

Research Article

Faculty Academic Enrichment Practices in Arts and Science Colleges

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ABSTRACT

Today's world expects a teacher to be clear in his perception of the nature and structure of the discipline which is being transacted by him in class room context. The appreciable paradigm shift taken in the form of teacher-centered to learner-centered educational process demands a teacher to be at least on par with the vastly exposed learners, who have greater access to ultra modern electronic media like internet, website and satellite broad casting. Teacher can be expected to be a full-fledged modern useful teacher by his own means and hence the need for the enrichment of the faculty to masterly level is highly dependent upon the opportunities and facilities being offered by the concerned agencies, viz. College, University, Governmental Apparatus, National Agencies like UGC, Department of Science and Technology (DST), Indian Council of Social Science Research (ICSSR) and Botanical survey of India.

Keywords: *Teacher Competency, Learner-Centered Education, Teacher Enrichment, Modern Educational Technology, Faculty Development, Teacher Training, Educational Opportunities, Higher Education, Professional Development, UGC and DST Programs*

INTRODUCTION

Needless to state that what a human being learnt is a handful of soil, while the yet to be learnt is the entire earth. In other words, no individual can claim mastery in a discipline unless and until he continues to be a learner that too should be a fast learner in tune with the trend of almost accumulation of double the quantum of knowledge within 2 to 3 years. Put it differently, the Contemporary Society is a society of knowledge and thus the present period is known as the age of information. Once upon a time the only subject was Philosophy. It paved ways for the bifurcation of the entire field of knowledge into so many disciplines.

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The further interactions among the disciplines in the forms of multiplication of concepts and systems led to the emergence of ultra and supra disciplines like Bio-engineering, Surgical management, Geo-informatic system, Bio- informatics' system, Imaging Technology and Neural network. It needs no justification to record that the above said are the resultants of mental crisis-cross across the globe. It is rarely expected that a teacher should be either a original contributor, or a person capable of modifying or altering the theoretical contribution done by others.

No wonder a teacher will turn to be a well frog, unless and until he is under the consciom process of updating himself on the lines of the trends and movements in the disciplim concerned.

It is expected that the higher education agencies should come forward to facilitate the conduct of Orientation Courses, Refresher Courses, Summer Courses, Seminars and Workshops at different levels, besides the provision of monitory benefits to the teachers who have acquired additional qualifications related to the discipline to which he belongs to. Also, financial assistance should be rendered to the teachers for publishing papers in journals and books. Further teacher exchange programme from country to country may be of immense use in the faculty academic enrichment. To put it in capsule, the academic enrichment of faculty is highly dependent upon the commitment on the part of the related agencies, besides one's own initiation and perseverance. In this study an attempt is made to find out teacher participation in faculty Academic Enrichment Programmes in Arts and Science colleges affiliated to Madurai Kamaraj University.

OBJECTIVES

1. To find out the level of participation of teachers working in Aided, Partially aided and unaided arts and science colleges in their Faculty Academic Enrichment programmes.
2. To find out whether the teachers working in Autonomous and Non-autonomous Arts and Science college differ in their participation in Faculty Academic Developmental programmes.
3. To find out the level of participation of teachers working in Unisex and Mixed Arts and Science colleges in their Faculty Academic Improvement programmes.

4. To find out whether the teachers working in Rural and Urban arts and Science colleges differ in their participation in Faculty Academic Enrichment programmes.

HYPOTHESES

1. There exists no significant difference among the teachers working in Aided, Partially aided and Unaided Arts and Science colleges in their participation in various Faculty Academic Enrichment programmes.
2. Teachers working in Autonomous and Non-autonomous Arts and Science colleges do not differ in their level participation in Staff Academic Developmental programmes.
3. Teachers working in Unisex and Mixed Arts and Science colleges do not differ in their level of participation in Faculty Academic Improvement programmes.
4. There exists no significant difference among the teachers working in and Urban arts and Science colleges in their participation in Faculty Academic Enrichment programmes.

METHOD

The present study warrants the application of survey to analyses the present problem.

INSTRUMENTATION

Practices assessment scale for Teachers was developed and validated by the investigator.

