छात्रों के दृष्टिकोणों को व्यक्त करता है। अभिभावकों के लिये यह दिशा– निर्देश प्रदान करता है कि विभिन्न विषयों मे एकमात्र इतिहास विषय ही ऐसी विषयवस्तु एवं सीखने के

अनुभव प्रदान करता है जिससे छात्रों मे भारतीय संस्कृति के प्रति गर्व का भाव विकसित हो। समस्त विश्व मे भारतवर्ष को विश्वगुरू क्यों कहा गया है इस प्रश्न का तर्क पूर्ण उत्तर इतिहास विषय से ही प्राप्त होता है इतिहास विषय की दैनिक जीवन मे महत्व एवं उपादेयता के प्रति छात्रो में जागरूकता उत्पन्न करने के लिये अभिभावको को इतिहास के वास्तिविक स्वरूप पर लिखी गयी प्रमाणित पुस्तकों को अपने बालक– बालिकाओ को उपलब्ध कराना होगा। भ्रामक तथ्यों पर चर्चा एवं तर्कपूर्ण निष्कर्ष प्राप्त करने के लिये पारिवारिक वातावरण को संस्कारमय बनाना होगा।प्रस्तुत शोध के निष्कर्ष इस दिशा मे भी संकेत करते है कि अभिभावक अपने बच्चे को प्रवेश दिलाते समय बोर्ड को महत्व अवश्य देते है, किन्तु उनके लिये इतिहास विषय का महत्व कम या अधिक नहीं होता । इतिहास विशेष घटनाये वर्तमान समय मे निर्णय लेने मे भी सहायता प्रदान करती है अतः अभिभावको द्वारा इतिहास विषय का महत्व स्वीकार किया गया है।

शिक्षकों के लिये इतिहास विषय केवल उपदेशात्मक या प्रबोधात्मक विषयवस्तु न होकर राजनैतिक घटनाओ एवं दक्षताओ का वास्तविक चित्र प्रस्तुत करने वाला विषय है। युवा पीढ़ी को इतिहास विषय का ज्ञान इसलिये आवश्यक है क्योकि वह पुरातन पीढ़ी की त्रुटियों एवं उपलब्धियों को समझ कर उसका लाभ ले सके। शिक्षकों को इतिहास को रोचक एवं बोधगम्य बनाने हेतु नवीन शिक्षण व्यूह रचनाओं का प्रयोग करना चाहिए।

यह शोधकार्य शिक्षा नीति निधरिकों को यह संदेश देता है, कि पाठ्यक्रम चाहे किसी भी बोर्ड का हो शिक्षक ,छात्र, अभिभावक उनमें से दैनिक जीवन के लिये उपयोगी खण्ड को ही महत्व देते है। अतः पाठ्यक्रम की प्रासंगिकता समसामयिकता एवं औचित्य को ध्यान में रखते हुये विशेष महत्व दिया जाना चाहिए।

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''अध्यापक शिक्षा में गुणवता विकास, प्रबंधन एवं चुनौतियॉ''

प्रेरणा जैन

भूमिका –

संसार में अनेक व्यवसाय है। प्रत्येक की अपनी जिम्मेदारी होती है। जैसे – डॉक्टर, इंजीनियर, वकील, सैनिक और देश की सुरक्षा के लिये प्राणों की बाजी तक लगाकर सिपाही बनते है। ऐसे ही शिक्षक भी बना जा सकता है। अध्यापक शिक्षा का ध्येय यही है। अध्यापक शिक्षा स्नातक या अधिस्नातकों में शिक्षकों की जिम्मेदारियों को निभाने की योग्यता विकसित करती है।

अध्यापक शिक्षा वह है, जिसके द्वारा ही व्यक्ति का चारित्रिक और व्यक्तित्व का विकास किया जाकर मूल्यों पर आधारित शिक्षा के लिये अनुकूल परिवेश का निर्माण किया जाता है।

शिक्षक का ही कार्य मानवीयता, भावनाओं की अनुभूति देना है। यही कारण है कि सारी मशीनी सुविधा होने के बावजूद भी शिक्षक का कोई विकल्प नहीं है। शिक्षा का कार्य मानवता को प्यार का कोरा अर्थ बताना नही बल्कि उसकी प्रगाढ़ अनुभूति देना है। इस अनुभुति की अनुभूति कराने के लिये शिक्षक की उपस्थिति अविस्थापनीय है, क्योंकि शिक्षक अर्थ नही अनुभूति देता है।

