CHAPTER-I

INTRODUCTION

1.1 Introduction
1.2 Statement of the Problem
1.3 Need for the Study
1.4 Importance of the Study
1.5 Role of Teachers
1.6 Higher Education in India
1.7 Statistics of Higher Education
1.8 Chapter Scheme
CHAPTER-I
INTRODUCTION

1.1 INTRODUCTION:

The college teachers’ job is much more than teaching activities related to student learning. It is therefore desirable that the teachers assessment models considered professional responsibilities less directly related to the teaching itself. teachers’ job demands in universities are becoming more complex and lecturers functions and responsibilities have expanded such as working and collaborative planning, projects between universities, management and shared leadership, providing professional advice to parents, creating community partnerships for learning and participation professional development. Recently, many researchers have focused on analyzing the role of the teacher change brought incorporating information and communication technologies (ICT) for teaching / learning processes. teacher’s perceptions are developed throughout their lives and are influenced by a variety of factors, including events, experiences, and other people in your life. Some experiences are shaped by culture framed. These experiences shape their beliefs about students, curriculum development and the overall process of schooling suggests that lecturer training and teaching experience in the classroom that contribute to the development of pedagogical content knowledge, while disciplinary knowledge in lecturer education contributes to the development of the subject and curriculum knowledge among future lecturers. From this perspective, lecturers must realize first their teaching functions and roles in teaching and learning, this realization base on their perceptions and thoughts about their functions in teaching lecturers; thoughts and idea representative as their beliefs on teaching functions

Colleges teachers’ perceptions teaching and learning which include direct transmission thoughts” about learning and teaching” and “constructivist thoughts” about learning and teaching. The direct transmission view of student
learning implies that the role of teachers is to transfer knowledge in a clear and structured way, to explain the correct solutions to give students clear and resolve problems, and to ensure calm and concentration in the classroom. By contrast, a constructivist perspective view learning as the active construction constructing knowledge in the gradual expansion of networks of ideas through interaction with other people and materials in the environment The goal of science education could be the development of people who think for themselves. These people have some measure of control over the meaning they make of their experiences, and ways to build their lives and ideas. Constructivism puts primary emphasis on the independence of the interpretation of each of their own experience. The implications of constructivist views the science classroom include the extensive use of hands-on laboratory research, a classroom environment that provides students with a high degree of active cognitive involvement, the use of strategies cooperative learning, and the inclusion of the test objects that trigger a higher level of cognitive processes. Also, the main pedagogical implication is that active student construction of his / her own understanding can be facilitated by teachers who offer inspiring and motivating experiences that challenge existing concepts and engage students actively in the process of teaching / learning. teacher education programs are largely ineffective in improving the current practice of teaching. Some programs choose not to improve practice, but strive to prepare lecturers to meet the current practice patterns. These programs employ practicing lecturers to offer courses and methods discourage prospective lecturers to study courses that can serve as a starting point to challenge current ways of teaching. However, lecturers have strong beliefs about the role that education can play on the explanation of individual variations in academic performance, good and poor in a classroom, and many other areas these beliefs are used to evaluate new ideas about teaching.

College Teachers Achievement assumes primary importance in the context of an education system aimed at progressive degree colleges
development of the students and human resources development at the macro level. The scientific rearing and education of a student is monitored on the basis of his academic achievement. Academic achievement is the core of the wider term i.e. educational growth. The importance of academic achievement in one's life cannot be over emphasized. It acts as an emotional tonic. Sound academic records are the pillars on which the entire future personality stands. Academic achievement have always been the centre of educational research and despite varied definitions about the aims of education, the academic development of the child continue to be the primary and most important goal of education. Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student. There is limited room at the top that too only for the best. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement the role of socio-economic status cannot be denied as it has a great effect on personality, learning and development of the individual and his academic achievement

1.2 STATEMENT OF THE PROBLEM

Although colleges teachers are identified as critical actors when it comes to the development of Gulbarga city with human resource, it is however, disturbing to find out that many of teachers are dissatisfied with their jobs. In the last many years Gulbarga has witnessed frequent strikes by teachers. Improving the quality of higher education is crucial to the nation’s quest for improved living conditions, increased economic development and hope for a better future While a number of policy reforms and social interventions such as Free Compulsory Universal Basic Education colleges feeding programme and capitation grants have improved access to Karnataka school-aged population, improving instructional quality and student achievement remain critical challenges. Academic performance of the basic schools based on previous
results showed under performance. This revelation clearly shows the declining academic performance in the district.

1.3 NEED FOR THE STUDY

The importance of college teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life, gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is understood to be the poor facilities to teachers and also They have to go for part-time jobs to meet their basic needs. Again, the teaching profession also does not enjoy due respect in the society. The college teachers are particularly at a disadvantage. Their status is lower than that of doctors, engineers, advocates, civil servants; even lower than that of semi literate and illiterate traders. It would therefore require great commitment for an intelligent individual, however fond of education and training he may be, to forsake the career of a doctor or engineer in favour of teaching. Therefore, while selecting good teachers, it must be borne in mind that better opportunities, prospects and perks are offered to the teachers.

