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EDITORIAL

Research that examines the learning of individual teachers indicates "that meaningful learning is a slow and uncertain process for teachers, just as it is for students" (Borko, 2004, p.6). The articles in this issue by experienced teacher educators highlight some of the internal factors - the role of job satisfaction among school teachers, the English communication skills among prospective teachers and the faculty enrichment programmes availed by college teachers. Teachers are found to be at different levels of personal, professional and psychological development. Hence, challenging teacher education programs should support them in cultivating their teaching selves and identities.

Dr. G. Subramanian and Fr. A.L. Sundar Raj in their study on Job satisfaction among school teachers assert that creating a good blend of teachers could contribute to a stimulating, challenging, supportive and rewarding work environment. Dr. B. William Dharma Raja and G. Rexlin Jose examine the level of English language skills among prospective teachers. Dr. Sr. Arulmary has attempted to find out the level of participation of teachers working in Arts and Science Colleges in Faculty Academic Enrichment programmes. Dr. K.S. Ramakrishnan and Dr. V. Priya have probed into some of the features of the interactive white boards and the classroom applications. What common thread do these research papers share? All the articles contribute to deepening our understanding of teacher learning.

We express our sincere gratitude to the contributors. We welcome quality research articles in select areas of teaching - learning based on first - hand experience and deep reflection.

Dr. J.E. Vallabi

Associate Editor

Research Article

Job satisfaction of High School teachers working in Sulur taluk in Coimbatore District

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Abstract

Job Satisfaction is the amount of overall positive effect (feeling) that individuals have towards their jobs. Since a nation's progress depends on the quality of education, which in turn depends on the quality of the teachers, the quality of teaching is well related with the satisfaction of the teachers towards their job. The present study was carried out to study on the job satisfaction of the high school teachers towards their profession. In this study, the investigator took a sample of 75 high school teachers of Sulur Taluk, Coimbatore district in comparison with the different variables gender, age group, experience, locality, family type, marital status and distance travelled to their work place. Normative study method was followed with the help of the questionnaire constructed by the investigator. The study revealed that the job satisfaction showed no variation with other variables except the distance travelled to their working place.

Keywords: *Job Satisfaction, High School Teachers, Teacher Quality, Professional Attitude, Work Environment, Demographic Variables, Distance to Workplace, Educational Quality, Teacher Motivation.*

INTRODUCTION

Humanity rises or falls, grows or declines, flourishes or withers, not only on the national but also on the Universal level, depending on the education it gets. As the task of educating is entrusted to the teachers and they are the deciding factors about the quality of life of the world at large and a nation in particular. Hence not only the destiny of India but also the destiny of the whole world is being shaped in the class rooms.

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Progress of a nation depends on the quality of education it gets. Quality of education depends on the quality of the teachers. The quality of the teachers depends on various factors such as level of academic excellence, commitment to teaching, zeal to impart knowledge, motivation of teachers, adequate fulfilment of teachers expectations which will eventually result in job satisfaction. A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society. Well-adjusted and satisfied teacher can contribute in the making or breaking of his/her pupils with their job.

Human life has become very complex and complicated now-a-days. In modern society the needs of the people are ever increasing and ever changing. As the people are ever increasing and ever changing, when the people needs are not fulfilled it becomes dissatisfied. Dissatisfied people are likely to contribute very little for any purpose that they deserve.

Job satisfaction implies the overall adjustment to work situation. It is a pleasurable and positive emotional reaction to a person's job experience. Different aspects like the nature of work, attitude of a person towards his job, the work place, the infrastructure provided, supervision, salary, fringe benefits, job security, promotional opportunity, incentives, work environment, organizational climate, social recognition and so on, play a complex and complicated role in maintaining job satisfaction. The measurement of all these factors will lead to the extent of job satisfaction enjoyed by an employee.

Job Satisfaction has been the centre of concentration for researchers for over three decades. The reasons for such concentration are manifold,

1. Job Satisfaction has some difference with the mental health of the people.
2. Job Satisfaction has some degree of positive correlation with physical health of individuals.
3. Job Satisfaction spreads goodwill about the organization.
4. Job Satisfaction leads to better turnover and performance.
5. Job Satisfaction reduces absenteeism.

Job Satisfaction is of great significance for the effective functioning of any organization. Satisfaction leads to involvement and better functioning of the system. If better services are expected from a teacher and if it is designed to attract and hold better talent in the profession then there is an immediate need to know the causes of dissatisfaction among the teachers and

remedies be suggested for them. So the job satisfaction of teachers is an issue of vital interest, and it is related to productivity. It is simple truth to say that the way man is going to live depends on the teachers, teaching and the success of the teacher depends upon the attitude towards teaching profession and their job satisfaction. With more professional and non-professional facilities to them they may work whole-heartedly with interest to the pupils of the nation.

