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INDEX

Sr. No.	Title	Author	Subject	Page No.
1	Cost of capital: an empirical case study of hindustan unilever limited	Dr. Vinod K. Ramani	Accountancy	1-2
2	Self Revolution	Mohanapriya.P	Arts	3-4
3	Wound healing activity of Cestrum elegans	V. Subhaa, Dr. D. Sukumarb, Dr. V. Elangoc	Chemistry	5-6
4	Anti Bacterial Activity of Apigenin 7-0-(6"caffeoyl) neohesperidoside from chrysanthemum indicum	M.Jerome Rozario, Dr.A.John Merina, Dr.V.Srinivasana	Chemistry	7-10
5	Adsorption Studies of Cu (II) and Cr (VI) from metal solution using crosslinked chitosan-g-acrylonitrile copolymer	Shankar.P, Gomathi T., Vijayalakshmi.K, Sudha P.N	Chemistry	11-13
6	An Insight into Derivative Markets: Indian Perspective	Dr. C.Shobha, Dr. T. Hanumantha raya	Commerce	14-16
7	Vision and Planning	Dr. J. K Sehgal	Commerce	17-18
8	An Analytical Study of Employee's Productivity in Some Selected Nationalized Banks of India	Dr. Jyotindra M. Jani, Manish B. Raval	Commerce	19-20
9	New Products of Tourism in India	Dr. M. K. Maru	Commerce	21-22
10	Inventory Management in Sugar Mills - A Comparative Study	Promila	Commerce	23-25
11	Price -Mix Straregy of Jammu and Kashmir Co-Operatives Supply and Marketing Federation Limited in Jammu District of J&K State	Tarsem Lal	Commerce	26-28
12	Warehouse Management Information System: A New Perspective in Supply Chain Management	Dr. Vipul Chalotra	Commerce	29-30
13	A Study on Consumer Satisfaction of Aavin Milk in Salem City	Dr.A.Vinayagamoorthy, Mrs. M.Sangeetha, C.Sankar	Commerce	31-33
14	Hybrid Attribute Selection Process for Decision Tree Based Classification Algorithms	Mr. A. Jebamalai Robinson, Mrs. S. C. Punitha, Dr. P. Ranjit Jeba Thangaiah	Computer Science	34-36
15	Visualizing the validation of UML diagrams	Lavleen Kambow	Computer Science	37-38
16	Effectiveness of coconut palm insurance scheme in the coastal belts of India-A SWOT analysis	Prof. (Dr.) D. Rajasenan, Bijith George Abraham	Economics	39-41
17	An Analysis of the Efficiency of Selected Public and Private Banks in India during 2005-2011	Dr.Dinesh Kumar, Sanjeev	Economics	42-44
18	Measurement of Emotional Development of the Students	Dr. Nivedita K. Deshmukh	Education	45-46
19	A comparative study of effect of method of lecture and dramatization of Marathi teaching	Dr. Nivedita K. Deshmukh	Education	47-48
20	Peer pressure-problems and solutions	V.Vaithyanathan, Dr.P.Sivakumar	Education	49-50
21	Language Anxiety In Indian L2 Learners: Male or Female Learners - Who Scores High?	S. Gandhimathi, Dr.R.Ganesan	Education	51-52

