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<table>
<thead>
<tr>
<th>S.No.</th>
<th>Research Topic</th>
<th>Paper ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
<td>Digital Filtering of Electric Motors Infrared Thermographic Images</td>
<td>IJCST/34/4/A-1225</td>
</tr>
<tr>
<td></td>
<td>Anna V. Andonova, Nadezhda M. Kafadarova</td>
<td></td>
</tr>
<tr>
<td>131</td>
<td>An Evaluative Study to Measure Teacher's Competency in using Word Processing Applications in Teaching Learning Process with Special Reference to Selected English Medium Schools of Karad City in Satara District</td>
<td>IJCST/34/4/A-1226</td>
</tr>
<tr>
<td></td>
<td>S. P. Shinde, Dr. B. S. Sawant</td>
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<td></td>
<td>Nagendra Sah, Neelam Rup Prakash, Deepak Bagai</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pushpanjali. M. Chouragade, Dr. P. N. Chatur</td>
<td></td>
</tr>
<tr>
<td>134</td>
<td>Predicting the Mental Status of a Patient and Suggesting the Care to the Patient by Designing a Tool through Soft-Computing Techniques</td>
<td>IJCST/34/4/A-1229</td>
</tr>
</tbody>
</table>

http://ijcst.com/?page_id=3225
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Authors</th>
<th>IJCST/34/4/A-1256</th>
</tr>
</thead>
<tbody>
<tr>
<td>161</td>
<td>Understanding Shared Technology in Cloud Computing and Data Recovery</td>
<td>Tribikram Pradhan, Mukesh Patidar, Keerthi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vulnerability</td>
<td>Reddy, Asha A</td>
<td></td>
</tr>
<tr>
<td>162</td>
<td>A New Efficient Approach for Removal of High Density Salt and Pepper</td>
<td>M. Jyothi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Noise in Videos Using Modified Decision Based Unsymmetric Trimmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median Filter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>163</td>
<td>Survey on Challenges and Threats in Cloud Computing</td>
<td>M. A. Lakshmi, B. Sumalatha</td>
<td></td>
</tr>
<tr>
<td>164</td>
<td>Position Based Routing in Mobile Ad-Hoc Networks: An Overview</td>
<td>Simardeep Kaur, Anuj K. Gupta</td>
<td></td>
</tr>
</tbody>
</table>
An Evaluative Study to Measure Teacher's Competency in using Word Processing Applications in Teaching Learning Process with Special Reference to Selected English Medium Schools of Karad City in Satara District

S. P. Shinde, Dr. B. S. Sawant

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Abstract
Today's is the world of Information Technology. Information technology is becoming a part of our day to day life. So this IT field has to be incorporated in Education field also. Many schools, colleges and universities all over the world have already adopted this technology in teaching and learning process. But only adoption of such technology does not make it effective. Its actual implementation makes it effective. A teacher is a building block of any education system. A teacher cannot be replaced by any other means. In India teachers are worshipped next to God. So in order to implement computers in teaching learning process, a teacher should be competent enough to effectively and efficiently use computer applications in teaching learning process. So this paper evaluates the competency level of teachers in using Word processing applications in their teaching and learning.

Keywords
Computer, Competency, Computer Applications, Information Technology, Word processing Applications

I. Introduction
The teacher is the key to the effective implementation of the resource in the educational system. Teacher's quality is the top contributing factor to student's achievement. Teaching requires competence and standards that would encompass the principles and guidelines to be accepted worldwide, which seem to draw very little interest. So to identify the characteristics and effectiveness of teacher is focused in the study to find competency level of teachers. Positive teacher attitudes toward computers and computing skills are recognized by researchers as a necessary component for effective use of computer technology in the classroom. Teacher need to be able to "teach" in both environments, and this requires (i) basic skills associated with teaching, assessment and management of learning, in addition to other faculty roles such as research; and (ii) Special skills and knowledge associated with Information and Communication Technologies (ICT).