SAMPLE

A sample 705 Teachers working 31 colleges affiliated to Madurai Kamaraj University was selected by means of Stratified Random Sampling Technique. T- test was applied to find out the significance of difference. The results are tabulated below:

TABLE 1
STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF
DIFFERENCE BETWEEN MEANS OF FACULTY ACADEMIC ENRICHMENT :
ITEMS AND MANAGEMENT TYPE - WISE

S.No	Faculty Academic Enrichment	Management Type											
		Aided N1=55		Partially Aided N2=364		Un Aided N3=286		A vs PA		A vs UA		PA vs UA	
		M	S.D	M	S.D	M	S.D	t	Sig.at 0.05	t	Sig.at 0.05	t	Sig.at 0.05
1	Attending Orientation Courses	1.02	0.87	0.98	0.844	0.71	0.85	0.3	*	2.42	s	3.99	s
2	Participation in Refresher Courses	1.05	0.89	0.89	0.97	0.62	0.86	1.19	*	3.46	s	3.71	s
3	Seminars - International Level	0.87	1.07	0.7	1.01	0.65	0.92	1.15	*	1.62	*	0.73	*
4	Seminars - National Level	1.49	1.09	0.99	1.04	1	1.02	3.31	s	3.16	s	-0.32	*
5	Seminars - Regional Level	1.38	1.13	1.2	1.02	1.09	1.02	1.23	*	1.93	*	1.37	*
6	Seminars - Local	1.62	1.15	1.5	1.07	1	1.35	0.74	*	1.79	*	1.9	*
7	Workshops - International Level	0.6	0.99	0.53	0.92	0.63	0.97	0.5	*	-0.2	*	-1.29	*
8	Workshops - National Level	0.94	1.04	0.65	0.9	0.76	0.93	2.24	s	1.31	*	-1.61	*
9	Workshops - Regional Level	0.93	1.09	0.88	0.96	0.89	0.96	0.3	*	0.25	*	-0.09	*
10	Workshops - Local	1.31	1.15	1.21	1.04	0.94	0.94	0.64	*	2.53	s	3.39	s
11	Attending Summer Courses - Institute	0.65	0.97	0.64	0.92	0.81	1.14	0.11	*	-0.93	*	-2.08	s

12	Provision of incentives for related Additional Qualifications	0.8	1.16	0.84	1.03	0.84	1.18	-0.23	*	-0.21	*	-0.01	*
13	Teacher Exchange Programme	0.38	0.83	0.5	0.85	0.41	0.86	-0.99	*	-0.22	*	1.39	*
14	Financial Assistance for Publishing Papers	0.35	0.95	0.47	0.82	0.33	0.78	-1.04	*	0.17	*	2.32	s
15	Financial Assistance For Publishing Books	0.36	0.85	0.39	0.78	0.3	0.73	-0.23	*	0.57	*	1.49	*
16	Financing Conduct of College Level Seminar	0.65	1.02	0.68	1.03	0.88	1.2	-0.18	*	-1.29	*	-2.24	

S - Denotes Significance at 0.05 level

* - Denotes Not Significant

MANAGEMENT TYPE

The 't' tests reveal that the faculty academic enrichment in Arts and Science colleges is found significantly more among the Aided colleges than the Partially-aided colleges in the following two faculty enrichment aspects:

- i. Seminars-National level
- ii. Workshops-National level

While there is no significant difference between aided and Partially-aided, in the remaining fourteen faculty academic enrichment aspects.

The four faculty academic enrichment aspects in which Aided colleges are significantly better than that of Un-aided colleges are as follows:

- i. Attending Orientation courses
- ii. Participation in Refresher courses
- iii. Seminars-National level
- iv. Workshops-Local

But no significant difference is noticed in the remaining twelve faculty enrichment aspects between Aided and Un-aided colleges.

The following four faculty academic enrichment aspects are found significantly better in Partially- aided colleges than Un-aided colleges:

- i. Attending Orientation courses
- ii. Participation in Refresher courses
- iii. Workshops-Local
- iv. Financial Assistance for Publishing Papers

The reverse trend is noticed in attending summer courses-Institute, where as no significant difference is noticed between Partially-aided and Un-aided colleges in the remaining eleven faculty academic enrichment aspects.