इसीलिये अध्यापक शिक्षा बहुत जरूरी है और साथ ही उनमें नैतिक मूल्यों का समावेश होना भी बहुत जरूरी है, क्योंकि अध्यापक शिक्षा मनुष्य के व्यक्तित्व, चारित्रिक, सामाजिक एवं नैतिक विकास की शिक्षा है।

अध्यापक शिक्षा आयोजन से सामाजिक दायित्वों को बल मिलता है। अध्यापक की गुणवत्ता का विकास अध्यापक शिक्षा से ही होता है। वर्तमान परिपेक्ष्य में शिक्षा को छात्रों से जोड़ने में सहायक है। अध्यापक ही नैतिक मूल्यों के विकास का आधार है।

ईश्वर के तीन रूप मिलकर तीन कार्य करते है। ब्रह्मा का कार्य– सृष्टि का सृजन करना, विष्णु का कार्य– उस सृष्टि का पालन–पोषण करना तथा महेश का कार्य–संहार

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करना। जिन कार्यो को ये तीनों मिलकर करते है, उन्हीं कार्यो को शिक्षक अकेले करता है। इसीलिये शिक्षक को तीनों रूपों में परब्रहम् कहा गया है।

आज नैतिक मूल्यों की बात करें तो समय के साथ बहुत अंतर आ गया है। आज का मानव बहुत स्वार्थी हो गया है उसमें स्व एवं पर की भावना विकसित हो गई हैं। इन्हीं कारणों से हमारें व्यक्तिगत, पारिवारिक, सामाजिक, आर्थिक जीवन में दिन–प्रतिदिन तनाव एवं घुटन बढ़ती जा रही है। चारों ओर तनाव, कलह, भ्रष्टाचार, रिश्वतखोरी, दुष्कर्म, हिंसात्मक विद्रोह पनप चुके हैं। ये सभी नैतिक मूल्यों के पतन के ही कारण है। हमारे नैतिक मूल्य इतने गिर गये है कि जीने का अर्थ ही बदल गया है।

आज जब सम्पूर्ण विश्व पुनः मानव मूल्यों की स्थापना के लिये संघर्ष और संक्रमण के दौर से गुजर रहा है ऐसे में शिक्षक और अधिक मूल्यवान बन पड़ा क्योंकि वही मानवीयता और भावनाओं का वाहक है।

अध्यापक शिक्षा और नैतिक मूल्य :– अध्यापक शिक्षा ही एक ऐसा माध्यम है जिसकी सहायता से विद्यालयी शिक्षा का संबंधीकरण उच्च शिक्षा के साथ किया जा सकता है। जो भावी अध्यापकों के समाजीकरण की दिशा में सहयोगी शिक्षण अध्यापक विद्यालयों के अध्यापकों का मार्गदर्शन एवं सहयोग परिणामोन्मुख साबित हो सकता है। अध्यापक शिक्षा ऐसी तकनीक है, जिसमें शैक्षिक कार्यो के लिये अध्यापकों को प्रशिक्षण देकर शैक्षणिक कौशल का विकास किया जाता है। अध्यापक शिक्षा एक मिशन है जिसमें राष्ट्रीय विकास के लिये व्यक्तियों को विभिन्न संदर्भो में तैयार किया जाता है।

अध्यापक शिक्षा कई कारणों से महत्वपूर्ण है –

* सामाजिक मार्गदर्शन का महत्वपूर्ण अभिकरण है।
* अध्यापक प्रशिक्षण प्राप्त करने के कारण समाज में व्यक्ति को उसके कर्तव्यों और अधिकारों से अच्छी तरह परिचय करा देते है।
* अध्यापक शिक्षा समाजीकरण में सहायक है।
* अध्यापक शिक्षा का महत्व सैद्धान्तिक और व्यवहारिक शिक्षा प्रदान करने में अध्यापक शिक्षा सहायक है।

