CHAPTER – I

INTRODUCTION

“Education is the most powerful weapon
Which you can use to change the world”

Nelson Mandela
CHAPTER I

INTRODUCTION

1.1 PREAMBLE

“Vidyadadati Vinayam, Vinayadadati Paatrataam | 
Paatravta Dhanamaapnoti, Dhanaat Dharmamtatat Sukham ||”

“Knowledge gives humility, Humility builds character, Character leads to wealth, Wealth leads to Righteousness, Righteousness brings joy to soul.”

Education is thus illumination of one’s self towards comprehending the supreme orders in higher realms of existence. Indian education is an inward introspection of truth to work towards its attainable forms of reality. “Education is the manifestation of divine perfection already existing in man.” “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities” (Swami Vivekananda). Indian Education has been a crystalline brook of ideas nourishing its learners with eternal succour. G.B.Shaw, the visionary educationist of the Western world shared the views of our Indian saints in that, he never wished his students to drink from a stagnant pool but from a flowing water source of knowledge. Education therefore is a spiritual process of discovering these impenetrable realms of truth with hard work as the only prerequisite. In a culturally vibrant country like India, education is the insignia of the national past and antiquity with its deep-rooted connections to the present, ever inching ahead on the miles of information coupled with informative progress. A birds-eye-view of the growth of learning in the Indian context reemphasizes its glory in the milieu of the affluent spirituality of the country. History records the much –famed cultivation of learning in India right from the Vedic times. “By education, I mean an all-round drawing of the best in child and man in body, mind and spirit” (Mahatma Gandhi), this is the concept of education in India. Our founding fathers looked at creating an end product of education, a human being so ornate in kind and sublime in spirit, with a tenacity of thought and supple humaneness.
Although ancient Indian scriptural discourses underscore the value of linear self-learning, a teacher to enlighten a pupil towards this realisation is the right path to seekers of reality. “Salutation to that noble Guru, who is established in the power of knowledge, adorned with the garland of various principles and is the bestower of prosperity and liberation.”

A Teacher has therefore transcended the mere role of an instructor in the Indian context, a learner offers him or her, the venerable stature of God-head, who dispels the clouds of ignorance to the dawn of knowledge, and this esteemed position of the Teacher has sanctified the whole process of teaching-learning.

SarvapalliShri Dr.S.Radhakrishnan, former President of India who was honoured with several tall awards during his life, including the Bharat Ratna, the highest civilian award in India, in 1954, and honorary membership of the British Royal Order of Merit in 1963, believed that "teachers should be the best minds in the country". When he became the President, some of his students and friends requested him to allow them to celebrate his birthday, 5th September. He replied - "Instead of celebrating my birthday, it would be my proud privilege, if 5th September is observed as Teachers' Day." Thus the role of teachers in shaping the modern society hardly needs any overemphasis.

This chaperon of the pupils needs to dedicate his or her very life to the zealous task of knowledge dissemination. No wonder, the society demands effective teachers to epitomize this proud literary legacy of our country down generations. Education as a process has withstood the onslaughts of societal upheavals due to political swings. It has borne the fluctuations of the historic Indian freedom struggle and associated socio-cultural currents. However, the role of a teacher as a vitalizing centre, spearheading the learners in the right direction to provide rich human resource support for strengthening the country, is well defined. With all mammoth dimensions of teacher in the Indian context, the question of effectiveness is of paramount importance. Varied surveys crisscross the globe to define an effective teacher, most of these are student-driven approaches. Traditional studies use learner as the primary stake holder in measuring teacher effectiveness, a teacher is therefore interpreted by the students whose contentment is the yardstick of the former’s efficacy. Certain studies have considered other factors like socio-economic backgrounds, qualification, and certification of a teacher as measuring aids of effectiveness.
1.2 HIGHER EDUCATION SCENARIO IN INDIA

National Education Commission or Kothari Commission (1964-66) chaired by Dr. D S Kothari made a valuable set of recommendations on financing Education in India, many of which are still relevant for Education Planning but have not received much official attention.

[W]e should strive to allocate the largest proportion of Gross National Product (6% of GNP) possible to educational development.\(^5\)

Since the goal could not be reached, the Government of India reiterated in 1986, its commitment to reach the target. Given the inadequate performance, the goal was to be reiterated again in the NPE (revised) 1992. The long under-accomplishment of the goal led the government to repeatedly reiterate the promise in subsequent years in every Five-Year Plan, in every Policy Statement, Economic Survey(s), Reports of the Ministry of Education/Human Resource Development, Reports of several Committees/Commissions on Education, and even in the Independence Day speeches of the Prime Ministers from the ramparts of the Red Fort. Almost all political party manifestos and other agendas also endorsed this recommendation. All this show some kind of a consensus among all in India towards fulfilling the recommendation of the Commission.