Comment

It can be surmised that the faculty academic enrichment, in-toto, are in the following descending order:

- i. Aided colleges
- ii. Partially-aided colleges
- iii. Un-aided colleges

This is in agreement with the popular expectation.

TABLE 2
STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF
DIFFERENCE BETWEEN MEANS OF FACULTY ACADEMIC ENRICHMENT:
ITEMS AND COLLEGE SYSTEM - WISE

S.No	Faculty Academic Enrichment	College System					
		Autonomous N1=55		Non -Autonomous N1=55		A vs NA	
		M	S.D	M	S.D	t	Sig.at 0.05
1	Attending Orientation Courses	1.09	0.9	0.77	0.84	4.66	s
2	Participation in Refresher Courses	1.08	0.91	0.64	0.92	5.97	s

3	Seminars - International Level	1.06	1.1	0.51	0.88	7.35	s
4	Seminars - National Level	1.59	1	0.77	0.92	10.8	s
5	Seminars - Regional Level	1.61	1	1.01	1.01	7.33	s
6	Seminars - Local	1.8	1	1.27	1.03	6.35	s
7	Workshops - International Level	0.8	1.1	0.46	0.86	4.56	s
8	Workshops - National Level	1	1	0.57	0.87	5.95	s
9	Workshops - Regional Level	1.11	1	0.78	0.92	4.41	s
10	Workshops - Local	1.22	1.1	1.06	1	1.96	*
11	Attending Summer Courses - Institute	0.59	0.9	0.77	1.07	-2.2	s
12	Provision of Incentives for related Additional Qualifications	0.81	1	0.84	1.14	-0.4	*
13	Teacher Exchange Programme	0.49	0.9	0.44	0.85	0.85	*
14	Financial Assistance for Publishing Papers	0.49	0.9	0.36	0.78	2.09	s
15	Financial Assistance For Publishing Books	0.41	0.8	0.32	0.74	1.39	*
16	Financing Conduct of College Level Seminar	0.8	1.1	0.74	1.1	0.77	*

COLLEGE SYSTEM

The 't' tests reveal that there is no significant difference between Autonomous and Non autonomous colleges in the following five faculty academic enrichment aspects:

- i. Workshops-Local
- ii. Provision incentives for related Additional Qualifications
- iii. Teacher Exchange Programme
- iv. Financial Assistance for Publishing Books
- v. Financing conduct of College Level Seminar

The provision for attending summer courses-Institute is found significantly better in Non-autonomous colleges, while the reverse is noticed in the remaining ten faculty academic enrichment aspects.

Comment

The better provision of faculty academic enrichment found in Autonomous colleges as compared to that of Non-autonomous colleges is on the expected line.

TABLE3

**STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF
DIFFERENCE BETWEEN MEANS OF FACULTY ACADEMIC
ENRICHMENT: ITEMS AND COLLEGE KIND - WISE**

S.No	Faculty Academic Enrichment	College System					
		Autonomous Nl=55		Non - Autonomous Nl =55		A vs NA	
		M	S.D	M	S.D	t	Sig.at 0.05
1	Attending Orientation Courses	0.84	0.88	0.9	0.84	- 0.99	*
2	Participation in Refresher Courses	0.64	0.9	0.91	0.94	- 3.95	s
3	Seminars - International Level	0.63	0.97	0.74	0.98	- 1.48	*
4	Seminars - National Level	1.01	1.03	1.07	1.04	- 0.79	*
5	Seminars - Regional Level	1.17	1.02	1.17	1.03	0.01	*
6	Seminars - Local	1.44	1.05	1.46	1.06	- 0.28	*
7	Workshops - International Level	0.55	0.96	0.59	0.93	- 0.56	*
8	Workshops - National Level	0.68	0.94	0.74	0.92	- 0.82	*
9	Workshops - Regional Level	0.85	0.93	0.93	0.99	- 1.12	*
10	Workshops - Local	1.01	1.01	1.19	1.02	- 2.34	s