22	Topological Characteristics of ECG Signal using Lyapunov Exponent and RBF Network	Abinash Dahal, Deepashree Devaraj, Dr. N. Pradhan	Engineering	53-55
23	Development of slicing package of solid model for cone and sphere in rapid prototyping	Dineshkumar M. Patel, Prof. P.D.Solanki	Engineering	56-58
24	Hardware modeling Simulation with COSSAP	Krunali Amrutlal Ratanpara, Devendra Soni, Shrenik Rajesh Golwelkar	Engineering	59-61
25	Coordination Of Pss And Statcom To Enhance The Power System Transient Stability	Lalit K. Patel, Kaushik M. Sangada, Sunil S. Changlani , Ankit M. Patel	Engineering	62-64
26	Cooling Performance Analysis of Heat Sink	Mr. Pritesh S. Patel, Prof. Dattatraya G. Subhedar, Prof. Kamlesh V. Chauhan	Engineering	65-67
27	Thermal Modeling and Analysis of Friction Stir Welding	Rankit Patel, Prof. Bindu Pillai	Engineering	68-70
28	Review on shrinkage defect – A case study	Mr. Ravi N. Kalotra, Mr. Gajanan Patange, Mr. J.K. Gohil	Engineering	71-75
29	Stream Function Formulation of Lid Driven Cavity	Mr. Zankhan C. Sonara, Prof. Dattatraya G. Subhedar, Mr. Kartik Patel	Engineering	76-78
30	Implementation of ABT (Availability Based Tariff) - its Treatment & Proceedings	Dilip m.Bhankhodiya, Dipak t. Vaghela	Engineering	79-82
31	Active Filters for Power Quality Improvement	Dipak t. Vaghela, Dilip m. Bhankhodiya	Engineering	83-87
32	Design and Analysis of Air Bearing using Orifice and Feed Hole Pocket	Nileshkumar T. Raval, Prof. M.Y.Patil	Engineering	88-90
33	Drip irrigation technique enhancing water and fertiliser use efficiency in cauliflower	Dr. S.S. Yadav, Dr. R.S. Meena	Engineering	91-92
34	Experimental and FEA Evaluation of Hybrid Joint Strength of Single Lap joint.	S. S. Kadam, P. A. Dixit	Engineering	93-96
35	CFD Analysis of Mixed Flow Submersible pump Impeller	Mitul G Patel, Subhedar Dattatraya, Bharat J Patel	Engineering	97-100
36	EVA: An Innovative Parameter for Shareholders' Wealth Measurement	Shri. Arvind A. Dhond	Finance	101-103
37	Profitability and consistency analysis of Textile Sector in India	Dr. K. S. Vataliya, Rajesh Jadav	Finance	104-107
38	Harmonious Relationship between Art and Music Critical vision (comparison)	Dr. Marwan Imran	Fine Arts	108-109
39	Land Use Pattern and Crop Combination Region in Satara District : A Geographical Study	Dr. Rathod S. B., Mane-Deshmukh R. S.	Geography	110-111
40	Garlic---Benefits and Uses	Dr. Sneh Harshinder Sharma	Geography	112-114
41	An Assessment of Thermal Comfort Zones in Terms of Tourists: A case study of Karveer Tehsil	Mr. Prashant Tanaji Patil, Miss. Mane madhuri maruti, Miss. Mugade Nisha Ramchandra	Geography	115-117

