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**ENERGY AND ENRICHING THE FACULTIES EFFECTIVENESS THROUGH
MEETINGS AND THEIR ACCOUNTABILITY IN TECHNICAL EDUCATION**

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ABSTRACT

Stable growth of higher science and technology demands the establishment of large number of technical institutions in both governmental and self- financing patterns. Hence, quality of education, mainly in Technical Education has become an important factor for any type of institution. The faculty effectiveness and their responsibilities are inevitable apart from their main task of teaching. Teacher effectiveness is finally responsible for the success of Technical Education. The key to enriching the faculty effectiveness is who are interested and involved. The faculty enjoy themselves at their work may tend to be more productive. This paper briefing about the energy and enriching the faculties effectiveness through meetings and their accountability.

KEYWORDS: Energy, Enriching, Effectiveness, Accountability, Meeting.

I. INTRODUCTION

Faculty effectiveness plays a vital role in moulding and shaping the students. But faculty accountability has become a very controversial issue. Points in favor and against faculty accountability are explained. To make them accountable for everything the characteristics of effective teaching, measurement of teacher effectiveness, ascertain the disinterest in teaching, teaching skills. It may be initiated initially thro meetings at various levels. Now a days conduct of more meetings at working places in the name of counseling and motivation for developments. A survey conducted has revealed that an executive spends about 21 of the 40 hour work per week in meetings. Another survey has revealed that an average worker spends 3 years of his or her life time in meetings. The meeting conducted without agenda involves time consuming, waste of money and efficiency in the scheduled time.

If considering the institutional energy exchange systems, if the energy flows properly and is channeled into the activities that will have the best pay off. Meetings are major logic of energy expenditure, because they consume so much personnel effort in preparing, conducting and following-up. The factors responsible for the failure of meetings may be:

1. Poor preparation in both planners and participants.
2. Participants not properly involving in meetings and its analysis.
3. Participant diverting the agendas thro questioning and unconnected discussions.
4. Lack in participation and observation.
5. Emotional outbursts and conflicts.
6. Ineffectiveness of methods.
7. Too much length.
8. Lack in accountability and effectiveness of faculty.

II. ENHANCEMENT OF EFFECTIVENESS OF FACULTY ACCOUUTABILITY

The faculty effectiveness can be enhanced if the following is observed:

Enriching faculty effectiveness thro meetings

- Team leader motivate every participant responsible of group effectiveness and team solutions ensuring the maximum use of time and human resources available (e.g., invite silent ones to speak up and dominators to shut up).
- Telephone call interruptions should be banned except for emergencies.

- Circular seating arrangement is made.
- Participants might involve in structuring agenda and priorities.
- Participative decision-making achieved through group consensus in the form of group action.
- Conflicts and confronts are to be resolved, leads the enrichment in effectiveness.
- Bottom to top approach should be encouraged to feel every faculty is responsible for effectiveness
- Recognize that meetings have different purposes, requiring participants and methods suitable to the type of meeting proposed.
- Realize there are meeting skills to be acquired relative to planning, chairing, controlling, facilitating, and coping with problems or obtaining solutions; acquire these competencies.
- Consult resources that can assist in improving the technical presentations during meetings (e.g., seek training in multimedia methods, production of slides of videotapes, group dynamics).
- Use meeting to provide interaction opportunities for everybody.
- Hold meetings, if possible, on one's own "territory", but ensure that the facilities are adequate for optimum performance, including all necessary supplies and equipment.
- Seat participants for minimum conflict or collusion.
- Agendas are normally helpful to focus efforts and save time, while excluding undesirable and irrelevant subjects.
- Control time in meetings so that it is used productively.
- Facilitate the meeting process (e.g. Permission to take notes and recording, invite and foster participation, encourage compromise and conflict management, use audiovisual aids, articulate clearly and non defensively, divide the group into subgroups or task forces to study critical issues, obtain support beforehand on critical decisions offer positive reinforcement of Sound strategies and positions, seek and obtain consensus.
- Conclude meeting by clarifying action steps, establishing accountability, setting deadlines if necessary, confirming unusual contributions, encouraging feelings of accomplishment, and ending on time.

