CHAPTER-IV

4.1 TEACHER BEHAVIOUR AND TEACHER EFFECTIVENESS

Some educators emphasize the idea that schools should be child-centered, but probably none will question the statement that the success of our educational endeavors depends, to a very great extent, on the teachers who are responsible for implementing the educational programs. To be a teacher is to be a member of a special profession. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers are the models in the classroom whose attitudes are imitated by the students consciously or unconsciously. Teachers provide direction to the students and are sources of inspiration to them. Thus, the crucial role of teachers in achieving the goals of education is self-evident.

Knowledge of the desirable qualities required in a teacher can help the teacher become an effective professional person. He can develop the qualities of mind and personality which predispose him to success in teaching and establish report with students which are prerequisite for learning. According to Bhatia (1977), “Effective teaching has no meaning if it does not lead to effective learning”. In school, students spend a lot of time in association with the teacher and teacher’s behavior affects the learning situation in the classroom. It would be important to know what is that teacher behavior which is effective in instilling a love of learning in students.

4.1.1. Teacher’s Personality and Effectiveness

Researchers have been trying to identify the personality characteristics associated with superior teachers, e.g. those who have won many distinguished awards etc. Ryans (1960) identified the characteristics among superior teachers on the basis of his research: They frequently mention liking for children and interest in their development as reasons for teaching.
They express admiration of such qualities as friendliness, permissiveness, definiteness
and fairness in teachers.

They dislike in teachers such qualities as arrogance, intolerance, sarcasm, and
partiality.

They typically appear to be accepting and generous in their appraisals of other
persons and to see the good points of a person rather than the bad.

They express satisfaction with teaching (and also with teacher salaries) and intend to
continue teaching indefinitely.

They frequently engaged in teaching activity as a child (for example, taking charge of
the class in the absence of the teacher).

They frequently made their decision to become teachers even before enrolling in
college.

- They enjoyed school when they were students.
- They showed superior accomplishment in school
- The report large numbers of teachers among parents and relatives.
- They report participation in religious activities.
- The enjoy activities with friends but prefer small groups.
- The frequently are members and officers of clubs.
- They are married (85% of group).
- They are interested and active in literacy affairs, such as writing poetry or
  books.
- They are more emotionally stable than the average adult.
- They are more friendly than the average adult.
- They are more cooperative and agreeable than the average adult.
- They are more restrained than the average adult.
- They are more inclined to “try to give a good impression” than the average adult.
- They are more interested in social service than the average adult.
- They are less interested than average adult in computational and clerical activities.

Hamachek (1969) summarized his thoughts on teacher effectiveness in the following manner; “A good teacher is a good person. Simple and true. A good teacher rather likes like, is reasonability at peace with him, has a sense of humor, and enjoys other people. They good teacher is flexible. By far, the single most repeated adjective used to describe good teachers is “flexible”. Either implicitly or explicitly (most often the later) this characteristics emerges time and again over all others when good teaching is discussed in the research. In other words, the good teacher does not seem to be overwhelmed by a single point of view or approach to the point of intellectual myopia. A good teacher knows that the cannot be just one sort of person and use just one kind of approach if he intends to meet the multiple needs of his students.

Good teachers are, in a sense, “total” teachers, that is, they seem able to be what they have a to be to meet the demands of the moment. They seem able to move with the shifting tides of their own needs the students and do what has to be done to handle the situation. A total teacher can be firm when necessary (say “no” and mean it ) or permissive (say “why not try it your way” and mean that, too) when appropriate. It depends on many things, and hood teachers seem to know the difference.

According to Bhatia (1977), it is not difficult to list the qualities of teachers, which make them not only popular but also effective with pupils, and some of the surveys available confirm these qualities.
They are:

Pleasant, kindly disposition, with a sense of humor, cheerful and inclined to keep the class cheerful.

Interested in pupils, eager to render help in difficulties, keen to encourage them in their enthusiasm and interests.

Ready to clarify things whenever approached, tolerant of pupils, willing to repeat and simplify parts of lessons not understood.