42	Hematological changes due to the impact of Lead nitrate on economically important estuarine fish <i>Mystus gulio</i>	Dr.S.Palani Kumar	Horticulture	118-119
43	Stress Management level in the employees of Manufacture Industries By considering key parameters with reference to Bhavnagar city	Dr. K. S. Vataliya, Adv. Ajay H. Thakkar	Human Resource	120-122
44	The Case of ABC Group-A Case on Performance Appraisal System	Shivani Sah	Human Resource Management	123-124
45	A Study On Performance Appraisal of Employees in Health Care Industry in a Private Multi-Speciality Organization	Dr. C. Swarnalatha, T.S. Prasanna	Human Resource Management	125-126
46	(Upnyas - Jansi ki Rani Laxmibai (vrundavanlal varma)	Dr. Sneh Harshinder Sharma	Literature	127-128
47	"Educational Technology for Professional Development of English Teachers: A Case Study of the College Teachers of English in Jammu Province"	Dr. Wajahat Hussain	Literature	129-130
48	The Reality of Sultana's Dream: A step towards success Rokeya Sakhawat Hossein	Riju Sharma, Ruchee Aggarwal	Literature	131-132
49	Road blocks of Match Industry in Andhra Pradesh: Certain Issues and Concerns	Anuradha Averineni	Management	133-134
50	Government's Assistance Towards the Development of Small Scale Industries in India with Special Reference to Krishnagiri District	B. Mohandhas, Dr. G. Prabakaran	Management	135-140
51	Effects of Role Stress on Employee Job Satisfaction and Turnover	Dr. T.G.Vijaya, R.Hemamalini	Management	141-144
52	"MNP – A major concern of Telecom Operators in Gujarat"	Mohsinali Momin, Dr. Deepak H. Tekwani	Management	145-147
53	A Study on Fiscal Support Provided by Vijaya Bank to Msme in Coimbatore City	Mrs. G. Murali Manokari, Mr. G. Lenin Kumar, Mrs. G. Sathiya	Management	148-150
54	Competencies for HR Professionals	GAYATHRI. M	Management	151-153
55	Cost and Strategic Management - Application, Framework and Strategies for the Growth of Sme Sector	Manisha gaur	Management	154-156
56	Development of Management Education System in India	Mr. Goudappa Malipatil	Management	157-158
57	Study on Volatility and Return of Major Indices of Indian Stock Market with Reference to Sensex And Nifty	Mr. Mukesh C .Ajmera	Management	159-160
58	A Need for an Epitome Shift in Management Education A study on Conceptual Teaching practices	Mrs. Vanishree K. Jamashetti, Mr. Sanjeev Rathod	Management	161-162
59	Personal Social Responsibility – A novel thought	Parul Jain, Dr. N.C Pahariya	Management	163-164
60	Green Marketing – A Consumer's Perspective in the Indian Scenario	Nidhi Srivastava, Preeti Pillai	Management	165-166
61	Challenges and Opportunities of Mobile Banking - An Indian Scenario	Sandhya.Ch.V.L	Management	167-169
62	A pragmatic study of civilizing amortment among The diverse countries	Mr. Vimal P. Jagad, Mr Mukesh .C Ajmera	Management	170-171
63	Celebrity Endorsement in India An Effective Tool of Sales Promotion	Piyush Shah, Dr. N C Pahariya	Management	172-176

64	A Study of Prominent Character Strengths and Their Relationship with Well Being Among Business Management Students	GarimaKamboj, DikshaKakkar	Management	177-180
65	Coffee Consumption in India: An Exploratory Study	Shri. Arvind A. Dhond	Marketing	181-183
66	Applicability of Retail Service Quality Scale (RSQS) in India	M. Ramakrishnan, Dr. Sudharani Ravindran	Marketing	184-186
67	Account Holders perceptions towards Self Service Technologies: a study of selected Private Sector Banks	Dr A Kumar, Prof Ankur Gangal	Marketing	187-189
68	Impact of Sales Promotion on Sales figures of Select International FMCG Brands	Dr.Sharif Memon	Marketing	190-193
69	Factors Affecting Green Product Design: Marketing Professional's Perspective	D. S. Rohini Samarasinghe	Marketing	194-196
70	The Impact of 'Ambience' and Variety on Consumer Delight: A Study on Consumer Behaviour in Ahmedabad	Dr A Kumar, Prof Vineeta Gangal	Marketing	197-200
71	Co-Relation of Social Justice with Human Rights: A Review	Dr. Monica Narang	Marketing	201-202
72	Study of Iron Status and Free Radical Activity in Plasmodium Falciparum and Plasmodium Vivax Malaria Infection	Sangita M. Patil, Ramchandra K. Padalkar	Medical Sciences	203-205
73	GOAL SETTING TENDENCIES, COMMUNICATION SKILLS AND WORK MOTIVATION VIS-À-VIS AGE DIFFERENCE – A STUDY ON PUBLIC SECTOR ORGANIZATION	Dr. Swaha Bhattacharya, Dr. Monimala Mukherjee	Psychology	206-208
74	Role of NGOs in Social Mobilization in the context of SGSY	Dr.Veershetty C. Tadalapur	Sociology	209-211
75	Age at menarche and its secular trend in rural and urban girls of bathinda district	Jyoti Sharma, Dr. Ajita	Sports Science	212-213
76	Effect Of Resin Finishing On Stiffness And Drape Of Khadi Fabric	Dr. Suman pant, Ms. Noopur Sonee	Textiles	214-216