OBJECTIVES OF THE STUDY

The general objective of the study is to investigate the Job Satisfaction of high School teachers working in Suler Taluk in Coimbatore District. This study is to analyze the Job Satisfaction of High School teachers with regard to gender, age group, teaching experience, locality, marital status, family type and distance travelled to reach the school.

HYPOTHESES

1. There is no significant difference between Job Satisfaction and the Gender of High School teachers.
2. There is no significant difference between Job Satisfaction and the age group of High School teachers.
3. There is no significant difference between Job Satisfaction and the teaching experience of High School teachers.
4. There is no significant difference between Job Satisfaction and the locality of High School teachers.
5. There is no significant difference between Job Satisfaction and the marital status of High School teachers.
6. There is no significant difference between Job Satisfaction and the family type of High School teachers.
7. There is no significant difference between Job Satisfaction and the distance travelled of High School teachers.

METHODOLOGY

a)METHOD

The Normative Survey Method was used in the present study to find out the Job Satisfaction of High School teachers working in Suler Taluk in Coimbatore District.

b)SAMPLE

The sample of the study consists of high school teachers of various schools in Suler taluk. 75 high school teachers were selected as sample for the study.

c) VARIABLES

The investigator was very much interested in analyzing the Job Satisfaction of the High School teachers with regard to the internal variables like gender, age, experience, locality) marital status, family type and distance travelled.

TOOL

Questionnaire for assessing the job satisfaction of the high school teachers, the tool was constructed by the investigator. For establishing validity, the tool was given to the panel of experts Based on their opinion, some items were deleted and some others were modified. The reliability o the tool was established by using the appropriate method.

SCHEME OFANALYSIS

The collected data was analysed statistically and are depicted in the following tables

Table-1

Mean, SD and 't' values of male and female teachers with respect to their job satisfaction

Gender	No. of teachers	Mean	S.D	t-value	Result at 0.05 level significant
Male	32	243.64	18.21		

Female	43	244.40	11.38	0.19	Not significant
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The above table reveals that the calculated t-value 0.19 is less than the tabulated value 1.96 at 0.05 level of significance. Therefore the null hypothesis that "There is no significant difference between job satisfaction and gender of High school teachers" is accepted.

Table-2

Mean and SD and 't' values of teachers age group with respect to their job satisfaction

Experience in years	No. of teachers	Mean	S.D	t-value	Result at 0.05 level
0-10	46	245.74	13.84	1.47	Not significant
Above 10	29	240.04	16.2		

The above table reveals that the calculated t-value 1.18 is less than the tabulated value 1.96 at 0.05 level of significance. Therefore the null hypothesis that "There is no significant difference between job satisfaction and age group of High school teachers" is accepted.

Table-3

Mean, SD and 't' values of the experience of the teachers with respect to their job satisfaction

Age	No. of teachers	Mean	S,D	t-value	Result at 0.05 level
20-39	61	238.89	11.84	1.18	Not significant
40-59	14	244.19	15.38		

The above table reveals that the calculated t-value 1.47 is less than the tabulated value 1.96 at 0.05 level of significance. Therefore the null hypothesis that "There is no significant difference between job satisfaction and years of experience of High school teachers" is accepted.

Table-4**Mean, SD and 't' values of locality of the teachers with respect to their job satisfaction**

Locality	No. of teachers	Mean	S.D	T -value	Result at 0.05 level
Rural	14	233.50	17.59	1.18	Not significant
Urban	61	244.11	14.72		

The above table reveals that the calculated t-value 1.18 is less than the tabulated value 1.96 at 0.05 level of significance. Therefore the null hypothesis that "There is no significant difference between job satisfaction and the locality of school of High school teachers" is accepted.

Table-5**Mean, SD and 't' values of marital status of the teachers with respect to their job satisfaction**

Marital status	No. of teachers	Mean	S.D	t-value	Result at 0.05 level
Married	62	242.15	15.87.	1.78	Not significant
Unmarried	13	244.85	11.46		

The above table reveals that the calculated t-value 1.78 is less than the tabulated value 1.96 at 0.05 level of significance. Therefore the null hypothesis that "There is no significant difference between job satisfaction and marital status of High school teachers" is accepted.

Table-6**Mean, SD and 't' values of the family type of the teachers with respect to their job satisfaction**

Family Type	No. of teachers	Mean	S.D	t-value	Result at 0.05 level
Joint family	58	243.9	13.93	0.45	Not significant
Nuclear family	17	241.5	19.53		

The above table reveals that the calculated t-value 0.45 is less than the tabulated value 1.91 at 0.05 level of significance. Therefore the null hypothesis that "There is no significant difference between job satisfaction and the type of the family of High school teachers" is accepted.