* शैक्षिक प्रक्रिया एवं शिक्षण कार्य में गतिशीलता लाने की दृष्टि से भी अध्यापक शिक्षा में महत्व है।
* अभिप्रेरणात्मक एवं मनोवैज्ञानिक दृष्टि से छात्रों के ज्ञान में वृद्धि करने और शिक्षा के प्रति छात्रों की रूचि पैदा करने में भी अध्यापक शिक्षा महत्वपूर्ण है।

अध्यापक शिक्षा की आवश्यकता मनोवैज्ञानिक, उद्यमगतता, संविधानगत लक्ष्यों की उपलब्धि के लिये, राष्ट्रीय समस्याओं के समाधान के लिये, गुणवत्ता सम्पन्न अध्यापक की तैयारी के लिये शैक्षिक आवश्यकता, आर्थिक आवश्यकता सामाजिकता के लिये हुई।

वर्तमान समय में शिक्षण की प्रक्रिया अत्याधिक जटिल हो गई है। आधुनिक संदर्भ में शिक्षण अध्याय प्रकरण परम्परागत नही अपितु अध्यापक शिक्षा के लिये महत्वपूर्ण पक्ष है। प्रत्येक स्तर पर योग्य एवं कुशलता प्राप्त शिक्षक–शिक्षिकाओं को तैयार करने का दायित्व अध्यापक शिक्षा कार्यक्रम का रहा है, किन्तु इस क्षेत्र में ऐसी अनेकानेक ऐसी समस्याएँ उत्पन्न हो गई है, जिनकी वजह से शिक्षा कार्यक्रम माध्यम से निर्धारित उद्देश्यों की प्राप्ति कठिनतर होती जा रही है। इस प्रकार अध्यापक शिक्षा के क्षेत्र में अनेकानेक चुनौतियॉ दिन–प्रतिदिन सृजित और विकसित हो रही है। जिनका सामना करना प्रत्येक यर्थाथ एवं आदर्श अध्यापक का उत्तरदायित्व हो जाता है।

नैतिक मूल्य क्या हैं? – यह प्रश्न अपने आप में मूल्यवान है। नैतिक मूल्य वह है जो मानव इच्छा की तृप्ति करें, जो व्यक्ति तथा उसकी जाति के संरक्षण में सहायक हो।

नैतिक मूल्य ऐसी आचरण संहिता या सदगुण है, जिससे व्यक्ति अपने लक्ष्यों की प्राप्ति हेतु जीवन पद्धति का निर्माण करता है तथा अपने व्यक्तित्व का विकास करता है। नैतिक मूल्य मनुष्य के अन्तःकरण में जगाती हुई वह शक्ति है जो उसे एक विशिष्ट प्रकार के कर्म करने के लिये प्रेरित करती है और उसके आचरण को अनुशासित करती है। नैतिक मूल्य परिवर्तनशील समाज की वह धुरी है जिसके कारण समाज का अस्तित्व है। व्यक्ति के आचरण और व्यवहार को समाज के समक्ष प्रस्तुत करने का कार्य नैतिक मूल्य ही करते है। यह भी कहा जा सकता है कि नैतिक मूल्य मनुष्यों के अन्तःकरण में जागती हुई वह शक्ति है जो उसे एक विशिष्ट प्रकार से कर्म करने के लिये प्रेरित करती है और उसके आचरण को

शासित करती है। नैतिक मूल्यों में दया, समता, ममता, नम्रता, विवेक, क्षमा, तपस्या, बलिदान और त्याग जैसे गुणों का समावेश होता है।

हमारे कई महापुरूषों के नाम इसी संदर्भ में विख्यात है, क्योंकि वे नैतिक मूल्यों के लिये ही जिये और नैतिक मूल्यों के लिये ही मृत्यु का वरण किया।

अतःएव –

कर्म वही जिनसे मिले, सदा जगत में मान,
जिनकी सब निंदा करें, उन्हें त्याज्य ही जान।