1.4 IMPORTANCE OF STUDY

Education is commonly referred to as the process of learning and obtaining knowledge at college in a form of formal education. However the process of Education does not only start in a students first attends college by lecturers. Education begins at home one does not only acquire knowledge from a teacher, one can learn and receive knowledge from a parent, family member and even as acquaintance. In almost all societies at any school and receiving an education is extremely vital and necessary if are wants to achieve success. However, unfortunately we have places in the world where not every one has
an opportunity to receive this formula type of Education. Learning subjects in school is not enough one can learn history, maths, science in school, and the "book smart" in addition, one can learn how to live life by knowing what to say when, acting a certain way in certain situations and be "street-smart". The above two types of knowledge are extremely essential to the successful in life. But no matter what, education is the key that allows people to more up in the world, seek better jobs, and ultimately succeed fully in life. Education is very important and to develop the Indian economy systems is very objectively so teachers teach to students effectively.

1.5 ROLE OF TEACHERS

The changes that took place in college have changed the roles of teachers, too. In the past teachers used to be the major source of knowledge, the leader and educator of their students' school life. Nowadays, teachers provide information and show their students how to tackle them. Although they are still considered to be a kind of leader in the class, they can be thought of as facilitators in the learning process. If we focus on the teaching process, we still realize that there are a great number of changes in this field as well, and all of them have an influence on the role of teachers. Curriculum design is a task teachers have to be prepared for, although the present generation of teachers has been growing into making up syllabi for years. Another difference between the past and present tasks of teachers is represented by the technical background they need to be able to use and handle effectively (computer, photocopier, power point, projectors, etc.) Instead of teaching chalk face, they need to be an information technology expert, a technician or/and a photocopy master. One of the biggest challenges for teachers is that their role in the school management has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents. A teacher has to generate that energy in oneself and
handle it in one's work of educating children. A teacher has not only to instruct but also to inspire the students.

Teachers are main contributors of education. They pass on knowledge and values in every generation. They play crucial roles in developing and touching one’s life. In fact, they considered in a way as our nation builders. Teachers are one of the main pillars of a sound and progressive society. They had a long lasting impact on children in building up their future. They mold children with knowledge and values to prepare them for working life and to become good citizen of the nation.

A good teacher shows his affection and love to his pupils and affects children in almost every way like manners, styles and actions. This indicates how a teacher becomes a role model to his pupils. So teachers should maintain stature and behavior that upholds dignity, good moral and professional etiquette.

Having teachers with knowledge, wisdom and values are essential to achieve quality education. Classrooms are important to shield children while in the school, chairs to sit, pens to write and books to read but if there is no teacher in front of every classroom to motivate children to sit on their chair while listening, encourage them to write with their pen and teach them to read their books, the goal of having quality education will never be attained.

The teacher's focus is on his students. His task is to convey a fixed body of knowledge to his students and to worry about the best way to do so. He normally follows a textbook and a "syllabus". A very important part of his job is to assign homework and to give tests to find out how much his students are learning. He pays attention to what the students think of him and his performance. He sympathizes with his students' worry about their grades. The professor's focus is on his subject. He "lives" his subject and cannot easily
switch it off, even while lying in bed awake or on vacation. He recreates the subject in his mind each time he lectures on it. He cannot know, in the beginning of a course, exactly how and in what order he will present the material. He may even, in the middle of the course, change his mind about what material to include or exclude. He always tries to find a new approach to and better insight into the subject of his course. He almost never gives a course twice in the same way, and he considers it anathema to have to follow a textbook and a syllabus. He is pleased if some students follow and appreciate his efforts, but he finds homework, tests, and grades a nuisance.

Teacher in role is a method of teaching that utilizes techniques of drama to facilitate education. It is a holistic teaching method designed to integrate critical thought, examination of emotion and moral values and factual data to broaden the learning experience and make it more relevant to everyday life situations. If the role of a teacher is to teach, the role of a student must be to learn. However, it has been agreed that learning is not only an exercise in reading and reciting facts, but in gaining a deeper insight of events and situations. This is where drama becomes an invaluable tool. Through the use of drama and dramatic conventions a teacher does not only teach and learn the what but also the why and how.

We each adopt different 'roles' in everyday situations, these roles change with the situation, we all have numerous roles in life. We can imagine those roles as hats that we wear at appropriate times. These roles have "implied" behavior, which we all know. It is this implied social behaviour which we can use in drama and dramatic situations to create deeper understanding and meanings. The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students
try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal.

He can lead them anywhere. During the early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students while as a corrupt teacher can only harm his students much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats. A corrupt and incompetent teacher in not only a bad individual, but also an embodiment of a corrupt and incompetent generation. A nation with corrupt teachers is a nation at risk; every coming day announces the advent of its approaching destruction.