Unfortunately, while the Kothari commission recommended a package of reforms, the Government looked at the recommendations as piecemeal suggestions. As a result, the Indian Education System is still characterised with conspicuous failures – in eradicating illiteracy, in universalising elementary education, in vocationalisation of secondary education, in ensuring excellence and high standards in higher education, in allocating adequate resources for education and in improving the financial efficiency of the system- all these failures, along with of course some spectacular achievements in terms of student numbers, in building one of the largest reservoirs of scientific and technical manpower in the world, in “exporting” manpower, etc., The reason for widespread discontentment with the education sector is obvious. The Commission itself warned, “A report which is shelved or does not lead to action is worse than no report because it leads to frustration by arousing hopes that remain unfulfilled”\(^6\)
1.3 UNIVERSITY GRANTS COMMISSION: CONSTITUTION AND FUNCTIONS:

The University Grants Commission (UGC) of India is a statutory organisation set up by the Union Government by UGC Act 1956 with mandate as per Entry 66 of List I of the Seventh Schedule of the Constitution of India which enshrines – ‘Co-ordination, Determination and Maintenance of Standards of University Education’. It provides recognition to Universities in India, disburses funds to such recognized Universities and Colleges, serves as a vital link between the Union and State Governments and Institutions of Higher Learning advises the Central and State Governments on the measures necessary for improvement of University Education.

MANDATE

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of ‘Co-ordination, Determination and Maintenance of Standards in Institutions of Higher Education’.

Towards this end, UGC as empowered under Section 26 of the UGC Act 1956 issues periodical Regulations in terms of qualification for teacher appointments in Universities and Colleges and co-ordinates the conduct of National Eligibility Test (NET) which provides eligibility for appointment of teachers in Colleges and Universities. Presently clearing NET is mandatory for teacher appointments since July 2009. However, those with Ph.D are exempted. UGC further issues Regulations on Pay Structure and other measures for Career Advancement of teachers.

TRANSFORMATION

In 2009, the Union Minister of Education made open the Government of India’s plans to close down UGC and the related body All India Council for Technical Education (AICTE), in favour of a higher Regulatory Body with more sweeping powers. This goal, proposed by the Higher Education and Research (HE&R) Bill, 2011, intends to replace the UGC with a "National Commission for Higher Education & Research (NCHER)" "for determination, coordination, maintenance and continued enhancement of standards of higher education and research". The Bill proposes
absorbing the UGC and other Academic Agencies into this new organization. Those agencies involved in medicine and law would be exempt from this merger "to set minimum standards for medical and legal education leading to professional practice". The Bill received opposition from the local governments of the Indian States of Bihar, Kerala, Punjab, Tamil Nadu and West Bengal but has received general support. The Bill is yet to be cleared by the Parliament.

1.4 A SURVEY OF SCALES OF PAY OF TEACHING STAFF AT ALL INDIA LEVEL

a. Scales of Pay Prior to 1.1.1974

The Pay Scales for Assistant Professors in the I pay Commission was in the order of Rs.225-10-275-15-425. Under UGC Revision it was enhanced to Rs.300-25-600. These were revised in the Second Pay Commission as Rs.425-75-650-30-800.

b. Scales of Pay from 1.1.1974

This UGC pay revision enhanced the pay scales for Assistant Professors to Rs. 700-40-1100-50-1300.

c. Scales of Pay from 1.1.1986

As per Mehrothra Pay Review Committee’s recommendations, the nomenclature of Assistant Professors was changed to Lecturers. At entry point, the scale of pay of a lecturer was fixed as Rs.2200-75-2800-100-4000. Under ‘Career Advancement Scheme’, a Lecturer with 8 years of service moves into ‘Senior Scale’ as Rs.3000-100-125-5000. After putting in another 8 years of service, he moves into ‘Selection Grade’ as Rs.3700-125-4950-150-5700. However, those who enter service with/acquire during service Ph.D/M.Phil were given a fast channel of Career Advancement. Of course, Career Advancement was subject to certain prescribed conditions.

d. UGC Pay Revision with effect from 1.1.1996: 

As a consequence to the Report of UGC’s Rastogi Pay Review Committee Report and the notification issued by the UGC dated 24.12.1998, various State Governments issued orders revising the pay structure for teachers governed by UGC
scales of pay and the Government of Tamil Nadu issued orders in G.O.Ms.No.111, Higher Education Department, dated 24.3.1999. Accordingly, the scale of a Lecturer was revised as Rs.8,000-275-13,500. However, the number of years for movement to the Senior Scale was reduced to 6 years. Further a Lecturer in the Senior Scale moves into Selection Grade after another 5 years. However, those who enter service with/acquire during service Ph.D/M.Phil were given a fast channel of Career Advancement. But Career Advancement was subject to certain prescribed conditions. Under this pay revision, posts of Readers were created and those Lecturers in the Selection Grade acquiring Ph.D., were to be re-designated as Readers.

e. UGC Pay Revision with effect from 1.1.2006

Consequent upon the constitution of Pay Review Committee headed by Dr. G.K. Chadha and its report, the Government of India issued a notification dated 31.12.1998 and this was followed by the adoption of the same by various States. The Government of Tamil Nadu issued orders in G.O.Ms.No.350, Higher Education Department dated 09.09.2009 and the scales for teachers governed by UGC Scales were revised as follows:

1. The nomenclature of Lecturer/Senior Scale Lecturer/ Selection Grade Lecturer was done away with. Instead, the earlier nomenclature of Assistant Professor was restored.

2. In line with the Sixth Central Pay Commission (for Central Government employees), Pay Band System with Academic Grade Pay (AGP) was introduced.

3. An Assistant Professor entering service was fixed in Pay Band III in the scale of Rs.15,600-39,100 with AGP of Rs.6,000. Existing teachers in the pre-revised Lecturer scale of Rs.8,000-13500 were re-designated as Assistant Professors with the said AGP of Rs.6,000.

4. An Assistant Professor who completes 6 years in the AGP of Rs.6,000, is moved upto AGP of Rs.7000 subject to the fulfilment of stipulated conditions.
5. An Assistant Professor who completes 5 years in the AGP of Rs.7,000 is moved up to AGP of Rs.8,000, subject to the fulfilment of stipulated conditions.