“Educational Technology for Professional Development of English Teachers: A Case Study of the College Teachers of English in Jammu Province”

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ABSTRACT

The English Language is taught as a second or foreign language in Jammu & Kashmir. Most of the rural areas of this state lack the basic facilities for teaching of English. Today, the English language has become a global language. We can not get access to knowledge of any field without knowing this language. It is very important for the English language teachers to use modern educational technology especially in the rural areas of Jammu and Kashmir in order to enhance the quality of teaching of the English language. Remote and far-off areas of Jammu and Kashmir are in need of trained resource –persons for better training in language skills. The goal of language teachers is to promote learners' competence in listening, speaking, reading, and writing. We can not avoid teaching of English without the use of Grammar-Translation method, Direct method, Audio-lingual method or Communicative method but these methods are to be supported by the Educational Technology. Students of Urban areas enjoy maximum benefits of the modern Educational technology like the use of computer with internet facility where they can learn a lot of language related items. Rural teachers are to be trained in such language components so that they can meet with the requirements of the rural students. In this way the students of rural and far-off areas can compete with the urban students. In this paper an attempt is made to highlight certain basic uses and areas of the educational technology that can be used for professional development.

Keywords : Professional Development, Educational Technology, Situational Teaching, Materials and their use

Educational Technology

Alan Hancock defines Educational Technology as:

Indeed the phrase Educational Technology has been coined principally to express the notion of men, machines and materials working together to improve the relevance of both teaching and learning process. (Hancock 5)

According to the definition given by Hancock it is clearly evident that there are three basic constituents which form the real concept of educational technology. One person or machine alone can not perform any action if it is not directed properly. The role of the teacher still can not be avoided. Teachers are to be professionally sound so that they can easily motivate the rural learners in acquiring communicative competence. Appropriate use of technology may actively assist the English language teachers to come to terms with content and ways of tackling with different learners

Hancock has made it very clear that by men he refers to human resources which consist of the learner and the teacher. The learner is the primary resource because his/her untiring efforts in language learning may create a good deal of influence during teaching learning process. The role of the teacher in any teaching/learning process is always central. The role of the teacher is always central in the sense that he/she guides and helps the learners by imitating, organizing, arranging and presenting the standard materials to them.

Instructional materials are used in language teaching for transference of knowledge. Instructional materials are added devices or supplementary materials which help the teacher to make his presentation concrete, effective, interesting, meaningful, and inspirational. These materials are those devices which help the learners in the assimilation and retention of ideas. (Dash 123)

A teacher uses instructional material to aid in the learning of subject matter for a class. There are many forms of instructional materials like power point presentation, books

with listening and reading audio/video CDs, articles, materials for project development, etc. They influence the content and the procedures of learning. The choice of deductive vs inductive learning, the role of memorization, the use of creativity and problem solving, production vs reception, and the order in which materials are presented are all influenced by the materials. Design and choice of materials will be particularly affected by resource availability, as well the capacity to teach effectively across a range of language skills. Technology such as slides, video and audio tape recorders, video cameras, and computers with projectors support instruction/learning. Hardware materials include computer, Epidiascope, film projector, overhead projector, etc. Software materials include Books, Magazines, news papers, educational games, flash cards, etc. These are electro-mechanical equipments which can be used for effective instructions and help teachers to deal with more students with less expenditure. Software refers to the programmes which hardware technology produces. Software technology utilizes the principles of psychology. These are the materials which stimulate students' interest towards the learning tasks, imagination of events, the power of observation and motivation for further knowledge. They help to reduce meaningless and excessive verbalism on part of the teacher and relate abstract concepts with concrete experiences. Use of instructional aids lead to introducing varieties in the teaching-learning process, make it joyful and thus, breaks up the monotony of the classroom instruction. The learners can not be properly benefitted without the sincere cooperation of the teachers because it is the teachers who deduce various devices to explain the authentic materials and to instill in the learners the yearning for an efficient pattern of listening, speaking, reading and writing. Most of the teachers throughout the world agree that authentic materials are beneficial to the language learning process.