Alert, active and full of enthusiasm for the task and the company of pupils.

Has no favorites and is not prejudiced against any.

Maintains discipline, is firm but not harsh.

Is presentable in health, appearance and dress.

Rosenshine and Furst (1973) reviewed a lot of studies, which had correlated teacher’s behavior with students learning gains. Their conclusions were that teaching was better when the following teacher characteristics were present, viz.

Clarity (in teaching presentations, assignments, etc.) variability (used different instructional, methods, enthusiasm (teachers were involved): Indirectness (questioning rather than lecturing, use of student ideas): Task orientation, businesslike behavior (there is a purpose to activities and assignments): student opportunity to learn material: teachers use of structuring comments multiple levels of cognitive.

Maslow’s (1979) reported that the characteristics of maladjusted teachers, which deserve most attention, are the ones that prevent children from meeting their basic needs.
Table 3 Maslow’s hierarchy

<table>
<thead>
<tr>
<th>Maslow’s hierarchy</th>
<th>Mal-adjusted teacher behavior</th>
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<tbody>
<tr>
<td>1. Physiological needs</td>
<td>1. The teacher has rigid, non-compromising times during which students may use the restroom and drinking facilities and leaves their assigned seats.</td>
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<tr>
<td>2. Safety needs</td>
<td>2. The teacher’s overzealous attempts to have students undertake physical education activities beyond their individual abilities, jeopardize their safety.</td>
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<tr>
<td>3. Need for belonging and love</td>
<td>3. The teacher rejects students, is unaccepting and unfriendly.</td>
</tr>
<tr>
<td>4. Need for importance, respect, self esteem, and independence</td>
<td>4. The teacher is hostile and contemptuous towards students and creates guilt in them by blaming and shaming them in the presence of peers, principal and/or parents.</td>
</tr>
<tr>
<td>5. Need for information</td>
<td>5. The teacher discourages any questioning or critical thinking in students and appears personally threatened or offend.</td>
</tr>
<tr>
<td>6. Need for understanding</td>
<td>6. The teacher is unsympathetic to students personal concerns and maintains impersonal, aloof manner.</td>
</tr>
<tr>
<td>7. Need for beauty</td>
<td>7. The teacher neglects to foster and encourage individual creativity and appreciation for the aesthetic.</td>
</tr>
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</table>
8. Need for self-actualization

8. The teacher hinders the student’s development of a realistic orientation to the world, acceptance of self and others, appreciativeness, humor and non-conformism as a result of his/her inhibitions.

Trendall (1989) found many teachers under physical and mental strain and reported that most frequent sources of stress were viz. lack of time, large classes, teaching workload and pupil misbehavior, but the existing relationship between teacher stress and teacher effectiveness was not a simple one according to him. Some of the major causes of dissatisfaction, low morale, inefficiency in the teaching profession which are identified.

4.1.2. Teacher’s Expectations

Importance of teacher’s expectations, attitudes and feelings about children has been demonstrated dramatically in a series of studies by Robert Rosenthal, Social Psychologist (Rosenthal and Jacobson, 1968). He has shown that the teacher’s expectations determine to a considerable extent how much pupils, or for that matter almost any animal, will learn. His studies have demonstrated, for example, that if experimental psychologies are told that the rates in their study are especially bred for intelligence, those rats will learn the mazes more quickly than the “control” rats, even though no such special breeding was carried out. In other words, Rosentbal has shown that when experimenters expect their rats to do well, those rats outperform their rivals. If the experimenters expect a good performance, they encourage the rats, handle them more carefully, pat them frequently, root for them in short, and treat them with concern and great care because they are expected to be well. If that is for rats, what about pupils?
4.1.3 Transmission of Expectancy Messages

Since teacher expectations are not the most part conscious intentions, how are the messages conveyed? So far it seems as if the nonverbal communication channels are a main mode of transmission pointed out the importance of nonverbal behavior (Rosenthal, 1970). The work on teacher expectations clearly indicates that people can’t really hide their true attitudes. Perhaps highly skilled actors, after disciplined practice can, successfully mask their real feelings, but most teachers, like everyone else, cannot do so: most students can read their teachers almost like a book. Yet “most teachers believed that their students would not know at all about the existence (and identity) of their pets and favorites”. Tone of voice, facial expression, body stance, eye contact and similar aspects of body language act as channels, sounding clear messages about our real expectations. From research finding we know, that our expectations represent a self-fulfilling prophecy, and second, that our body language sends the message, either in a positive or negative mode. Thus, the finding help us understand how the process works.