6. An Assistant Professor who enters service with/acquires during service M.Phil/Ph.D., with AGP of Rs.6,000 moves to the next AGP of Rs.7,000 in 5 years and 4 years respectively. But in their case they have to spend uniform 5 years for moving up to the AGP of Rs.8,000.

7. An Assistant Professor who completes 3 years in the AGP of Rs.8,000, shall be eligible, subject to other conditions, that may be prescribed by the UGC and the University, to move to the Pay Band of Rs.37,400-67,000 with AGP of Rs.9,000 and to be designated as Associate Professor.

8. Posts of Associate Professor shall be in the Pay Band of Rs.37,400-67,000, with AGP of Rs.9,000. Directly recruited Associate Professors shall be placed at the minimum of the above Pay band with the AGP of Rs.9,000.

9. The pay of a directly recruited Professor shall be fixed at Rs.43,000 in the Pay Band of Rs.37,400-67,000, with the applicable AGP of Rs.10,000.

But the posts of directly recruited Associate Professors have not been given effect to owing to opposition by the Teacher Associations and the third promotion as Professors which very much eluded the college teachers in all the earlier pay revisions continues to elude them in the UGC Regulations on Pay Revision of June 2010 notified in the Official Gazette of Government of India on 18.09.2010, as no step has been taken in the direction of creation of posts of Professors and it remains a distant reality.

1.5 HIGHER EDUCATION SCENARIO IN TAMIL NADU:

The Government of Tamil Nadu allotted Rs.3627.93 crores for higher education for the budget period 2014-15. Of this, Rs.979.32 crores was set aside to provide assistance to various Universities in the State. Rs.585.17 crores was earmarked to reimburse tuition fee to first-generation students pursuing graduation. In the budget of 2013-14, the Government had allotted Rs.650 crores and it benefitted
2,73,675 students. The Government’s objective is to establish educational institutions in educationally backward areas to increase the Gross Enrolment Ratio (GER).

Statistics from the Policy Note of 2013-14 and 2014-15

“Without a body of sufficiently skilled and balanced workforce, no economy can hope to develop to its potential. Vision 2023, under its Education and Skills mission, aims to establish a robust human resources pipeline”. The Government of Tamil Nadu has given a new thrust and direction to higher education sector, in formulating the vision and mission of the Department.

VISION

• To make Institutions of higher education emerge as Centres of Innovation, Excellence and Development.

• To provide world class quality education especially to students from rural and backward areas and marginalized families and to develop, recognize and enhance talent and skills in youth.

• To equip and enable youth to meet the emerging challenges and demands of the century with due emphasis on inclusion in higher education.

MISSION

• “To promote human resource development through self-actualized Institutions, producing high quality ethical professionals insufficient number to make this State and Country prosperous, and to make Tamil Nadu a global hub for University Education.”

OBJECTIVES

• To enhance the quality of higher education to world class standards, in Arts and Science Colleges, Polytechnics and Engineering Colleges, through special initiatives and schemes.

• To make available knowledgeable and skilled manpower through industry institution linkage for research, for inculcating entrepreneurship culture and gainful employment.
• To popularize the application of science and technology among common people.

SPECIAL INITIATIVES TOWARDS EXCELLENCE

• “Networking of Universities” (META UNIVERSITY) and “Clustering of Colleges” for academic and research activities in emerging areas of knowledge.

• Ensuring state-of-art infrastructure in higher education institutions and equipping the classrooms, laboratories with the latest trends in technology applications for teaching and learning and to revitalize 5 Universities and Higher Education Institutions.

• Providing international exposure and experience to students and teachers through special schemes.

• Organizing exclusive training programs for upscaling the quality of teaching in higher education institutions.

• Promoting policy reforms in administration to complement the academic activities, initiated.

• Achieving faster, sustainable and inclusive growth through social inclusion; transforming education to become alive to public needs; ensuring “quality inclusive education” with potential for self-development, for the differently-abled.

COLLEGIATE EDUCATION

Arts and Science Colleges have an important role to play in the higher education sector, since a large number of students pursue science and humanities as courses of their choice.

The Directorate of Collegiate Education was formed in the year 1965 to exclusively administer the Collegiate Education Department, as the erstwhile Directorate of Public Instructions was bifurcated into Directorate of School Education and Directorate of Collegiate Education.
At present, 62 Government Arts and Science Colleges, 7 Government Colleges of Education, 162 Government Aided Colleges (viz., 133 Arts and Science Colleges, 3 Physical Education, 10 Oriental Colleges, 2 Schools of Social Work and 14 Colleges of Education) and 446 Self-Financing Colleges (viz. 438 Arts and Science Colleges and 8 Physical Education) and 651 Self-financing Colleges of Education are functioning under the administrative control of the Directorate of Collegiate Education. There are 1,55,898 students in Government Colleges, 3,55,953 students in Government Aided Colleges, 3,72,664 students in Self Financing Colleges. There are 20,006 students in 35 University Constituent Arts and Science Colleges.

**New Courses in Government Colleges**

Taking into consideration, the increase in enrolment ratio in Government Colleges, 400 new courses were introduced in Government arts and science colleges during the academic years 2011-12 and 2012-13. A total of 986 posts of Assistant Professors were sanctioned for all the 3 years to teach the above new courses. Sanctioning of posts along with the courses has been welcomed by educationists, teachers and students.