Authentic materials are appropriate in terms of goals, objectives, learner needs and interest and natural in terms of real life and meaningful communication. (Rogers 467)

Authentic texts are texts that are not written for language

teaching purposes. They are significant and increase students' motivation for learning, make the learner be exposed to the real language. (Jordan 113)

Computers are also helpful in a language learning programme as they give appropriate feedback and answer a series of questions which test learners' knowledge of the rules of language and testing particular language items. If men, materials and machines are paid equal attention during the course of teaching English as a second or foreign language, it will mark a tremendous success.

Today, media technology is a powerful support to situational teaching, because it presents authentic speech of the native speaker and, the language is also introduced in the context of everyday situation. As a result of this the students learn by learning and seeing the language in action with regard to the scope educational technology as Sherrington says:

For the first time linguistic behavior could be set in its total extra linguistic context; student could observe language as it really occurs, instead of experiencing it through a series of artificially created examples. (Sherrington 2)

For listening comprehension, radio and tape or audio recorder are the two important audio equipments which can enhance learners' speaking skills. But today I-Pod and other latest audio equipments can be used in place of radio and tape recorder because these equipments have greater utility not for entertainment but for the judicious use in terms of learning language skills. However, the enormous utility which radio and tape yield can not be overlooked. BBC English by radio is one of the sources of English language teaching. During the Second World War a number of language teaching programmes were prepared and transmitted. The ultimate purpose of these programmes was to get the detailed information about the on going war and these English language teaching programmes were proved successful.

Today, there is a dire need to expose our learners especially the learners of rural and far-off areas to the comprehension of the meaning, contextualization and pronunciation of the English language. This is possible only if we train our teachers in the best use of audio-visual aids so that they may deliver in actual classroom situations. The use of television or data projectors has enormous potential in enhancing the learners' interest in learning the English language because the language can be seen on the screen where an action is taking place and heard in a better way. Learners can easily learn the moral and intellectual values of a particular class, age, sex and religion. Maclean rightly points out:

Television has the proper strength that it deals with what are obviously real life and stimulations. The situations are presented to the students and dealt with by the teacher and, to their manifest reality, is added the tremendous value of complete visibility. (Maclean 12)

Therefore, videos in the English classroom present a real life situation and complete communication.

Video brings a slice of real life into the classroom. It presents the complete communicative situation. Language learners not only hear the dialogue, they also see the participants in the surrounding where the communication takes place. The visual information not only leads to a fuller comprehension of the spoken language but can also benefit learners in a number of other ways. (Loneragan 1)

With regard to the video the teacher plays an eminent role in promoting active viewing and maximizing the instructional potentials of video materials. The teacher remains central in all teaching programmes taken up with the aid of media technology. Hence, video is a useful vehicle for language teacher to reinforce language teaching which does not mean to decentralize the role of teacher, but it provides the teacher with authentic teaching materials and thus promotes the teaching of language skills. It enables the teacher to make tremendous contribution in developing language skills and facilitates successful motivation for the acquisition of the target language by explaining video materials to the learners.

As in most language teaching situation the role of a teacher is the key one. It is the teacher who must harness the power of the video films; it is the teacher who has the praise responsibility for creating a successful learning environment. (Loneragan 5)

With a view to promoting learners' proficiency in language skills, the use of educational technology in present pedagogical scenario seems to be almost indispensable. Frequent use of media technology promotes learners' motivation and makes them more receptive to the visual presentation.

The main focus of this paper is on the media elements and their significance in English language teaching. These media elements can act as powerful tools in the hands of the teachers to achieve the objects advocated by the text.

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