अध्यापक शिक्षा एवं गुणवत्ता – गुणवत्ता अध्यापक प्रशिक्षण कार्यक्रम का सार है। इसके न रहने पर अध्यापक शिक्षा न केवल आर्थिक तौर पर बेकार है, बल्कि शिक्षा स्तर के सम्पूर्ण स्त्रोत का ह्रास है। अध्यापक गुणवत्ता का विकास अध्यापक शिक्षा की गुणवत्ता से ही होता है। अध्यापक ही नैतिक मूल्यों के बीज बोने का माध्यम है, जब बालक शिक्षित होने के साथ ही संस्कारित होगा तभी अध्यापक और शिक्षा में गुणवत्ता का सही पैमाना परिलक्षित होगा, क्योंकि शिक्षा दे देना ही और उसको कुछ बना देना ही पूर्ण नहीं है, अध्यापक की गुणवत्ता जब ही सार्थक होगी जबकि वह अपने शिष्यों में संस्कारित नैतिक मूल्यों के बीज को अंकुरित करके एक छायादार वृक्ष के रूप में खड़ा न कर दे, जो घर–परिवार, समाज और देश–विदेश में अपनी मिसाल कायम रख सकें, क्योंकि शिक्षा ही व्यक्ति की अन्तर्निहित शक्ति को उजागर करती है वर्तमान समय में शिक्षा के स्तर में गिरावट आई है। शिक्षा के स्तर की इस गिरावट को रोकने के लिये अध्यापक शिक्षा में सुधार और गुणवत्ता जरूरी है।

अतःएव वर्तमान शिक्षा ऐसी होनी चाहिये जिसके अन्तर्गत बालक स्वयं स्वेच्छा से शाश्वत नैतिक मूल्यों का पालन करें, जिससे व्यक्ति, समाज और सभी का कल्याण संभव हो।

नैतिक मूल्यों की स्थापना में अध्यापकों की भूमिका :– हमारे आदर्श समाज के निर्माण और राष्ट्रके सामाजिक और सांस्कृतिक विकास में अध्यापक की महत्वपूर्ण भूमिका रहती है। मूल्य शिक्षा संबंधी प्रत्येक योजना का सफल क्रियान्वयन, शिक्षकों के वैयक्तिक व्यवहार, शिक्षक अधिगत प्रक्रियाओं व कार्यनिष्ठा पर निर्भर करता है। अपने शिष्यों के कल्याण के लिये पूर्णतः कटिबद्ध, परिश्रमी व सृजनशील शिक्षकों ने शिक्षा प्रणाली में व्याप्त असंतोष व नगण्य

लाभो के बावजूद अपने दायित्वों को समपर्ण भाव से निभाया है। शिक्षकों को मूल्यपरक शिक्षा के संचालन में सक्षम होना चाहिये। शिक्षकों को स्वयं के लिये मूल्यों का निर्धारण करना होगा। उन्हें इन मूल्यों के संबंध में स्वयं सचेष्ट एवं सक्रिय रहना होगा। मूल्यों के प्रति अपनी अपनी प्रतिबद्धता विकसित करनी होगी तथा मूल्यों के शिक्षण हेतु निश्चित शिक्षण संवहन खोजने होगे। सुयोग्य भावी शिक्षक तैयार करने का दायित्व शिक्षण संस्थानों/विभागों का है। भावी शिक्षकों की तैयारी के समय मूल्यपरक शिक्षा के सैद्धान्तिक, क्रियात्मक व शोध पक्ष पर विशेष ध्यान देना अपेक्षित है।

कुशल तथा प्रभावी शिक्षकों को तैयार करने की जिम्मेदारी मुख्य रूप से अध्यापक शिक्षा संस्थानों की है। शिक्षक, प्रशिक्षक, छात्राध्यापक के मूल्यों के विकास में महत्वपूर्ण भूमिका निभा सकते है। आजकल के अध्यापक शिक्षा कार्यक्रम प्रायः नीरस, परम्परागत, जड़वत, निष्प्राण, व सृजनात्मकता की हत्या के षडयंत्र है। प्रशिक्षकों के मशीन सृदश व्यवहार अमनोवैज्ञानिक दृष्टिकोण अध्ययन विमुख नवाचार अपनाने से बचने की प्रवत्ति निम्नस्तरीय अभिप्रेरणाव परम्परावादिता ने मानव मूल्यों के विकास को बाधित किया है।