Table-7

Mean, SD and 't' values of the distance travelled by the teachers with respect to their job satisfaction

Distance	No. of teachers	Mean	S.D	t-value	Result at 0.05 level
Below 20 km	59	246.9	11.91	3.06	Significant
20km& above	16	230.92	18.49		

The above table reveals that the calculated t-value 3.06 is greater than the tabulated value 1.96 at 0.05 level of significance. Therefore the null hypothesis that "There is no significant difference between job satisfaction and distance travelled by High school teachers" is rejected.

Findings of the Study:

- ❖ The analysis of the survey revealed that there is no significant difference between job satisfaction and gender of High school teachers.
- ❖ The analysis of the survey revealed that there is no significant difference between job satisfaction and age group of High school teachers
- ❖ The analysis of the survey revealed that there is no significant difference between job satisfaction and the years of experience of High school teachers.
- ❖ The analysis of the survey revealed that there is no significant difference between job satisfaction and the locality of High school teachers.
- ❖ The analysis of the survey revealed that there is no significant difference between job satisfaction and marital status of High school teachers.
- ❖ The analysis of the survey revealed that there is no significant difference between job satisfaction and type of the family of High school teachers.

- ❖ The analysis of the survey revealed that there is a significant difference between job satisfaction and distance travelled by High school teachers.

Conclusion

From the study conducted by the investigator, it was revealed that, the job satisfaction of the high school teachers are much important in carrying out their duties effectively. It was noticed that the variables such as gender, age group, experience, locality, marital status and family type has no impact on the job satisfaction of the high school teachers, whereas the distance travelled by them to the school has a great impact on job satisfaction. This shows that the high school teachers are satisfied with their job when other variables are considered except the distance travelled to reach the working place.

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Research Article

The Four Pillars of Communication: Language Skills of Prospective Teachers

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ABSTRACT

Language is a divine gift serving as a vehicle for expressing one's thought and feelings. It is an effective tool of the human communication system. It is the basis for social, cultural, aesthetical, spiritual and economic development and growth of every human being. A person is guesstimated by the way he uses the language, either in a florid or stumpy style. Every organization demands effective and excellent professionals for the escalation and expansion of its existence. There is bumper harvest, but efficient servants are insufficient as far as job opportunities in education institutions are concerned. The most important reason is their lack of communication skills in English though they have immense knowledge in their own discipline. The prime factor is that the students are not given adequate training in mastering the language skills. The present study is conducted on the sample of 325 prospective teachers from the population of 3500 student-teachers of various new born colleges of education in Kanyakumari District located at the southern part of Tamil Nadu. A self-made tool was developed by the authors to scale the prospective teachers' level of the language skills namely listening, speaking, reading and writing. The study implies that gender, locality and parents' education are not the major determining factors affecting the communication skill of the prospective teachers. But there is significant difference in the language skills with regard to the teacher-educators' use of language and other teaching techniques either at the school or graduate or at B.Ed degree level.

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Keywords: *Language Skills, Communication Skills, Prospective Teachers, Teacher Education, Listening, Speaking, Reading, Writing, Educational Training, Teacher Competency, English Proficiency.*

INTRODUCTION

Language is a divine gift serving as a vehicle for expressing one's thought and feelings. It is an effective tool of the human communication system. (Sampath, 2004: 45) It is the basis for social cultural, aesthetical, spiritual and economic development and growth of every human being. A person is guesstimated by the way he uses the language, either in a florid or stumpy style. Language one of the powerful factors, distinguishes the people across the world. English is the most important Lingua Franca which is spoken far and wide. To develop international understanding and foster brotherhood feeling, language becomes an essential instrument. It is the mother tongue of more than 320 million people and another 200 million use it as their second language. English became an integral part of Indian Educational System as it has been playing a vital role. The neglect of it would be a heavy loss not only in field of science and technology but also in the human development.

Significance of the Study

It is the destiny of any professional who is hardly in need of excellent command over English language. Every organization demands effective and excellent professionals for the escalation and expansion of its existence. There is a bumper harvest, but efficient servants are insufficient as far as job opportunities in educational institutions are concerned. The most important reason is their lack of communication skills in English though they have immense knowledge in their own discipline. Only a very few are able to converse in English. Most of the students are not even able to understand what others speak in English. Many a pupil feels shy to speak in English.