4.1.4(A) Factors Affecting Teaching (general)

There are various factors which affect teaching. Some of these are:

- Type and size of the institution
- Size of the classroom
- Learning level of students
- Field of knowledge
- Instructional aide available
- Teacher-students ratio
- Climate of the institution
- Socio-economic background of students
- Aptitude of students
Personality of the teacher

Experience in teaching

Work load of the teacher

Health condition of the teacher

Variability and verbalization of teaching

4.1.4(B) Factors Affecting Teaching According to EVERSTAN

Everstan (1978) have also attempted to identify more and less effective teachers. More successful teachers emphasized class discussion, lectures, and drill, and spent less time using individualized instructional techniques.

More successful teachers were highly task oriented in their instruction (although there were indications that personal interesting students and tolerance of some distractions were effective in low ability classes).

More successful teachers were more active (e.g.; they had more interaction with students and tended to dominate patterns of interaction).

More successful teacher made more extensive use of praise during class discussions, and treated student contributions with respect.

Trendall (1989) wrote in detail about these sources of dissatisfaction:

Unmatched salaries

- Workload
- Individual difference
- Large classes
- Lack of equipment
- Promotion policy
- Lack of in-service training facilities
Trendall (1989) wrote in detail about these sources of dissatisfaction:

- **Unmatched Salaries**
  
  There is considerable correlation between teacher’s salaries and teaching efficiency. The teachers who receive lower salaries are less likely to remain in the profession. The existing pay scales of teachers do not match properly.

- **Workload**

  The nervous strain involved in teaching is greater than that involved in most professions. In addition to classroom teaching, assignment checking and extracurricular activates, etc., the teachers devote much time in preparing assignments and reading. The teachers have to work for excessively long hours in order to finish their work.

**Individual Difference**

There are great individual differences in capacity for doing prolonged mental work. The existing system of education fails almost entirely to take this factor into account at the time of placement training and promotion of teachers.

**Large Classes**

Large classes are frequently responsible for teacher’s tiredness. Discipline is harder to maintain in a large class. The teacher must speak with force, there are more individual problems to be dealt with, and the workload also increase directly in proportion to the size of the class.

**Lack of Equipment**

Another factor that increase the difficulties of the teacher is lack of proper equipment. Our institutions lack of laboratory equipment, technological aids etc. To overcome this difficulty, a phased drive, symbolically called “Operation Blackboard” is being undertaken with a view to improve essential facilities in primary schools all over the country.

**Lack In-service Training Facilities**
Since teaching is not solely based adequately on established, fixed, scientific principles, there is obviously room for improvement. This makes it necessary for teachers to be progressive and to be ready to change their ideas and teaching procedures as newer and better methods are developed. Teaching education is a continuous process and its pre-service components are inseparable. The existing facilities are too meager to reach all the under-training and in-service teachers.

4.2. CRITERIA FOR AN EFFECTIVE TEACHER

Sybouts (1994) stated that effective teachers focus upon five key areas, which are based on the criteria of effectiveness.