Further special welfare initiatives were announced in the Policy Note of 2013-14 in the following areas - Free Education, Free Bus Pass, Empowerment of Women, Add-on Job Oriented Courses, English Language Fellow Programme, Project Genesis Training Programme, Job Fair, Stipend for Tamil Medium Students, Special Coaching to SC/ST and MBC Students, Stipend to Research Scholars (Ph.D), Transfer Counselling, Development of Infrastructure Facilities, National Service Scheme (N.S.S.) and Sports.

**Grant-in-aid pattern for aided colleges:**

Aided College system coming under the grant-in-aid Code dates to the pre-independence era. Block grant of 50% was granted to aided colleges before Independence and from 1972-73, the grant-in-aid pattern was revised periodically and from 1.4.1977, 100% grant was ordered and 1.4.1980, a new concept of ‘Direct Payment’ system was introduced by which salaries directly got transferred from the Treasury to the bank account of individual staff.
1.6 SCENARIO OF PRIVATE COLLEGES IN TAMIL NADU

The Government of Tamil Nadu imposed a ban on opening of new aided colleges and courses in the year 1988 which was a fallout of the NPE 1986. Towards this, the Government issued G.O.Ms.no.858, Education Department, dated 15.7.1989 which laid down the conditions for opening of new unaided colleges. Every college under the unaided pattern had to enter into an agreement with the Government of Tamil Nadu regarding the functioning, administrative matters including pay and allowances of the staff appointed. The undertaking contains a specific clause to the effect that the self financing would pay UGC scales of pay to its teachers. But this undertaking remained only on paper. As the privatisation move gained momentum, there was a spurt in the growth of self-financing colleges which grew to alarming proportions. In the area covered under the present study, there are nearly 70 such self – financing colleges. This was a parallel growth to the concept of Evening Colleges which were started in 1970s. With the self-financing colleges growing in number, the aided colleges also started getting new courses affiliated in the Evening college under the unaided pattern. It is to be noted that fee payable by students in self-financing colleges and unaided colleges is much higher than what was payable by students in the aided pattern. Further while the pay of the aided college teachers is regulated as per UGC recommendations and the same being adopted by the State Government, teachers in self-financing colleges and unaided courses in aided colleges remains unregulated. Thus one set of teachers without Government aid are working in the self-financing colleges and another set of teachers are working in the aided colleges but under the unaided pattern.

1.7 SCENARIO OF GUEST LECTURERS IN GOVERNMENT COLLEGES:

After the Government of Tamil Nadu created the Teachers Recruitment Board for the purpose of recruiting teachers for Government Colleges in 1989, the concept of appointing teachers on temporary basis under Rule (10(a)(i) of the Tamil Nadu Subordinate Service Rules on a consolidated pay came about and later the concept of Contract teachers came into being and such teachers were also paid consolidated salary. Later from the year 2000, a new concept emerged. Guest lecturers were
appointed on hourly cum consolidated basis. Salary was fixed in the order of Rs.100 per hour subject to a maximum of Rs.4000 per month. These teachers were not eligible for any preference while regular appointments are made for Government Colleges. Thus the concept of teachers getting a regulated pay and permanent appointment in Government colleges became a dream.

1.8 POLARISATION OF TEACHERS

Despite all these efforts in the State of Tamil Nadu, the higher education scenario has been witnessing polarisation of teachers as ‘UGC Governed’ and ‘Non-UGC governed’. ‘Teachers governed’ by UGC scales comprise of Government College teachers and Aided college teachers. ‘Teachers non-governed’ by UGC scales comprise of Guest Lecturers in Government colleges, Self-financing college teachers and teachers working in unaided courses in the aided colleges under the unaided pattern.

1.9 COLLEGES AFFILIATED TO THE UNIVERSITY OF MADRAS

Table 1.1

Types of Colleges Affiliated to the University of Madras

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<tr>
<th>Government Colleges</th>
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<th>Oriental Colleges</th>
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<td>Standalone Institutions</td>
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<tr>
<td>Self-financing colleges</td>
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<td>67</td>
<td>Research institutions</td>
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<tr>
<td><strong>Total Arts and science colleges</strong></td>
<td><strong>108</strong></td>
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</table>
1.10 HUMAN RESOURCE MANAGEMENT AND TEACHERS

‘Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource’. 20

Human resource management (HRM) is a function in organizations designed to maximize employee performance in service of their employer’s strategic objectives. 21 HR is primarily concerned with how people are managed within organizations, focusing on policies and systems. 22 HR departments and units in organizations are typically responsible for a number of activities, including employee recruitment, training and development, performance appraisal, and rewarding (e.g., managing pay and benefit systems). 23 HR is also concerned with industrial relations, that is, the balancing of organizational practices with regulations arising from collective bargaining and governmental laws. 24

Reforms in higher education in countries in transition mainly concentrate on structures and procedures, the behaviour and attitudes of staff working in higher education institutions often appears to be a major obstacle to reform. Indeed, experience proves that conservatism and reluctance to change, are priority topics that need to be addressed when implementing reform policies and programmes.

This makes human resource management a key challenge when it comes to designing, implementing and monitoring policies, in particular, in the public sector, where legal frameworks and administrative rules often lack flexibility and adaptability. Developing the management of human resources is becoming a key challenge in higher education institutions worldwide. Complex academic communities need appropriate career management procedures, as well as national policies, which support the institutions in recruiting, motivating and keeping qualified staff.