Why couldn't educational institutions be successful in making their products speak English correctly and fluently? Is it because of the ineffective techniques and methods employed in the process of teaching English at schools and colleges? Of course, it might be. But the prime factor is that the students are not given adequate training in mastering the language skills. Although aims and objectives have been formulated and ways and methods are

suggested to teach English language skills, no college or school is ready to translate them into action. The teacher-educators in colleges of education spend more than 200 hours per year in teaching English yet they fail to make their student-teachers proficient in mastering language skills. Students learn theoretically, not practically though a lot of materials and equipments are accessible to train them. Rafeedali's studies on computer based technology and its pedagogical utility states that most of the higher secondary school teachers are not using computer resources in their teaching-learning process and they do not apply information technology resources in the classroom interaction for the evaluation (Rafeedali, 2009: 38).

Through multimedia and modern technology we can offer students not only affluent sources of authentic learning materials, but also attractive, animated pictures and pleasant sounds, which to a large extent overcome the lack of authentic language environment and arouses students' interest in learning English (Zhang, 2006: 36-38). It is the need of the hour that teachers ought to come forward to develop a positive attitude towards technology. Dr.K.Kumarasamy (2002) affirms that in this era of emerging technologies, the role of the teacher is more than that of a facilitator or guide He reinstates that the teacher educators should recognize the new skills and train prospective teachers to develop and welcome a partnership with electronic education compared to female principals of colleges of education.

Technique in teaching is a factor which promotes or effectuates learning through teaching with the aid of devices; it is the skill of the teacher in manipulating the devices so that the psychological processes of the learner may be stimulated to effective reactions, particularly in dealing with the subject matter that is to be learned (Sharma, 2007:101). Teachers must realize the constant influence of several communication media inside and outside the classroom and know about the visual experiences which are very effective because the impressions created by the sense of sight cannot easily be effaced. The visual attracts the attention of students and holds it for a long time. Research and experience state that people learn 83.0% through sight and remember 50% of what they see and hear. (Sampath, 2004: 26-27). The experience of the researchers and the facilitator support the belief that interactive multimedia materials which integrate language skills and content-specific tasks result in increased motivation to learn and improved performance. (Johanna Klassen & Philip Milton, 2010: 292).

Unless teachers give up their old school of thought, the present scenario of English language with regard to its poor skills cannot be overcome. The present educational system as

well as the methods of teaching faces a total fiasco as it has failed to produce proficient educators with a powerful knowledge of the four skills in English language. This existing issue motivated the authors to take up this piece of research work.

Objectives

1. To find the level of language skills among the prospective teachers.
2. To find out whether there is any significant difference in prospective teachers with regard to achievement in language skills namely listening, speaking, reading and writing, with regard to the select background variables.

The background variables are sex, locality, parents' education, and the use of language at the B.Ed level, the use of language laboratory and oratory techniques (Seminar, Debate, symposium, role-play extempore, Group Discussion etc.) and their medium upto degree level.

Hypothesis

The hypothesis for the present study is that there is no significant difference in prospective teachers in their language skills with regard to the background variables.

Methodology

The Survey method is adopted in this study

a) Population and Sample

The present study is conducted on the sample of 325 prospective teachers from the population of 3500 student-teachers of various new born colleges of education in Kanyakumari District located at the southern part of Tamilnadu. The sampling technique employed in this study is random sampling.

b) Tool used

A self-made tool was developed by the authors to scale the prospective teachers' level of the language skills namely listening, speaking, reading and writing. The type of questions asked to test the listening skill was comprehending the message from the video-clip projected, Word power, Distinguishing a phrase and a phrasal verb and Understanding BBC news. To test the speaking skill, talking on current affairs, Involvement in group discussion, Extempore and Pronunciation were asked. Reading a passage and answering the questions, Skimming and Scanning a newspaper and checking eye-span while reading were the questions asked to test

their reading skill and lastly the writing skill was tested by a few questions such as Punctuation, Word order, Letter writing and Hints developing. The score for each item is given as follows:

- | | | | | | |
|--------------|---|--------------|---------|---|-------------|
| 1. Excellent | = | 9 - 10 marks | 2. Good | = | 7-8marks |
| 3. Average | = | 5 - 6marks | 4. Poor | = | 4 and below |

c) Statistical techniques used

SD and t- test for independent means were the statistical techniques employed in this study.

Data Analysis

Table 1: The level of language skills in prospective teachers

Language Skill	The level of language skills in prospective teachers (N=325)							
	Excellent		Good		Average		Poor	
	N	%	N	%	N	%	N	%
Listening	14	4.3	31	9.5	89	27.3	191	58.7
Speaking	12	3.6	23	7	39	12	251	77
Reading	24	7.3	46	14.1	58	20.9	198	60.9
Writing	24	7.3	39	12	54	16.6	208	64

Table 1 shows that more than three-fifth of the prospective teachers had poor language skills except in listening skill which is comparatively at higher level.