These areas are as under:

Defining the institution mission.
Managing curriculum and instruction.
Promoting supervision of instruction.
Providing supervision of instruction.
Assessing instructional programs.
4.3. Characteristics of an Effective Teacher

Characteristics of an Effective Teacher may be:

- Master of the subject centered
- Highly student centered
- Responsible
- Democratic
- Well organized
- Extremely warm
- Well interested in the subject
- Lifelong learner
- Helpful
- Systematic
- Interested in welfare of the students.
- Effective communicator.
- Enthusiastic
- Expert in clear presentation
- Punctual
- Regular in returning valued assignment and tests
- Generally available for consultation
- Respected and trusted by the student
- Able to speak clearly with a reasonable speed.
- Able to hold the attention of the students during his/ her class
- Considerate
- Pleased with questions from students
- Sensitive to subtle messages from students
Able to perceive classroom climate without the help of five sense organs.

Intellectually strong

Well dressed and mannered

Able to give equal attention to all students

Confident

Lover of the subject

Committed to the teaching profession

Master of communication skill

Innovative

Creative

Humorous

Undisturbed by personal criticisms

Emotionally stable

Honest

Sincere

Spiritual

Able to give more information than given in textbooks

Able to arouse interest of the gifted as well slow learners.

Dedicated

Friendly

Open

4.4. Aspects of Good Teaching

A few important aspects of good teaching are as follow:

- Adequate spacing in presentation
➢ Attentions to individual difference among students.

➢ Audibility of voice to last bench

➢ Collection of suitable of A.V aids.

➢ Continuous monitoring of progress of learners.

➢ Creativity of the teacher

➢ Non-dogmatic presentation

➢ Encouragement for feedback from students and peers for improvement of teaching

➢ Effective

➢ explaining

➢ motivating techniques

➢ questioning

➢ reinforcement

➢ student improvement,

➢ utilization of chalk board and other A.V aids

➢ Encouragement for discussion and question from student.

➢ Enthusiasm of the teacher.

➢ Innovation

➢ Lively and striking examples

➢ Matching of instruction with styles of students

➢ Report with students

➢ Passionate argument in lecture

➢ Planning for teaching

➢ Promotion of abundant give and take

➢ Scholarly explanation

➢ Sensuous teaching
- Stress on learning process
- Sympathetic treatment of learners
- Use of:
  - appropriate examples for illustration
  - methods of teaching
  - teaching aids
  - question answer
  - real life situation
- Varieties in presentation style of teachers and work of students
- Warmth
- Witty expression

4.5. PROFESSIONAL DEVELOPMENT

Professional development of teachers is essential for qualitative important of any system of higher education. Professional development is concerned with development of knowledge and skill of the teachers. The individual is the main agency for professional development. The teacher can update his/her knowledge and improve his/her skill if he/she is sincere in effort and gets opportunity of development. The individual cannot be able to provide necessary facilities for skill improvement. With the price of books having escalated in recent years, it is beyond the reach of a teacher to have even a few books every month. The institution is in a better position and takes up the responsibility. All good institutions have good libraries.

These also run occasional programs for skill development bodies also work professional development of teachers. The institutions and other agencies undertake professional development activities because of the reasons such as (a) concern to improve the
quality, (b) initiative by teachers to do research on teaching, (c) competition among institutions compelling the old to look for alternative and innovative methods of instruction and (d) diversified student population which is not satisfied by the uniform teaching methods and styles.

“No teacher who is not a master of the field who is not in touch with the latest development in his subject and who does not bring to bear upon his duties a free and untrammeled mind will ever succeed in inspiring youth with that love of truth which is the principal object of higher education.”

Not is the mastery of a subject possible without seeking for more knowledge for knowledge is never complete and is always advancing. And teacher who is not a fellow traveler in this exciting pursuit and who stands merely watching others misses the thrill of adventure, which is so potent a stimulus of thought. Research of quest for new knowledge is not merely an additional casual activity of a university teacher, which he may if he so chooses, omits; it is an essential part of his function and may be neglected only at the peril of intellectual stagnation. Research implies an enquiring attitude of mind. In the university which is the laboratory of thought no one is fitted to work whose mind has ceased to wonder and whose intellect has stopped from questioning (Radhakrishnan, 1949).

Pace (1954) reported about an internship program for college teachers of USA. The intern teachers were given reduced workload and full and independent responsibility for at least one class. They observed teaching of senior colleagues. There teaching activities were observed and feedback were given.