Higher education systems are facing numerous challenges linked to the economic transition process and globalisation. These challenges are linked to quality, level of state spending in education, adequacy to the needs of the labour market and society, the need for appropriate governance mechanisms and structures and the
access to higher education in particular for the disadvantaged sections of the population.

As experienced in many countries, modernisation of higher education is not only a matter of policies and strategies, organisations and structures but also a question of behaviour and the attitudes of individuals. Ongoing reflections and analyses by experts and practitioners about university modernisation highlight among many other obstacles, the human constraints and the difficulty to make people change their attitudes and adhere to new approaches and methods. Structural reforms often fail because of the lack of commitment and motivation of individual actors.

Higher education institutions are confront with a shortage of staff (academic and support staff) in quantitative and qualitative terms. Institutions are lacking the appropriate human resources to properly address the challenges at stake. Unsatisfactory working conditions have an impact on the attitudes and behaviour of staff and create an obstacle to the modernisation of higher education.

A survey conducted by the World Bank in 192 countries to study the factors that contribute to the progress and prosperity of a society or a nation, yielded the following results:25

- Infrastructure .... 16%
- Natural Resources .... 20%
- Human and Social Capital … 64%

Social Capital includes an environment that is conducive to change which is a prerequisite for development and progress.

Thus human capital which explicitly means and includes the teachers of higher education and the environment includes their service conditions, rights, responsibilities, grievances redressal mechanism and their corporate life.
1.11 TEACHER EFFECTIVENESS - REVIEW OF LITERATURE

TEACHER EFFECTIVENESS:

Education is an important human activity because “investment in education is essential for both professional growth and economic development”. It is a known fact however, that education will never be complete and will never achieve its purpose without its facilitators, the teachers. This is because teachers occupy the most important part in the educational process and “accountable in the educational process”. Specifically, teachers create impact in the whole educational process and in the lives of students. In fact, “literature consistently finds that teachers make a difference to student learning, with several studies reporting that up to 30 percent of the variance in student test scores in a given year may be attributed to teachers”. This impact can be associated to the fact that “teaching is a specialized skill that involves not only expertise in the given academic field but also the ability to create for the learners an environment where they can get optimal learning gain”. With the important contributions teachers have in the educational process, it is but necessary to always encourage teachers to be at their best, that is, to be effective all the time. Encouraging teachers to be effective is not an impossible task. In essence, “all teachers from the most accomplished to those new to the profession are capable of improving, of becoming more effective”.

Teacher effectiveness is the impact that class room factors, such as teaching methods, teacher expectations, class room organization and the use of class room resources, have on student’s performance. Students’ ratings should be only one of several forms of evaluation used to shed light on teaching effectiveness. Peer review, self-evaluation, teaching portfolios, and student achievement should also be used. Research indicates that instructors benefit most from formative evaluation to improve teaching when they have helped to shape the questions posed, when they understand the feedback that is provided, and when assistance and resources for making improvements are available. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students’ ratings of the “amount learned” in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers
higher ratings. A better understanding of experiential learning would allow curriculum planners and implementers of teacher education programmes to come up with ways to increase the teaching and learning experiences of teachers. If teachers are to be effective their initial training will have to be effective. Covering the curriculum, structuring of content, appropriate pacing and alignment, clear goal setting, clarity of content and presentation, are a few requirements for effective teachers, which have direct implications for teacher education.  

**Literature Review on Teacher Effectiveness**

To give further enlightenment to the concern of this study, it is but necessary to define teacher effectiveness. “The term teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes”  

Awofala claimed that teacher effectiveness is synonymous to individual teachers’ performance and “teacher effectiveness is encompassed in knowledge, attitudes, and performance”.  

Teacher effectiveness is important because the “effectiveness of every teacher is the life of every educational institution”. In particular, teacher characteristics are one of the factors that influence teachers’ overall effectiveness. “Teacher characteristics are relatively stable traits that are related to and influence the way teachers practice their profession”. Specifically, “effective teachers are those who achieve the goals they have set for themselves or which they have set for them by others”. They enable their students to attain “specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens”. Additionally, “the work of effective teachers reverberates far outside of school walls. Their students develop a love of learning and a belief in themselves that they carry with them throughout their lives”. It must be recognized also that “the quality of a teacher can make the difference of a full year’s growth in learning for a student in a single year”.

**STUDIES IN TAMIL NADU**

A study for Ph.D., titled 'Management relationship between higher education institutions and its stakeholders in the Chennai Metropolitan city', was done covering Arts and science colleges in Chennai, based on views of 3 stakeholders-teachers,
parents and students. The study laid stress on satisfaction levels of the students and other stakeholders, interpreting the relationship between the institution and the stakeholders. Factors such as Academics, infrastructure, finance, sports, cultural (Extra-curricular) relationship were taken into account in the analysis.  

1.12 NEED FOR THE STUDY

The studies on Teacher Effectiveness so far conducted have been from the standpoint of students alone while it is imperative that a study on how the Service Conditions which includes Welfare Entitlements, Rights, Responsibilities, Grievance Redressal mechanism on the one hand and their membership in the Association on the other hand influence Teacher Effectiveness. Thus, the present study attempts to redefine teacher effectiveness as a self-evaluating process, considering it as a teacher-oriented exercise based on several complexities associated with education in the large context of changing social scenario. Further, the concepts of ‘Teacher Effectiveness’ and ‘Teaching Effectiveness’ are interchangeably used in any area of research regarding teachers.