Table 2: The overall performance (communication skill) of the prospective teachers

The level of prospective teachers (N=325)							
Excellent		Good		Average		Poor	
No.	%	No.	%	No.	%	No.	%
4	1.2	66	20.3	109	33.5	146	44.9

The table 2 shows that more than two-fifth of the prospective teacher's communication skill is poor and only about one-fifth of them is either good or excellent.

Table -1 Differential analysis on the scores of communication skill with regard to gender

Dimension	Gender	Size (N)	Mean	SD	t value	P value
	Male	136	4.94	1.499		

Listening	Female	189	4.89	1.430	.319	.750
	Male	136	4.60	1.416		
Speaking	Female	189	4.61	1.382	.082	.935
	Male	136	5.1912	1.66228		
Reading	Female	189	5.1058	1.76232	.441	.659
	Male	136	5.1103	1.68071		
Writing	Female	189	5.1376	1.66699	145	.885
	Male	136	19.84	5.067		
Communication skill as a whole	Female	189	19.74	4.915	.174	.862
	Male	136				

The table 1 shows that no significant difference exists in the prospective teachers' communication skill and its dimension with regard to gender.

Table -2

Differential analysis on the scores of communication skill with regard to locale

Dimension	Locality	Size (N)	Mean	SD	t value	P value
Listening	Urban	176	5.12	1.612	2.833	.005**
	rural	149	4.66	1.211		
Speaking	Urban	176	4.68	1.407	1.027	.305
	rural	149	4.52	1.378		
Reading	Urban	176	5.3352	1.81615	2.221	.027*
	rural	149	4.9128	1.57228		
Writing	Urban	176	5.3182	1.74386	2.267	.024*
	rural	149	4.8993	1.55418		
Communication skill as a whole	Urban	176	20.45	5.270	2.654	.008*
	rural	149	18.99	4.486		

*Significant at 5% level

**Significant at 1% level

The table 2 shows that significant difference exists in the prospective teachers' communication skill and its dimension with regard to locale except the speaking skill.

Table - 3

Differential analysis on the scores Communication skill with regard to Parents Education

Dimension	Parents Education	Size (N)	Mean	SD	t value	P value
Listening	Educated	296	4.92	1.473	.322	.748
	Illiterate	29	4.83	1.311		
Speaking	Educated	296	4.60	1.425	.071	.943
	Illiterate	29	4.62	1.049		
Reading	Educated	296	5.0878	1.67910	1.805	.072
	Illiterate	29	5.6897	2.03722		
Writing	Illiterate	296	5.1318	1.66912	.193	.847
	Frequently	29	5.0690	1.70987		
Communication skill as a whole	Illiterate	296	19.74	4.995		
	Frequently	29	20.21	4.799		

The table 3 shows that no significant difference exists in the prospective teachers communication skill with regard to parents education.

Table - 4

Differential analysis on the scores of communication skill with regard to the use of oratory techniques.

Dimension	Oratory techniques	Size (N)	Mean	SD	t value	P value
Listening	Frequently	37	6.7	1.898	8.839	.000**
	Very rarely	288	4.68	1.216		
Speaking	Frequently	37	6.51	1.88	10.154	.000**
	Very rarely	288	4.36	1.105		
Reading	Frequently	37	7.6486	1.25203	11.044	.000**
	Very rarely	288	4.8194	1.49169		
Writing	Frequently	37	7.0541	1.61496	8.183	.000**
	Very rarely	288	4.8785	1.51041		
Communication skill as a whole	Frequently	37	27.92	3.954	13.049	.000**
	Very rarely	288	18.74	4.039		

**Significant at 1% level

The table 4 shows that significant difference exists in the prospective teachers' language skills with regard to oratory techniques. .

Table - 5

Differential analysis on the scores of communication skill with regard to the use of language lab

Dimension	Use of language lab	Size (N)	Mean	SD	t value	P value
Listening	Frequently	52	6.08	2.008	6.315	.000**
	Very rarely	273	4.69	1.21		
Speaking	Frequently	52	5.73	1.991	6.793	.000**
	Very rarely	273	4.39	1.132		
Reading	Frequently	52	6.8269	1.93747	8.524	.000**
	Very rarely	273	4.8205	1.47305		
Writing	Frequently	52	6.5192	1.91476	7.037	.000**
	Very rarely	273	4.8608	1.48114		
Communication skill as a whole	Frequently	50	25.54	5.711	10.228	.000**
	Very rarely	275	18.73	4.031		

**Significant at 1% level

The table 5 shows that significant difference exists in the prospective teachers' language skills with regard to use of language lab.