Ahmed (2001) viewed professional development as follows:

“The survey data reveal that with respect to the performance in their research function a fairly large percentage of teachers rate quite low particularly at the college level. Hardly a quarter of the college teachers have published any article and hardly ten per cent any
book. Even among university teachers the situation is highly unsatisfactory: one third of them have not published any article and about three-fourths no book. Lecturers had the least publications to their credit, but even a considerable percentage of Readers and Professors also did not publish anything at all. Similarly, in terms of research guidance, a very small percentage of teachers (less than 10 percent in colleges and less than 20 percent in universities) performed this function. However, in terms of university positions, professors showed better performance than readers who in turn showed better performance than lecturers. In the case of colleges, however, there is hardly any difference between the different categories of teachers in this regard.

4.5.1 Academic Staff Development Units

UNESCO Asia (1989) started in Report on Academic Staff Development Units on different aspects of the academic staff development staff programs as given below:

(A)Need and justification

For improved strategies of teaching and learning

Staff development programmes can make positive contribution towards improved teaching, research and other service in higher education institutions

While the need for and importance of staff development programmes is widely recognized, clearly stated policies and distinct institutional arrangements are often lacking in this connection.

Where staff development units do exist, these are not always properly organized and these operate on an ad-hoc basic; and

The establishment of a permanent staff development unit is justified on the following grounds.

Staff development is a continuous process which requires careful planning;
Continuous support should be provided to teachers who want assistance in specific areas.

There is need for adopting innovative methods in improving higher education instruction and research.

Various services for professional development of faculty members could be provided in a cost effective manner; and

Systematic staff development programmes can be developed in consonance with the needs of each particular higher education institution

(B). Functions and activities

The major function of the academic staff development unit is to act as a service and resource center which serves as a catalyst in facilitating professional development of academic staff members.

The specific functions of academic staff development units are to:

Facilitate improvement in teaching by providing training consulting and other services to academic staff.

Facilities wider participation and improvement in the quality of research.

Promote and assist with evaluation of teaching effectiveness.

Enhance learning competencies of teachers and students.

Undertake and promote institutional research and investigation; and

Raise awareness and disseminate information about teaching and learning in higher education.

Academic staff development unit is an innovation in the field of higher education.

The functions of the Unit may be categorized as (a) improvement of teaching, (b) improvement of research performance, (c) evaluation of teaching effectiveness, (d) enhancement of learning competence of students, (e) institutional research and
investigation, (f) awareness raising and dissemination of information, (g) maintenance of a resource center, (h) mobilization of resources, (i) curriculum development, (j) development of knowledge and understanding and (k) community service.

Improvement of Teaching

The activities that may be carried out by the Unit to promote improvement of teaching may be as follow.

- Pre-service and induction programmers;
- Courses and workshop on teaching techniques;
- Workshop on assessment techniques;
- Consultancy services to individual staff;
- Conducting distinguishing teaching award schemes;
- Identifying effective classroom teachers and providing opportunity for other teachers to observe them in action.

Improvement of Research Performance

The activities to be carried out for evaluating effectiveness may be as follow.

- Workshops on identification of thrust areas and topics for research;
- Workshops on techniques of conducting research;
- Workshops on guidance and management of research;
- Consultancy service for research management;

Dissemination of information about research findings.

Every good teacher is a researcher. In fact, good teaching is the outcome of research. Research helps teachers to develop habits of remaining in constant touch with developments in the concerned subject. It helps develop the expertise of the teacher in certain areas (s) of the concerned subject.

Evaluation of Teaching Effectiveness
The activities to be carried out for evaluating effectiveness may be
workshop Seminar on techniques of evaluating teaching effectiveness;
Evaluation of teaching of peers;
Assistance to faculty member for assessment of their own teaching efficiency;
Follow up studies etc.