11	Attending Summer Courses - Institute	0.76	1.11	0.67	0.94	1.18	*
12	Provision of Incentives for related Additional Qualifications	0.87	1.19	0.8	1.04	0.87	*
13	Teacher Exchange Programme	0.4	0.8	0.5	0.88	- 1.55	*
14	Financial Assistance for Publishing Papers	0.33	0.76	0.46	0.86	- 2.07	s
15	Financial Assistance For Publishing Books	0.28	0.72	0.41	0.8	- 2.12	s
16	Financing Conduct of College Level Seminar	0.84	1.19	0.69	1.03	1.74	*

COLLEGE KIND

The 't' test reveal that Mixed colleges are found better than the Unisex colleges in the provision of the following four faculty academic enrichment aspects:

- i. Participation in Refresher courses
- ii. Workshops-Local
- iii. Financial Assistance for Publishing Papers
- iv. Financial Assistance for Publishing Books

While no significant difference is noticed between Unisex and Mixed colleges in the provision of remaining fourteen faculty academic enrichment aspects.

Comment

The finding that Mixed colleges are better in faculty academic enrichment aspects as compared to the Unisex colleges may be attributed to the possible healthy competition between male and fair sex in Mixed colleges.

TABLE4
STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE OF
DIFFERENCE BETWEEN MEANS OF FACULTY ACADEMIC ENRICHMENT:
ITEMS AND COLLEGE LOCALITY - WISE

S.No	Faculty Academic Enrichment	College System					
		Autonomous NI=55		Non - Autonomous NI=55		A vs NA	
		M	S.D	M	S.D	t	Sig. at 0.05
1	Attending Orientation Courses	0.76	0.83	1.1	0.88	-5	s
2	Participation in Refresher Courses	0.64	0.88	1.09	0.98	-6.3	s
3	Seminars - International Level	0.58	0.9	0.92	1.1	-4.3	s
4	Seminars - National Level	0.91	0.99	1.29	1.07	-4.6	s
5	Seminars - Regional Level	1.05	1	1.4	1.05	-4.3	s
6	Seminars - Local	1.36	1.05	1.62	1.05	-3.1	s
7	Workshops - International Level	0.55	0.9	0.63	1.09	-1	*
8	Workshops - National Level	0.64	0.88	0.87	1.01	-3.1	s
9	Workshops - Regional Level	0.84	0.93	0.99	1.03	-1.9	*
10	Workshops - Local	1.09	1	1.15	1.06	-0.8	*
11	Attending Summer Courses - Institute	0.81	1.07	0.52	0.89	3.6	s
12	Provision of Incentives for related Additional Qualifications	0.88	1.12	0.73	1.08	1.7	*
13	Teacher Exchange Programme	0.49	0.9	0.39	0.75	1.6	*
14	Financial Assistance for Publishing Papers	0.46	0.87	0.29	0.7	2.5	s
15	Financial Assistance For Publishing Books	0.38	0.78	0.29	0.74	1.4	*

16	Financing Conduct of College Level Seminar	0.81	1.13	0.65	1.05	1.8	*
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COLLEGE LOCALITY

The 't' tests reveal that the Rural colleges are significantly better than Urban colleges in the following two faculty academic enrichment aspects:

- i. Attending Summer courses
- ii. Financial Assistance for Publishing Papers

While the reverse is noticed in the following seven aspects:

- i. Attending Orientation courses
- ii. Participation in Refresher courses
- iii. Seminars -International level
- iv. Seminars-National level
- v. Seminars-Regional level
- vi. Seminars -Local
- vii. Workshop-National level

Also, no significant difference is noticed between Rural and Urban colleges in the remaining seven faculty academic enrichment aspects.

Comment

The significantly better provision of faculty academic enrichment aspects noticed in Urban colleges as compared to Rural colleges, is in tune with the social reality that the people in Urban areas are more aware of the provisions and start enjoying the same immediately.

Conclusions

The faculty academic enrichment in Arts and Science colleges, in general, is not satisfactory.

Yet, it is found in the following two descending orders, viz.

- i. Aided, Partially-aided and Un-aided colleges
- ii. Arts, Science and Professional courses.

Also, it is found better in Autonomous, Mixed and Urban colleges than their counterparts.

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