Table - 6

Differential analysis on the scores of the use of language at the B.Ed Level

Dimension	Use of language at the B.Ed Level	Size (N)	Mean	SD	t value	P value
Listening	English	56	6.02	1.977	6.651	.000**
	Bilingual	269	4.68	1.207		
Speaking	English	56	5.70	1.953	6.899	.000**
	Bilingual	269	4.38	1.125		
Reading	English	56	6.6071	1.98795	7.603	.000**
	Bilingual	269	4.8364	1.48977		

Writing	English	56	6.1964	1.89180	5.504	.000**
	Bilingual	269	4.9033	1.53259		
Communication skill as a whole	English	56	24.52	6.347	8.690	.000**
	Bilingual	269	18.80	3.994		

The table 6 shows that significant difference exists in the prospective teachers' communication skill with regard to use of language at the B.Ed level.

Table -7

Differential analysis on the scores of the Medium up to degree level

Dimension	Medium up to degree level	Size (N)	Mean	SD	t value	P value
Listening	English	51	6.29	1.911	8.081	.000**
	Tamil	274	4.65	1.195		
Speaking	English	51	5.71	1.942	6.536	.000**
	Tamil	274	4.40	1.160		
Reading	English	51	6.8627	1.80022	8.624	.000**
	Tamil	274	4.8212	1.50242		
Writing	English	51	6.5686	1.83581	7.229	.000**
	Tamil	274	4.8577	1.49413		
Communication skill as a whole	English	51	25.43	5.866	10.130	.000**
	Tamil	274	18.73	3.995		

**Significant at 1% level

The table 7 shows that significant difference exists in the prospective teachers' communication skill with regard to the medium up to degree level.

Findings and Interpretations

The study shows that no significant difference exists in the prospective teachers in their communication skill with regard to gender, locality (except in the speaking skill) and education of parents. It implies that gender, locality and parents' education are not the major determining factor: affecting the communication skill of the prospective teachers. But there is significant

difference in the language skills with regard to the teacher-educators' use of language at B.Ed level. The Mean scores indicate that the prospective teachers who were taught only in English for the whole year are the better benefactors than their counterparts who were taught in bilingual language. This may be the fact that in a few institutions educators love to talk incessantly in English with the prospective teachers and this might have paved a way for them to develop an affinity with the language but, or the contrary, bilingualism in the English classroom really obliterates or even kills the spirit of learning the skills of English language.

There is significant difference in the language skills with regard to the prospective teacher's medium of instruction up to the degree level. The mean scores show the fact that those who are exposed to English ambience from their first step to degree level, have a flavour over the language. The teacher and taught might have had excellent interaction in English during the process of teaching and learning both in and out of the classroom. Whereas, those who had no opportunity to have their education in English medium up to degree level have been tremendously failed to achieve communication skill in L2. The investigators find a significant difference in the language skills with regard to the teacher-educators' frequent use of language lab to teach the prospective teachers' the different language skills. The mean scores show that those who have frequently used the language lab for learning the language skills, enhanced more favourable attitude towards English language skills than their counterparts who had a rare chance of using it.

There is significant difference in the language skills with regard to Oratory techniques used by the teacher-educators in teaching different language skills. The mean scores show that the teacher-educators' frequent application of Group or oratory techniques such as Seminar, Debate, symposium, role-play extempore, Group Discussion etc strengthen the prospective teachers' flow of language more profoundly than their counterparts who had only rare opportunity in learning the oratory techniques and that's why their score in the language skills is very poor.

Educational Implications

In Tamilnadu, there is a mushroom growth of colleges of education seen far and wide. They generate more than sixty six thousands of teachers every year. The new born teachers come out with a crown of B.Ed degree but without proficiency in communication and the application of multimedia in education. The principal reason for this painful situation is due to

lack of oratory techniques they had at the time of training. There are no special efforts to train the prospective- teachers in their language skills and there is no practical examination conducted so far on language skills. An affluent communication skill cannot be harvested unless the language skills are sown in them. So the government has to take strenuous efforts to look into this matter and realize the state of teachers and come forward to conduct compulsory examination on this area.

It is the sole responsibility of the teacher-educators to play a vital role in leading the prospective teachers towards the goal of achieving language skills by any means. So the teacher- educators must avoid conversing with the prospective-teachers in bilingual language while teaching. None can repudiate the issue that it is due to the lack of using multimedia devices in teaching language skills, healthy transactional exchanges in various situations like greetings, apologies, and complaints could not be developed very effectively and successfully. So it is a pivotal requisite that the AV aids should be inter-woven with the lectures of teacher-educators.