Enhancement of Learning Competence of Students

The Unit may undertake various activities for developing the skill of teachers for
enhancement of learning competence of students such as:
Skills of learning, problem solving. Critical thinking planning one’s own learning time
management and goal setting;
Skills of library work ---reading, note taking
Skill of listening in class and questioning.

(e) Institutional Research and Investigation

The activities to be carried out for promotion of institutional research and investigation may
be as follows;
Identification of areas of research;
Formulation of research proposals;
Funding for research;
Carrying out research;
Reviewing research findings;
Experimentation on teaching methods and strategies through action research.

(f) Awareness Raising and Dissemination of Information

The activities that may be taken up by the unit for raising awareness of the
academic staff members and parents and for dissemination of information may be as follows:
Dissemination of research findings related to improvement of teaching strategies and methods.

Conference of teachers and parents on learning environment at home and institutional problems.

Seminars on various issues of education.

(g) Maintenance of a resource center

The Resource center may have following functions:

library facilities;

audio-visual facilities;

Reprographic facilities

Mobile collection/delivery facilities.

Mobilization of Resources

The activities for mobilization of sources may be as follows;

Awareness of source and schemes of assistance for research;

Contact various sources for funds for research;

Contact with sister Units for their research publications.

Curriculum Development

The activities that may be undertaken for curriculum development are;

Review of the curriculum from time of time;

Development of curriculum-courses of studies and strategies;

Experimentation on curriculum, text-books courses, methods, etc.

Development of handbooks, manuals and other instructional materials.

Development of Academic Knowledge and Understanding
The activities that may be undertaken for development of academic knowledge and understanding may be as follows:

Organization of seminars, workshops, conferences etc, on various subjects;

Incentives to teachers to purchase own books;

Incentives to teachers to write books;

Publication of books written by teachers.

Community Service

The activities that may be undertaken for community service may be as follows;

Identification of community needs;

Programmers for fulfillment of community needs.

Relating research to community needs;

There are some of the functions of the Academic Staff Development Unit. Each Unit has to decide the priority areas according to the need of the environment in which it functions.

4.6. TEACHING TECHNIQUES IN HIGHER EDUCATION

Teaching is an important aspect of the educational system. There have been various approaches to teaching. There have been varieties of viewpoints. Plato was of the opinion that teachers could help students by making them exposed to their questions. Socrates found teaching as an act of helping students construct solutions to problems. Aristotle viewed teaching as an act of helping learners in creating and storing images in memory and recollecting and retrieving experience, from the storehouse at the time of necessity. Dewey gave stress on role of experience, continuity and interactions in teaching learning process. He gave more stress on free and self-directed activities. Freire criticized banking concept of traditional education and suggested strategies such as concretization, autonomy and self-development.
The modern concept of teaching gives more stress on student. It covers learning and interaction of students with teachers, peers and parents. It covers also academic aspects of human development. Modern concept of teaching provides knowledge and understanding of the subject. There have been various Reports and research finding on different aspects of teaching.

4.7. ROLE OF UNIVERSITIES

In our conviction universities in Tamilnadu have something central and special to contribute as distinct from universities in the industrialized countries. This is demonstrated in the nation of a ‘development countries’, specifying the role of the University is serving society in a way that could lead to enlarging people’s choices and results in human development. The role of Tamilnadu universities, however, should go beyond these traditional functions to incorporate and expand sense of social responsibility. Universities cannot remain aloof to the problems of society; to extreme poverty and underdevelopment. The new touchstones of university quality are not only its human resource development but also social commitment as well. A university has a heavy investment of its society, and hence it has an obligation to serve society; it must be committed to its people and concentrate on issue of immediate concern. It is now university recognized that universities should remain responsive to national need (Khan, 2002).

4.7.1 Role of Universities in 21st century

According to UNESCO (1998), a major achievement of UNESCO was the world conference on Higher Education. It noted that there is an unprecedented demand for and a great diversification in higher education, as well as increased awareness of its vital importance for socio-culture and economic development. The quality of higher education is a
multidimensional concept, which should embrace all its functions, and activities, teaching and academic programmers, research and scholarship, staffing, students, buildings facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality.