Factors Causing Disinterest in Teaching

- Low salary in SF colleges, perks. facilities and the resulting lack of recognition, status authority as compared to that available in industry.
- Monotony, incapability of providing adequate challenges, inadequate career opportunities and uncertain professional satisfaction.
- Lack of awareness about the merits of the teaching profession.
- Better quality of students and teacher's move to the institutions where the students caliber is quite high.

Enriching faculty accountability thro generic skills

- Communications Skills
- Learning to Learn
- Problem-solving
- Interpersonal Skills
- Team work
- Negotiation Skills
- Leadership
- Goal-setting
- Creative Thinking

Enriching the effectiveness in accountability of faculty general teaching skills

- Motivation
- Presentation and Communication
- Questioning
- Individualized Instruction
- Developing student Thinking
- Evaluation
- Class room Management and Discipline

Energy enrichment of faculty effectiveness and its assessments

The following are considered as adequate to faculty energy enrichment

- Good speaking ability — Communication.
- Ability to explain clearly
- Ability to encourage ideas
- Systematic organization of the subject matter.
- Sympathetic attitude towards students
- Expert knowledge in the subject
- Enthusiastic attitude towards subjects
- Fairness in making test questions and marking of answers
- Tolerance towards student disagreement
- Pleasing personality

Assessment of Effectiveness

The faculty enrichment in effectiveness is assessed thro evaluation of students.

It represents collective student opinion on what transpires in the classroom on a

Day - to day basis, and hence is a valuable information which must be utilized for assessing to achieve the goals of technical education.

In general, the reasons for evaluation of instruction are:

- To improve the teaching by providing feedback.
- To develop standards of acceptable performance.
- To assist in decisions regarding promotions,

Some of the important criteria for faculty promotion and accountability are:

- Possession of the Doctoral Degree.
- Experience.
- Excellence in classroom teaching.
- Productive scholarship and creative activities (research, publications, authorship)
- Participation in institutional activities.
- Guidance and Leadership in student activities.
- Participation in professional society activities.
- Personal attributes such as integrity, objectivity, industry etc.,
- Community Service etc...

2.7. Energy points in faculty accountability

- A teacher feels his responsibility to see that everyone learns.
- Students will be highly motivated as they are less likely to be blamed.
- The emphasis on result will motivate teachers.
- Institutional facilities will become more flexible towards the individual interest of the group.
- Accountability will inform the public on what is happening in the institution.

Points against the faculty accountability

- Teachers have no control outside the campus.
- Accountability over emphasizes 'test score' and teacher may simply 'teach to test'.
- Accountability considers only the student's rate of learning and ignores individual differences in ability.
- Accountability prevents teachers from using their professional judgment in carrying out instructive program.
- Learning objectives set too narrow a limit on instruction.

III. CONCLUSION

The faculty as well as the managements the technical institutions will have to make attempts to recognize the culture of commitment, integrity, team work, ethics, social awareness, responsibilities, and responsiveness to environmental and societal issues. In view of re critical need of improving the technical education system it is



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essential to have a pool of competent and motivated teachers with a serious accountability. This paper reveals that the management of a technical institution should introduce to the extent possible decentralization and devolution of power combined with accountability in the general and academic management.

A first step in this direction is the continuous internal evaluation of students in each subject by the teacher concerned. Next comes student feedback in written form at the end of every semester. It will be a very valuable instrument for the teacher for improving their deficiency. Finally the management should act positively and effectively in order to provide a conducive environment in the campus and maintain energy rich in "faculty effectiveness".

In this post industrial age, information and learning are the means to establishing the authority of competence and furthering career development, as well as the solution to problems and challenges.

Leaders who are sensitive to their human resource development responsibilities realize that effective use of meetings to accomplish purposes. Whether the situation requires an electronic meeting, innovators either master the professional methods or know where to obtain support services for achieving high performance through meeting.

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