एन.सी.टी.ई. द्वारा अनुशंसित पाठ्यक्रमानुसार अध्यापक शिक्षा के दो प्रमुख क्रियाकलाप है– एक सैद्धान्तिक और दूसरा प्रायोगिक। कौल तथा एन.पी.ई. (1986) के प्रभावी कार्यक्रमों को अपनाकर हमारे अध्यापक शिक्षक तथा छात्राध्यापक, अध्यापक शिक्षा केन्द्रों के मूल्य अभिमूख वातावरण सृजित कर लाभ प्रद अनुभव प्राप्त कर सकते है। एन.पी.ई. में कई बातों से प्रतीत होता है कि मूल्यपरक अध्यापक शिक्षा की संभवनायें उच्च है। अध्यापक शिक्षा के मानवीय प्रारूप पर बल दिया जाना चाहिये ताकि शिक्षक शिक्षा के माध्यम से यह प्रयास किया जाना चाहिये कि विद्यार्थियों के मस्तिष्क में राष्ट्रीय चेतना का सदृढ़ आधार बन जाये।

यंत्र तो सूचना देकर बालक को लोह मानव या सूचनाओं का पुंज अवश्य बना सकते है। बिना स्नेह कण रोपे बालक सृजक उर्वरक नहीं हो सकता है। यह स्नेह कण रोपने का कार्य शिक्षक ही कर सकता है। इन मानवीय पौधों को बढ़ाने के लिये अनुभूति को गहराईयॉ देने के लिये शिक्षक की भूमिका ही एकमात्र विकल्प है।

नैतिक मूल्यों का पतन :– नैतिक मूल्यों में समय के साथ ही अंतर आ रहा है। नैतिक मूल्य इतने गिर गये है कि जीवन जीने का अर्थ ही बदल ही गया है। इसी कारण नैतिक

मूल्यों का ह्रास हो रहा है। नैतिक मूल्यों के पतन के लिये काफी हद तक जिम्मेदार हम हमारा समाज और हमारी शिक्षा क्योंकि कोई भी मनुष्य जन्मजात खराब नहीं होता, उससे वातावरण खराब बनता है। मनुष्य स्वार्थी हो चुका है। उसे पर की भावना विकसित हो गई है। वह बदला लेने को उतारू है। सतयुग से कलयुग की ओर बढ़ते बढ़ते हम देख रहे है कि प्राचीन नैतिक मूल्यों में धीरे–धीरे कमी आ रही है। नैतिक मूल्यों की यह संकटग्रस्त स्थिति विद्यालय, महाविद्यालयों, विश्वविद्यालयों के छात्रों एवं शिक्षकों सभी में व्याप्त है। यह एक सार्वजनिक समस्या बन गई है। विकास एवं शांतिप्रिय सुरम्य जीवन के लिये यह स्थिति अत्यंत घातक है।

नैतिक मूल्यों का समावेश :– अध्यापक शिक्षा की बात कर रहे है तो अध्यापक शिक्षा में नैतिक मूल्यों का समावेश आज की महती आवश्यकता है क्योंकि जब तक अध्यापक के अंदर आचार, विचार, संस्कार के तौर–तरीके सही नहीं होगे वह बालकों को कैसे संस्कारित करेगा।

शिक्षा देश की रीढ़ है जिस प्रकार विकृत रीढ़ से एक व्यक्ति स्वस्थ नहीं कहला सकता उसी प्रकार विकृत शिक्षा व्यवस्था से देश का निर्माण नही हो सकता वर्तमान विश्व समाज को देखकर यह कहना कदापि गलत नहीं है कि आज ही शिक्षा व्यवस्था में कहीं न कहीं कोई न कोई कमी अवश्य है।

अगर गौर करेगें तो देखेगे कि नैतिक मूल्यों का अभाव सर्वत्र दृष्टिगोचर हो रहा है। इसका मूल कारण– शिक्षा में नैतिक मूल्यों की कमी जबकि शिक्षा में नैतिकता का पुट ही उसे पशु से देवत्व बनाता है। इसीलिये इस समस्या से निजात पाने के लिये अध्यापक शिक्षा में नैतिक मूल्यों का समावेश जरूरी है। शिक्षा मे नैतिक मूल्यों का स्थान सर्वोपरी है। हमारा संविधान नैतिक मूल्यों की अमूल्य निधि है– बालको को मूल्यपरक शिक्षा देनी चाहिये जो मूल्य बताये गये है उन्हें शिक्षकों द्वारा शिक्षण के दौरान विद्यार्थियों के जीवन में उतारना होगा। जब सम्पूर्ण विश्व मानव मूल्यों की स्थापना के लिये संक्रमण और संघर्ष के दौर से गुजर रहा है तो ऐसे में शिक्षक और अधिक मूल्यवान बन पड़ा है। उन्हें कायम रखने के लिये शिक्षा नीति में सुधार अपेक्षित है, क्योंकि छात्र ही तो भावी समाज के निर्माता, देश के कर्णधार है। शिक्षा