The prospective teachers, in the present day, are in the world of sophisticated technology. They cannot simply brush aside this advanced technology that they visualize around them. Instead, they should equip themselves with profound knowledge of multimedia applications in education in order to develop their future students proficing in English language and prosperous in communication skill and to face the ensuing challenges and make them constructive citizens. Teaching language skill through multimedia invokes the students' interest and makes their learning easy and effective. Teachers should be aware of teaching language skills to mould their students in all facets of their life.

The colleges of education should have farsightedness and produce teachers with high proficiency that they must acquire the language skills to develop their skill of communication. It is essential to provide a well-established language laboratory to assist teacher- educators to teach the prospective teachers the language skills with ease. Efficient educators who have outstanding command over English language should be appointed rather than appointing qualified teachers as per the norms of NCTE. These educational institutions are like a jewel case, when it is opened numerous colours of stones should radiate light of knowledge and skills.

Conclusion

Teaching of English is nothing but conquering the skills of Listening, Speaking, Reading and Writing. They play an imperative part in the development of the students' overall personality thereby enhancing their career prospects. As students do not have competence with these four pillars of communication skill they fail to get hold of good profession. Who is responsible for this cause? It is injustice to lay the blame on students. Affording quality of teaching these skills is on the part of the proficient teachers either it is at the school or at the college level. Students live in the world of illusion that they do realize the importance of language skills but they learn little English for the examination point of view. It is highly regrettable to state that the competency in developing language skills is lacking among prospective teachers who are going to be the class-room sculptors of the future citizens. This is the true portrayal of the present educational scenario.

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Research Article

Faculty Academic Enrichment Practices in Arts and Science Colleges**Dr. Sr. S. Arulmary**

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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 disciplin 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 NI=55		Non -Autonomous NI=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 NI=55		Non - Autonomous NI =55		A vs NA	
		M	S.D	M	S.D	t	Sig.at 0.05
1	Attending Orientation Courses	0.84	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.

TABLE 4
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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Conceptual Article

Interactive Whiteboards: New tools of learning

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ABSTRACT

The interactive whiteboard is a large, touch-sensitive display. Connected to a computer and projector, the interactive whiteboard is like a giant computer screen that students and teachers simply touch to operate. Using their finger or a pen as a mouse, teachers and students can access and control any computer application, file or multimedia platform including the internet, CD ROMs and DVDs. They can also write over applications in digital ink, then save their work for future study and review. They engage students with diverse learning styles by providing both immediate accesses to a wide range of digital materials and a common focus for the entire class-not something easily achieved with other technologies. The software interface captures the imagination of students of all backgrounds and abilities and helps them learn together, understand better and achieve more. This paper examines some of the features of the interactive whiteboards and the classroom applications.

Keywords: *Interactive Whiteboard, Educational Technology, Classroom Instruction, Digital Learning, Multimedia Teaching, Student Engagement, Touch-Sensitive Display, Computer-Assisted Learning, Collaborative Learning, Teaching Tools.*

What are interactive whiteboards? It is a large physical display panel that can function as an ordinary whiteboard, a projector screen, an electronic copy board or as a computer projector screen on which the computer image can be controlled by touching or writing on the surface of the panel instead of using a mouse or keyboard.

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Typically, interactive whiteboards are used in lecture or classroom environments and the technology allows writing or drawing on the surface, printing off the image, save it to computer or distributing it over a network. We can also project a computer screen image onto the surface of the whiteboard and then either control the application by touching the board directly or by using a special pen. The computer image can be annotated or drawn over and the annotations saved to disc or sent by email to others.

Technology

A fully functioning interactive whiteboard usually comprises four components: a computer, a projector, appropriate software and the display panel. The computer is connected to the projector and whiteboard. The projector displays the computer screen image onto the board. Action on the surface of the display panel is communicated with the computer over a cable or wireless connection and interpreted via the installed software. Display panels can be either front or back projection. Additional components are available for some systems, including handled key pads for gathering individual responses and interactive white board tablets: in effect a small personal version of the larger board.

Types

There are three different kinds of interactive whiteboard technologies: Resistive Membrane, Electro-Magnetic, Laser Scanners. Resistive Membrane whiteboards have a soft flexible surface similar to vinyl consisting of two pieces of resistive material separated by a small gap which creates a touch-sensitive membrane. They can be drawn on using fingers or a special stylus that can represent pens of different colours via software selection. Movement is tracked by detecting the pressure of the syllabus object on the surface. Electro-magnetic whiteboards are similar to traditional whiteboards in that they have a hard surface and can be drawn on with normal pens. They require special battery-driven pens that emit a small magnetic field detected either by the frame of the whiteboard or by a grid of fine wires embedded beneath the surface of the board. Laser Scanners whiteboards have a hard writing surface with infrared laser scanners mounted in the top corners of the board that detect pen movement. To

work interactively they require special felt pens each of which has a uniquely encoded reflective collar that the lasers use to register its colour and position.