Quality must require that its international dimension, interactive networking mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances, should characterize higher education. UNESCO has noted that globalization is consolidated by the extraordinary invasion of higher education by new technology, specially the Internet. In the words of UNESCO declaration on higher education “for citizenship and active participation in society, with a worldwide vision, for endogenous capacity building, for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice.

Meaningful social change, even in an institution that is relatively small, can only be achieved if the people in the institution can be persuaded that it is in their interest to embrace change and have some idea of what it means to do so. Universities in the 21st century shall play major roles not only in national but also in regional socio-economic development, through lifelong learning and developing the civic culture. The traditional teaching institute of higher learning is facing challenge of providing more opportunities within the same budget. Most of the existing universities and institutions of higher learning are still operating on the traditional classroom teaching through teachers. However, due to number of socio-economic factors, it has become necessary to educate the total population at an affordable cost. Including those who are constrained by time, distance or are physically handicapped. All these must be reached wherever they are at their time and convenience. This is possible by adopting the information technology, using computer as a tool.
4.7.2 University Education as the Prime Factor of Development

There is worldwide recognition that the universities as centers of higher learning are considered as potent agents of development in nation building. They are important in terms of dissemination of knowledge, generation of knowledge and utilization of knowledge. They are primary contributor to economic growth by being a source of new scientific knowledge, its technology application, and by rising scientific and technicians. The capacity of a nation develops economically, socially, politically and culturally derives largely from the power to develop and utilize the capabilities of its people. Higher education thus is considered the since qua of national development, for it produces the highest level of manpower. In all advanced countries, the universities constitute the main spring of science. The most successful discharge of the university’s role as change agent is in the area of the science and technology.

4.7.3 University Teachers

University teaching staffs enjoy long tenures. Seniority and availability of post governs the principal of promotion for college teachers, while university teachers have to compete for appointment at each stage for openly advertised posts. The system provides little incentive for hard work. Qualified manpower is a pre-requisite for advancement of knowledge, promotion of socio-economic development of the country. The availability of such manpower is possible only through institutions of higher learning having well equipped laborites, properly maintained laborites, properly maintained libraries, conducive environment in scientific knowledge which could provide leadership and guidance. Advancement in scientific knowledge has made research a very sophisticated team activity. In view of this to enter into a research career, a Ph.D. degree is a minimum prequalified manpower; lack such institutions of higher learning where we could train our scientists and
teachers. The shortage of qualified manpower can be realized from the fact that 33% of university staff holds a Ph.D. degree.

The present and future shortfall in qualified manpower is not sudden. It is rather a logical consequence of our past policies of attitude towards development of science and technology. For the training of our manpower, we have depended heavily on foreign training. Foreign training has really failed to achieve the desired objectives in making the country self-sufficient in trained personnel.

4.8. TEACHERS AND THEIR RESPONSIBILITIES

Teachers can shape the views to the people more directly than they can of the public in general. They can attain earned status by performing in a way that commands the respect of people who see them in action every day. Although teacher's status and pay are not likely to increase enough to become significant satisfiers, they need to be dissatisfies. Anyone who seeks challenging what that offers opportunities for personal growth along with social significance would do well to consider a career in education (Smith, 1994).

Whoever adopts teaching as a profession assumes that obligation to conduct him in accordance with the ideals of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

- Seek to make professional growth continuous through study and research;
● Express free and frank opinion by participation at professional meetings, seminars, and conferences towards the contribution of knowledge.

● Maintain active membership of professional organization and strive to improve education and profession through them.

● Perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication.

● Participate in extension, co-curricular and extra-curricular activities including community services.

Teachers should:

● Respect the right and dignity of the student in expressing his/her opinion,

● Recognize the differences in aptitude and capabilities among students and strive to meet their individual needs.

● Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare.

● Be affectionate to the students and not behave in vindictive manner towards any of them for any reason.

● Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward.