1.13 DIMENSIONS INFLUENCING TEACHER EFFECTIVENESS


1. TEACHERS’ SERVICE CONDITIONS (TSC) DIMENSION

This comprises of Teachers’ Service Conditions (TSCs) are being classified into 11 main sections in the study.

a. In-Service Monetary Benefits (ISMB) Awareness and Realisation variables comprise of aspects such as Employees UGC Scales of pay, Periodical pay revision, Grant in Aid for salary, Direct payment of salary to Teachers’ A/C, D.A, HRA, TA as per Government rules, Annual increment, M.Phil Incentive (3%) during service, M.Phil Incentive (6%) at entry level, Ph.D Incentive (9%) during service, Ph.D Incentive (15%) at entry level, Rectification of Pay Anomaly of Junior getting more pay than senior, Time Bound Career Advancement Scheme, Encashment of Earned leave of 15 days a year/30 days...
once in 2 years while in service, Festival Advance facility, Pongal Bonus facility, Vehicle loan facility, Housing loan facility, Health fund, Provident Fund Loan facility, Provident Fund Part Final payment facility, remuneration for university valuation, age of retirement as per Government rules, age of retirement as per UGC norms- 65 years and re-employment of superannuation.

b. **In-Service Non-Monetary Benefits (ISNMB)** Awareness and Realisation variables (ISMBA and ISMBR) comprise of aspects such as 12 days casual leave in a year, 3 days Restrictive holidays in a year, 15 days Earned Leave credit in a year, Medical leave, Maternity leave, Leave on Private Affairs (LPA) for 6 months, Leave to go abroad – tour/conference/employment, Job security, Service Register – Maintenance/Perusal/Copy, Seniority in Service matters, membership in college council, right to obtain salary certificate, permission to come late/leave early, right to sign once a day, right to be treated as A or B category Employee as Per Government rules, Right to be a Gazetted officer, vacation/twin vacation and appointment related provisions.

c. **Post-Retirement Monetary Benefits (PRMB)** Awareness and Realisation variables (ISMBA and ISMBR) comprise of aspects such as Employees Special Provident Fund (ESPF), Provident Fund facility, Group Insurance, Standard Pension, gratuity while retiring, commutation while retiring, encashment of unavailed EL tax free while retiring, Contributory pension in Post retirement period, Family pension, Encashment of unutilised LPA while retiring and Family Security Fund for retired teachers.

d. **Professional Development Benefits (PDB)** Awareness and Realisation variables (PDBA and PABR) comprise of aspects such as UGC Minor/Major Project Assistance, OD (Other Duty) facility for valuation, seminar, presentation etc.. and Professional efficiency development – OD facility to attend orientation/refresher courses.

e. **Defined Teaching Responsibility (DTR)** Awareness and Fulfilment variables (DTRA and DTRF) comprise of aspects such as fulfilment of mandatory qualification norms – NET/SLET/Ph.D, relevance of NET/SLET/Ph.D for appointment, varying criteria for clearing NET/SLET by UGC, 40 hours.
workload a week as per UGC Norms, 30 hours. work a week in college as per UGC Norms, 10 hours. a week preparation at home as per UGC Norms, 16 hours of teaching work a week as per Government Norms, ITC enabled Innovative teaching, Bilingual/Multilingual teaching, Examination work (Invigilation, evaluation and Internal Assessment) and Teacher Evaluation by students (by anonymity mode).

f. **Professional Development Responsibility (PDR)** Awareness and Fulfilment variables (PDRA and PDRF) comprise of aspects such as M.Phil research Guidance in excess of teaching workload, Ph.D Research Guidance in excess of teaching workload, Participation in seminars, workshops, conferences etc., organizing seminars, workshops, conferences etc., invited lectures, panelist etc., for seminars, workshops, conferences, Authorship of books, Editorship of books/journals, participation in Orientation course, Participation in Refresher courses, UGC/DST/Sponsored Project works and Membership/leadership in Professional Associations.

g. **Corporate Life Responsibility (CLR)** Awareness and Fulfilment variables (CLRA and CLRF) comprise of aspects such as Contributions to Extra-curricular activities like sports, NCC, YRC, Rotract, Consumer Forum and cultural etc., Contribution to Co-curricular activities like Field Visit, Study Tours, Student seminars, Student Associations, Career Counselling etc., Teaching work in excess of 16 Hrs. per week, teaching additionally soft skills, EVS, Non major elective and Performing work of non-teaching nature.

h. **Internal Management Rights (IMR)** comprise of aspects such as Departmental students’ Admission Committee membership, College level students Admission Committee membership, Teacher appointment/selection committee membership as H.O.D or subject expert and College Committee membership of two senior most lecturers.

i. **External Management Rights (EMR)** comprise of aspects such as College level/University level Board of Studies membership, College level/University level Board of Examination membership, University level course Affiliation Inspection Committee Membership, University level examination Flying
Squad membership, college level external Additional Chief Superintendent appointed by the university representative and Elected member – Academic Council/Senate/Syndicate at University.

j. **Primary Rights (PR)** Awareness of Teachers Grievances Redressal mechanism variable comprise of aspects such as TGRM availability, TGRM available in college is satisfactory, SC/ST Women cell functioning in college, Women Grievances Redressal functioning in college, Effective functioning of Teachers’ Association in college in redressing Grievances, Two senior teachers in college committee redressing teachers’ grievances, admission committee functioning in college and HOD/ Principal/Secretary redressing teachers’ grievances.

k. **Secondary Rights (SR)** Awareness of Teachers Grievances Redressal mechanism comprise of aspects such as Government authorities – JDCE/DCE/Secretary Higher Education redress college teachers’ grievances, TNPCR Act 1976/Government rules protect rights of college teachers and redress grievances, make use of Appeal Provisions as per TNPCR Act/Govt. rules to redress grievances and awareness on legally enforced rights/entitlements.