II. Teachers IT Competence
Competence refers to a state of being well qualified to perform an activity, task or job function. When a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners. A competency, then, refers to the way that a state of competence can be demonstrated to the relevant community. Teachers IT competence can be evaluated through knowledge, attitude and skills related to Information Technology adopted in their school. IT competency means knowledge required to acquire computer skills. So teachers should acquire the basic prerequisites of computer skills. The following table explains the each application in detail. A teacher should gain Word processor Skills, Spreadsheet skills, Database skills, Electronic presentation skills, in order to incorporate computers in teaching learning process in schools. Teachers should gain basic knowledge about Word processing Skills to use computers in teaching learning process.

<table>
<thead>
<tr>
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<th>Word processing Applications</th>
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<td>1</td>
<td>Create a document</td>
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<tr>
<td>2</td>
<td>Edit a document</td>
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<td>3</td>
<td>Save the document</td>
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<tr>
<td>4</td>
<td>Formatting of documents</td>
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<tr>
<td>5</td>
<td>Retrieval of document</td>
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</tbody>
</table>

III. Objective
To evaluate the competency level of teachers in using Word processing applications in teaching learning process

IV. Hypothesis
There is a significant relation between teacher's academic qualification and use of Word processing applications in teaching learning process.

V. Research Methodology
The research is descriptive and analytical type. The survey method was used to collect data from teachers of various schools in Karad city. The survey was conducted in private schools of Karad City of Satara District, where teachers were selected randomly for the survey.

VI. Sample Design
There are more than 25 schools in various mediums in Karad city. Out of them there are near about 10 schools having English medium. This research paper focuses on only English medium private schools in Karad city. So the survey was conducted in 10 different schools of Karad City of Satara District. The universe of teachers for the research was 100 teachers where a sample size of 30 teachers was selected randomly for the survey.

VII. Data Collection
A questionnaire was circulated to the teachers and their responses were collected. There were near about 20 questions in the questionnaire which included demographic information and information related to the use of Word processing applications in teaching learning process. The competency level of teachers...
use of Word processing applications was evaluated on basis of 5-point Likert scale: (5) Very competent: Can teach others how to perform a task, (4) Competent: Can complete a task easily, (3) Moderately competent: Can complete a with less efforts, (2) Little competent: Can perform a task with assistance, (1) Not competent: Cannot perform a task.

VIII. Data Analysis and Interpretation
First the demographic data was analyzed on basis of their Gender, Age, Teaching Experience, Academic Qualification and subjects taught.

A. Teachers Gender
It has been found that majority of the respondents (60%) are female teachers and remaining respondents (40%) are Male teachers. This shows that females are more attracted towards teaching profession.

B. Teachers Age
It has been found that majority of the respondents (27%) are from age group 31-55 years, 26% of the respondents are from 31-40 years, 17% of respondents each from age group 41-50 years and above 50 years and 13% of the respondents from age group 21-30 years. The above figure shows that majority of the teachers are towards their retirement and only few of the teachers are fresher in teaching field.

C. Teachers Academic Qualification
It has been found from that above graph3 that majority of the respondents (36%) are undergraduate with science & B. Ed, 34% of the respondents are undergraduate with commerce background and 30% of respondents are undergraduate with arts background. As the graduation with B. Ed which is the basic requirement for a teacher to teach secondary school students.

D. Teachers Teaching Experience (in years)
It has been found from that above graph4 that majority of the respondents 39% of teachers have 5 to 14 years teaching experience, 27% of teachers have 1 to 4 years teaching experience, 17% of teachers have 15 to 24 years teaching experience, 10% of teachers have teaching experience above 25 to 34 years of teaching experience while 7% of teachers have teaching experience above 35 years.

E. Subjects Taught by Teachers
It has been found from that above graph5 that majority of the respondents selected for the survey 20% taught English subject. 20% of teachers teach science subject, 17% teachers teach Marathi subject, 13% of teachers teach computer and mathematics subject each, While 10% of teachers teach social sciences.