समाज की वह पीढ़ी है जिस पर पांव रखकर व्यक्ति अपने संस्कारों को संवारता है और शिक्षा को दिशा प्रदान करता है।

''एक डॉक्टर की गलती कब्र में दफन हो जाती है, एक इंजीनियर की गलती नींव में दब जाती है, लेकिन एक शिक्षक की गलती पूरे समाज में उभरकर आती है।''

इसीलिये समाज सुधार व व्यक्तिगत निर्माण में नैतिक मूल्यों का होना अत्यंत आवश्यक है।

निष्कर्ष :– नैतिक मूल्य परिवर्तनशील समाज की वह धुरी है जिसके कारण समाज का अस्तित्व है। व्यक्ति के आचरण और व्यवहार को समाज के समक्ष प्रस्तुत करने का कार्य नैतिक मूल्य ही करते है। यह भी कहा जा सकता है कि नैतिक मूल्य मनुष्यों के अन्तःकरण में जागती हुई वह शक्ति है जो उसे एक विशिष्ट प्रकार से कर्म करने के लिये प्रेरित करती है और उसके आचरण को शासित करती है। नैतिक मूल्य ही व्यक्ति के चरित्र का निर्माण करते हुये उसे संस्कारों का प्रणेता बनाने की दिशा में अग्रसर होते है। नैतिक संस्कारों के संरक्षक कहलाने वाले मनुष्य की समाज और राष्ट्र के विकास में अपनी भागीदारी दे सकते है। नैतिक मूल्यों की पुनः स्थापना के लिये अध्यापक शिक्षा पर बल दिया जाना आवश्यक है।

शिक्षकों को सामाजिक तथा नैतिक मूल्यों के संर्वधन का एक सबल उपकरण बनाया जाना चाहिये। यह सुस्पष्ट है कि अध्यापक शिक्षा के सम्पूर्ण पाठ्यक्रम में मूल्यों के विकास के प्रति दिलचस्पी व्याप्त होनी चाहिये। इसके लिये अध्यापक शिक्षा पाठ्यक्रम को पुनः अभिविन्यासित करके मूल्यों के विकास के लिये एक संस्थागत लोकाचार उत्पन्न करना होगा।

छात्रअध्यापकों के शिक्षक जिन मूल्यों में स्वयं आस्था रखते है तथा जिनके अनुरूप आचरण करते है। उन्हीं मूल्यों को वे छात्राध्यापक में प्रत्यारोपित कर सकते है। देश के भावी कर्णधारों को सर्वोत्तम प्रकार की शिक्षा प्रदान करने के लिये मूल्यपरक अध्यापक शिक्षा अपरिहार्य है। क्योंकि नैतिक मूल्य ही व्यक्ति के चरित्र का निर्माण करते हुए उसे संस्कारों का प्रणेता बनाने की दिशा में अग्रसर होते है। नैतिक संस्कारों के संरक्षक कहलाने वाले मनुष्य समाज और राष्ट्र के विकास मे अपनी भागीदारी दे सकते है।

अन्त में– सभी शिक्षकों से कहुंगी–

रोते मुखड़े आज फिर हंसा दो,

कोई दुःखी न रहे इस संसार में
ऐसा नव–संसार बसा दो!

ऐसा नव–संसार बसा दो!

संदर्भ ग्रथ :–

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5. ***अध्यापक शिक्षा*** – एन.आर.सक्सेना,बी.के.मिश्रा,आर.के.मोहन्ती– आर लाल डिपो।

6. ***संकलित अंशों से***

7. ***स्थानीय समाचार पत्रों से***

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