Teachers should:

● Treat other members of the profession in the same manner as they themselves wish to be treated.

I Speak respectfully of other teachers and render assistance for professional improvement.
Effective teachers (a) use clear and varied method of presentation, (b) provide corrective feedback, (c) emphasize academic instruction, (d) maintain students’ tasks engagement in academic activities for most of the classroom time, (e) manage and organize classrooms as efficient learning environments, (f) implement classroom rules and procedures, (g) keep the pace of instruction moving smoothly (Cowl et al., 1997).

4.9. THE FUNCTIONS OF TEACHERS AND TEACHING

Teaching is organized, as are other professions that have set consistent licensing requirements of practice, and assessment methods, the advancement can be tied to professional growth and development (Dushkin, 1998).

Dr. Asa Hilliard asserts that teaching is essentially a human endeavor, involving actual human contacts between a teacher and student (Brown et al, 1973)

Everyone is teacher in one time or another. Almost every time we communicate with anyone we trying to impart information, and we all find ourselves at some time in the position of trying to transmit a skill or persuade someone to particular belief. The sense in which the world ‘teacher’ applies in these informal situations is that of someone who, in his or her own person, possesses or embodies some knowledge, a skill or a belief, and who is usually making the judgment that it is a good thing to try to share it. This exercise of the role of teacher, however, is a matter of time, place and circumstance. This individual can make no claim to the permanent title of ‘teacher’ since a change of circumstances, an encounter with someone else, may at any moment reverse the roles. No very great change occurs in this concept of the teaching faction when it is first formalized in the institution of the school. The essential difference is that the community has decided that there are particular kinds of knowledge or skill that have to be continuously maintained, the learning of which cannot therefore be left to the hazard of random encounter. People who possess the knowledge or
skill in question are in question are identified and isolated, so that the process of transfer of that knowledge or skill to those who need to acquire it can be reliably organized and repeated (Goble and James, 1997).

Good teaching can open new life possibilities for young people, but good teaching is not likely to solve problems of drugs, violence, poverty, economic recession and other social conditions. He tends to be held accountable by a great many different segments of the public, parents, local government, state Govt., the business community and others.

Teaching is not an insignificant, paper shuffling kind of a job. It has meaning, worth, and value. It gives the opportunities to touch a young and impressionable life of and make it better. Today’s teachers like doctors and lawyers are generally considered to be professionals. They are credited with having professional knowledge, are given considerable autonomy in their work, and have developed a code of ethics. Like other professionals, they supply a social service that is largely dependent on intellectual abilities. In short, when you become a teacher, society will accord you respect because it values the worth of what you do. You will be considered a professional, someone with specialized training and skill that can be used to benefit others (Sacker, 1997).

4.10 ROLE OF TEACHER IN CULTURAL AND ACADEMIC CONTEXT OF THIRUVALLUAR UNIVERSITY

The quality of education is directly related to the quality of institution in the classrooms. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process: Recognizing the deteriorating quality of education at various levels, efforts need to be intensified to accord adequate priority to the
effectiveness of teacher education programs in the country. With our recent focus on ensure massive access to “Education for All”, the teacher education system has quantitatively expanded’, to keep a reasonable equilibrium in the demand and supply. On the contrary, the qualitative dimension of teacher education program has received only marginal attention resulting in mass production of teachers with shallow understanding of both the content and methodology of education.

Much of the strength of the graduate study programs and the quality of research is determined by the quality of the teachers. The teacher is the central figure’ of the whole process. It is, therefore, important that his position is strengthened so that this profession could attract the best of society’s brains. Advanced level training of the teachers is, therefore vital for quality higher education.

Qualified manpower is a prerequisite for advancement of knowledge, promotion of research and socio-economic development of the country. The availability of such manpower is possible only through institutions of higher learning having well-equipped – laboratories, properly maintained libraries, conducive environment and necessary expertise which could provide leadership and guidance. Since advancement in scientific knowledge has made research a very sophisticated team-activity, a Ph.D. degree is the minimum requirement to enter a research career.