F. Teachers Competency in using Word Processing Applications
- Majority the teachers from arts background i.e. B.A, B.Ed lag behind in each activity of word processing. The teachers from science background are moderately competent as compared to teachers from arts and commerce background.

Table 2: Word Processing Activities According to the Competency of Teacher to use it

<table>
<thead>
<tr>
<th></th>
<th>B.A, B.Ed</th>
<th>B.Com, B.Ed</th>
<th>B.Sc, B.Ed</th>
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<td>B. Ed</td>
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<td>0 1 2 4 4 11</td>
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<td>Total</td>
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<td>4 10 13 14 09 50</td>
<td>2 5 15 19 14 55</td>
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- Majority the teachers from Science background i.e. B.Sc, B.Ed are ahead in terms of competency in editing a word document. The teachers from science background are moderately competent as compared to teachers from arts and commerce background.
- Majority the teachers from arts and commerce background do not know how to save a word document or they are little competent. There is no teacher from science background who cannot save word document. The teachers from science background are either competent or very competent in saving a word document as compared to teachers from arts and commerce background.
- Majority the teachers from arts are not at all competent in formatting a word document. There is one teacher from science background who cannot do formatting of a word document. There is no teacher from science background who cannot format a word document. The teachers from science background are either moderately competent or competent in formatting a word document as compared to teachers from arts and commerce background.
- Majority the teachers from arts and commerce background are not competent in retrieving a word document. Whereas all the teachers from science background are competent in retrieving a word document. The teachers from science background are either moderately competent or competent in retrieving a word document as compared to teachers from arts and commerce background.
X. Conclusion

This research paper made an effort to find the competency level of teachers in using various computer applications in teaching learning process. But the response is very low as the teachers are used to use chalk and talk method and they find it very difficult and time consuming to use computers in teaching learning process. Some schools lack the basic infrastructure even; this may also be a reason why teachers are not motivated towards IT. So efforts have to be made from government, schools and teacher themselves so that there can be positive attitude and motivation in between teachers to become hi-tech.

References

[14] The development model of knowledge management via webbased learning to enhance pre-service teacher’s competency Nutaphon Rampai, Saroch Sopeerak.)
Appendix: Graphs

Fig. 1: Distribution of teachers on the basis of their Gender

- Male: 40%
- Female: 60%

Fig. 2: Distribution of teachers on the basis of their Age (in Years)

- Above 55: 17%
- 41-50: 31-40: 17%
- 21-30: 13%
- 15-20: 27%

Fig. 3: Graph showing distribution of teachers on basis of their academic qualification

- B.A with B.Ed: 12
- B.Com with B.Ed: 10
- B.Sc with B.Ed: 8
- No. of Responses: 30

Fig. 4: Distribution of teachers on basis of their Teaching Experience

- 5 to 14: 39%
- 1 to 4: 27%
- 15 to 24: 17%
- Above 35: 7%

Fig. 5: Distribution of Teachers on Basis of their Subjects Taught

- English: 26%
- Marathi: 20%
- Hindi: 13%
- Mathematics: 10%
- Social Science: 10%
- Computer Science: 7%

Fig. 6: Teachers competency in creating a document in word processing

- Not competent
- Little competent
- Moderately competent
- Competent
- Very competent

Fig. 7: Teachers competency in Editing a Document in Word Processing

- Not competent
- Little competent
- Moderately competent
- Competent
- Very competent

Fig. 8: Teachers competency in Saving a Word Document

- Not competent
- Little competent
- Moderately competent
- Competent
- Very competent

Fig. 9: Teachers competency in Formatting a Word Document

- Not competent
- Little competent
- Moderately competent
- Competent
- Very competent

Fig. 10: Teachers competency in Retrieval of a Word Document

- Not competent
- Little competent
- Moderately competent
- Competent
- Very competent