2. **TEACHER EFFECTIVENESS (TE) DIMENSIONS**

Teachers’ Effectiveness is measured with 10 variables – Effective Communication, Updated subject knowledge and expertise, Completion of syllabus in time, Ensure adequate understanding/learning by students, Practice of regularity and promptness in engaging classes, Conduct of Regular tests, Conduct of Regular Assignments and Seminars, Ensure fair and just internal assessment, Motivating/Counseling students in studies, Extra/Co-curricular activities and Impartial treatment to Students/Parents.

3. **MEMBERS SATISFACTION WITH ASSOCIATION DIMENSIONS (MSWA)**

This Dimension measures the Level of Satisfaction of the Respondent Teachers who are members of one Association or other in terms of the following 12
Variables - Objectives of the Association, Negotiation and Struggles conducted by the Association to realise the objectives, Teachers participation in the realisation/achievement of the objectives of the Association, views over the effectiveness of the leadership at various levels, Satisfaction as regards UGC Scale of pay, Satisfaction as regards Rectification of Anomalies of Pay Fixation, Satisfaction over incentives for M.Phil./Ph.D., Satisfaction as regards Career Advancement Scheme, Satisfaction regarding Re-employment after superannuation, Satisfaction in terms of General/Individual grievances, Satisfaction over the role of Joint Action Council (JAC) of Teachers’ Movement and Satisfaction over the role of All India Federation of University and College Teachers’ Organisations (AIFUCTO).

1.14 SCOPE OF THE STUDY

The Present study tries to bring out the impact of Teachers’ Profiles and Teachers’ Service Conditions and Teaching Effectiveness of Teachers working in the Arts and Science Colleges affiliated to the University of Madras. It focuses on Comparison in not only Teacher Effectiveness (TE) dimensions but also Teachers’ Service Conditions (TSC) among various polarized heterogeneous groups of teachers covered by the study with a view to improve Service Conditions and enhance Teacher Effectiveness (TE) to augur well for the majority of the students and to realize the objective of inclusive education.

1.15 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To study the personal and professional characteristics of the Teachers working in the affiliated colleges of the University of Madras.

2. To measure and understand the dimensions of Teachers Service Conditions (TSC) Awareness and TSC Realisation/Fulfilment.

3. To measure and understand the underlying dimensions of Teacher Effectiveness [TE] variables and determinants.

4. To examine significance of differentiations between various categories of college teachers.
5. To measure and understand the dimensions of Members Satisfaction with Association (MSWA) variables.

6. To suggest measures to improve Teacher Service Conditions (TSC) and enhance TE.

1.16 RESEARCH METHODOLOGY

The present study is analytical in nature and has adopted survey method for its findings. This study is based mainly on the primary data collected from the collegiate teachers working in the Arts and Science colleges affiliated to University of Madras through a well-designed and well-structured questionnaire. However, efforts were also taken to collect information from all available published data, especially from websites, newspapers, magazines and journals.

1.17 SAMPLING SIZE AND DESIGN

Random sampling method was adopted for collecting primary data. A total of 800 questionnaires were issued and the respondents were given sufficient time for filling the questionnaire. 680 of the issued questionnaires were received back from the respondents. On scrutiny of these 54 of them were found to be incompletely filled and 26 had extreme values which were not suitable for the study. So, they were rejected and the remaining 600 was taken for the study.

1.18 QUESTIONNAIRE DESIGN AND SCALING PATTERN

A questionnaire with eight-sections was finalized to collect information from the teachers of higher education.

Section I is about profiles of the respondents. The personal profiles consist of Gender, Age, First Generation learner, religion, education, spouse employment and family monthly income. The Professional Profiles consists of Designation, Nature of Pay Scales, Pension Eligibility, Experience , Stream of the college- Autonomous and Non-Autonomous and NAAC Accreditation status of the college, monthly income and Service Conditions Governance.
Section II has 25 aspects of ISMB Awareness and Realisation variables.

Section III has 11 aspects of PRMB Awareness and Realisation Variables.

Section IV has 3 aspects of PDB Awareness and Realisation variables.

Section V has 18 aspects of ISNMB Awareness and Realisation variables.

Section VI has 11 aspects of DTR Awareness and Fulfilment variables.

Section VII has 12 aspects of PDR Awareness and Fulfilment variables.

Section VIII has 5 aspects of CLR Awareness and Fulfilment variables.

Section IX has 4 aspects of IMR Awareness variables.

Section X has 6 aspects of EMR Awareness variables.

Section XI has 8 aspects of PR Awareness variables in Grievance Redressal Mechanism.

Section XII has 4 aspects, SR Awareness variables in Grievance Redressal Mechanism.

Section XIII has 10 TE Variables.

Section XIV is about Association Membership of the teachers and their satisfaction with their Association of MSWA Aspects.

TSC Awareness, TSC Fulfilment / realisation, TE and MSWA variables have been measured using 5 point Likert scale of 5,4,3,2 and 1 for their responses of Strongly agree, Agree, Undecided, Disagree and Strongly disagree respectively.