Functionality Most interactive whiteboards offer the following simple functions

- Draw or write on the board using different coloured pens or even fingers. Write over the top of programmes to highlight and annotate points.
- View and navigate the internet from the whiteboard. Surf and display websites that the entire room will be able to see in a teacher-directed manner.
- Print out or save the results to the computer.
- Use advanced letter recognition systems that convert handwriting to text that can be edited. Students can approach the whiteboard and add their contribution to the discussion by writing directly on the whiteboard.
- Support remote voting or feedback.
- Store sequences of screens for playback which can be re-used in later classes, given to absent students or saved onto the homepage.
- Control computer applications via the screen interface.
- Customize the screen appearances.

Complex functions

Instant visual display of sources such as pictures, newspaper cuttings, photographs, diagrams, tables and worksheets, graphs, video clips and sound bits to give students a clear frame of reference.

Turning brainstorming into sorting exercises. For example, when teaching the education module the teacher may ask questions and write student answers onto the board. The whiteboard then translates this into computer text. Students could then be asked to come to the board, highlight the statement and move them into categories.

Instant preparation of graphs. The data can be written onto the board and using excel, it could instantly be turn the results from the class into a graph.

Promote group working. Students can approach the whiteboard and add their contribution to the discussion by writing directly on the whiteboard. Groups can view and solve interactive problems together.

Provide an electronic flipchart with all notes and diagrams saved as an HTML file for later use across an intranet, allowing an archive to be easily maintained and displayed.

Allow the tutor to monitor or see what each student has on their screen and choose which screen to display on the whiteboard in a networked environment.

Run on-line tests and opinion polls and display instant feedback to the group.

Pedagogical applications of interactive whiteboards

Visualization The use of graph plotting software on the interactive whiteboard enables far faster understanding of the concepts: students have a clear visual understanding of the topic, and are able to transfer this understanding to other topics. With an ACTIV Board installed in the Graphics room, all students in the class can see the screen. The board provides immediate information, visibility in all parts of the room, the opportunity for step-by-step methods when working on complex drawing tasks and the opportunity to display comparative designs. It has made the delivery of the curriculum efficient, interesting and enjoyable for both students and teacher. A less obvious advantage of the board is the way in which it reduces the need for so many pieces of paper material. This results in significant savings on reprographic costs. It results in faster knowledge retention.

Enhancing class discussion An electronic whiteboard is an ideal focus for class discussion, providing opportunities to raise questions and stimulate exploration. Various techniques may be used, including

- ❖ Using a picture as a stimulus for discussion
- ❖ Using written prompts
- ❖ Brain storming
- ❖ Sorting
- ❖ Text disclosure activities
- ❖ Asking the right questions
- ❖ Sharing expertise

Modelling, demonstrating, annotating Whilst modelling is essentially presentation show in how to do something-it can be made interactive by the inclusion of opportunities for feedback. Students can also use the whiteboard to model activities to each other or as a tool for demonstrating work to their peers

- Drag-and-drop activities
- Annotations
- Shared reading
- Collaborative writing
- Collaborative problem solving
- Peer teaching

Collaborative learning and problem solving Cooperative experience is at its richest when students have something interesting to cooperate on when they are engaged in a mind-stretching problem solving or investigative activity or when their task has a concrete outcome. Collaborative, problem solving involves understanding and representing the problem, classifying terms and understanding vocabulary, trying things out learning from mistakes, and evaluating the result and the process that achieved it. These types of activity are characteristics of much of the best computer based group work. All this can be modelled very effectively with the use of an electronic whiteboard

Peer teaching The group of students can collect images and information and compile these into a visual presentation. At the end of the unit of work each group can present their findings to the class group on the electronic whiteboard. This model can be applied widely across the curriculum and can include presentations to other students.

Overall benefits Because interactive whiteboards are so like conventional whiteboards, they can help even technophobic teachers to use this medium with ease for presentations from the front of the room. They help in broadening the use of e-learning because they rapidly demonstrate the potential of alternative modes of delivery. They are easy to be integrated with other media resources. They allow teachers to create easily and rapidly customized learning objects from a range of existing content and to adapt it to the needs of the class in real time. They allow learners to absorb information more easily. When fully integrated into a VLE (Virtual Learning Environment) and learning object repository there is potential for widespread sharing of resources this technology is a boon for the academia.

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