1.19 PILOT STUDY AND PRE-TESTING

A pilot study was conducted with a sample of 50 questionnaires. The results were subjected to Cronbach alpha test for checking the internal consistency and reliability of the scale. The values obtained were as follows:
Table 1.2

Scale reliability of TSC, TE and MSWA variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of Statements</th>
<th>Alpha co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISMBA</td>
<td>25</td>
<td>0.961</td>
</tr>
<tr>
<td>PRMBA</td>
<td>11</td>
<td>0.949</td>
</tr>
<tr>
<td>PDBA</td>
<td>3</td>
<td>0.790</td>
</tr>
<tr>
<td>ISNMBBA</td>
<td>18</td>
<td>0.954</td>
</tr>
<tr>
<td>ISMBR</td>
<td>25</td>
<td>0.958</td>
</tr>
<tr>
<td>PRMBR</td>
<td>11</td>
<td>0.949</td>
</tr>
<tr>
<td>PDBR</td>
<td>3</td>
<td>0.769</td>
</tr>
<tr>
<td>ISNMBBR</td>
<td>18</td>
<td>0.951</td>
</tr>
<tr>
<td>DTRA</td>
<td>11</td>
<td>0.829</td>
</tr>
<tr>
<td>PDRA</td>
<td>12</td>
<td>0.929</td>
</tr>
<tr>
<td>CLRRA</td>
<td>5</td>
<td>0.787</td>
</tr>
<tr>
<td>DTRF</td>
<td>11</td>
<td>0.771</td>
</tr>
<tr>
<td>PDRF</td>
<td>12</td>
<td>0.899</td>
</tr>
<tr>
<td>CLRF</td>
<td>5</td>
<td>0.752</td>
</tr>
<tr>
<td>TE</td>
<td>10</td>
<td>0.899</td>
</tr>
<tr>
<td>IMR</td>
<td>4</td>
<td>0.841</td>
</tr>
<tr>
<td>EMR</td>
<td>6</td>
<td>0.944</td>
</tr>
<tr>
<td>PR</td>
<td>8</td>
<td>0.900</td>
</tr>
<tr>
<td>SR</td>
<td>4</td>
<td>0.916</td>
</tr>
<tr>
<td>MSWA</td>
<td>12</td>
<td>0.907</td>
</tr>
</tbody>
</table>

The table shows that Cronbach’s alpha values for all types of variables were high (nearer to 1). Therefore, there is high consistency in measurement of the different types of variables and the scaling is highly reliable. However, in the light of experience gained through pilot study, the questionnaire was modified to elicit responses from the sample group.
1.20 ANALYSIS OF DATA

Using version 21 of SPSS, the primary data collected were subjected to various statistical analyses as follows:

1. The percentage analysis has been applied to study various personal and professional profiles which were measured on nominal scales.

2. Factor analysis has been applied to examine the underlying dominant dimensions in TE and MSWA variables.

3. Discriminant Analysis has been run to examine the significant of differentiations between different groups of teachers of higher education in TSC and TE factors.

4. The associations of certain personal and professional profile groups of the teachers with their income groups have been studied using Chi-square test.

5. Paired ‘t’ test has been applied to study the significance of difference between TSC Awareness and TSC Realisation/fulfilment.

6. The Hierarchical Regression has been used to study the influence of personal and professional Profiles of the respondents and TSC Factors on their total TE.

7. Multivariate Analysis and Univariate Analysis of General Linear Model have been applied to study the impact of the profiles of the respondents and TSC factors on TE factors.

8. Descriptive Statistics have been used to study the characteristics of TSC Awareness and Fulfilment/Realisation factors MSWA factors, TE factors and their total scores.

9. The scale reliability of the TSC, MSWA and TE variables were ascertained by subjecting them to Cronbach’s alpha test.

10. Structural Equation Model (SEM) has been used to study the impact of TWEA, TWER, TRA and TRF on TE.

1.21 LIMITATIONS OF THE STUDY

The following are the limitations of the study.
1. The primary data was collected only from affiliated college teachers of University of Madras. Therefore, a broad generalization of the findings may not be valid for the whole State or country because of the difference in Social, Cultural factors and service conditions in different parts of our country.

2. Any questionnaire has a limitation of providing restricted options to the respondents. Their options are limited to a particular way to suit the study. In reality, it may be different.

3. The attitude and opinion of teachers are very difficult to measure since they are mostly subjective and are based on self-report of teachers. There is a possibility of hiding information due to their fear of exposure or embarrassment or to protect their privacy.

4. A study of this nature cannot give enduring and long lasting findings over a period of time. Behavioral patterns are likely to change with socio, economic, regulatory and technological changes.

### 1.22 CHAPTER SCHEME

The dissertation has been divided into Seven chapters. They are as follows:

**Chapter I:** This chapter deals with introduction, Statement of problem, Objectives of the study, Research methodology, Chapter scheme, Limitations of the study.

**Chapter II:** This reviews the literature leading to the study under consideration.

**Chapter III:** This deals with the personal and professional profiles of college teachers.

**Chapter IV:** This chapter deals with TSC Variables and dimensions

**Chapter V:** This chapter deals with TE, its dimensions and determinants.

**Chapter VI:** This chapter deals with differentiations in TSC and TE between different categories of college teachers.

**Chapter VII:** This chapter covers the Conclusion, Major findings, Suggestions and Scope for further study.
CHAPTER I

END NOTES

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