### 1.6 HIGHER EDUCATION IN INDIA

After passing the Higher Secondary Examination students may enroll in general degree programmes such as bachelor's degree in arts, commerce or science, or professional degree programmes such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state.³ Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. In India, education system is reformed. In the future, India will be one of the largest education hubs.

As of 2012, India has 152 central universities, 316 state universities, and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's colleges, functioning under these universities and institutions, and 12748 Institutions offering Diploma Courses. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology
institutes. Distance learning is also a feature of the Indian higher education system. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide strategic funding to State higher and technical institutions. A total of 316 state public universities and 13,024 colleges will be covered under it.\textsuperscript{4}

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11.\textsuperscript{5} As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institute of Technology (NITs), International Institute of Information Technology (IIIT-H), University of Mumbai and Jawaharlal Nehru University have been globally
acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India still lacks internationally prestigious universities such as Harvard, Cambridge, and Oxford.

UNIVERSITIES

Universities in India have evolved in divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development and funded jointly by the state governments. Most universities are administered by the States, however, there are 18 important universities called Central Universities, which are maintained by the Union Government. The increased funding of the central universities gives them an advantage over their state competitors.

Apart from the several hundred state universities, there is a network of research institutions that provide opportunities for advanced learning and research leading up to a PhD in branches of science, technology and agriculture. Several have won international recognition. 25 of these institutions come under the umbrella of the CSIR - Council of Scientific and Industrial Research and over 60 fall under the ICAR - Indian Council of Agricultural Research. In addition, the DAE - Department of Atomic Energy, and other ministries support various research laboratories.

The Indian Institutes of Technology are among the most prestigious institutions within the hard sciences. Indian Institute of Science is the premier research institute in the field of science and engineering. There are several thousand colleges (affiliated to different universities) that provide undergraduate science, agriculture, commerce and humanities courses in India. Amongst these, the best also offer post graduate courses while some also offer facilities for research and Ph.D studies.
Technical education has grown rapidly in recent years. With recent capacity additions, it now appears that the nation has the capability to graduate over 500,000 engineers (with 4-yr undergraduate degrees) annually, and there is also a corresponding increase in the graduation of computer scientists (roughly 50,000 with post-graduate degree). In addition, the nation graduates over 1.2 million scientists. Furthermore, each year, the nation is enrolling at least 350,000 in its engineering diploma programs (with plans to increase this by about 50,000). Thus, India's annual enrollment of scientists, engineers and technicians now exceeds 2 million.

2008 data from Maharashtra's Higher Secondary Board reveals that .87 million passed the school leaving exam and enrolled in college for undergraduate studies. Adding enrolment in polytechnic programs and graduates from other boards puts Maharashtra's total at close to a million and its college enrolment ratio at roughly 39%. States like Tamil Nadu, Haryana and Kerala also have comparably high tertiary enrollment ratios. In Andhra Pradesh, the tertiary enrolment rate is now approaching 25%.

Across the country, tertiary enrollment rates have been increasing at a rate between 5-10% in the last decade, which has led to a doubling of the tertiary enrolment rate to near 20%. (However, outdated government data does not yet capture this trend, which can be seen from analyzing individual state data. International league tables produced in 2006 by the London-based Times Higher Education Supplement (THES) confirmed Jawaharlal Nehru University (JNU)'s place among the world's top 200 universities. Likewise, THES 2006 ranked JNU's School of Social Sciences at the 57th position among the world's top 100 institutes for social sciences.

The University of Calcutta was the first multi-disciplinary university of modern India. According to The Times Higher Education Supplement's survey of the world's top arts and humanities universities, dated November 10, 2005, this university, ranked 39, was the only Indian university to make it to the top
50 list in that year. Other research institutes are the Saha Institute of Nuclear Physics, the Asiatic Society, and the Indian Statistical Institute.

The National Law School of India University is highly regarded, with some of its students being awarded Rhodes Scholarships to Oxford University, and the All India Institute of Medical Sciences is consistently rated the top medical school in the country. Indian Institutes of Management (IIMs) are the top management institutes in India.

The private sector is strong in Indian higher education. This has been partly as a result of the decision by the Government to divert spending to the goal of universalisation of elementary education. Within a decade different state assemblies has passed bills for private universities, including Birla Institute of Technology and Science, Amity University, Xavier Labour Relations Institute and many more.

1.7 STATISTICS OF HIGHER EDUCATION

There are 33,000 plus colleges in India with around 17 million students. Out of these, 86% of students are in UG, 12% in PG, 1% each in Research and Diploma courses. 58% of our students are female and maximum students learn Arts (42%). There are 8 Lakh teachers in India and there were 11,161 PhDs in 2009 – 10. 13.6% of Indian public expenditure and 3.77% of GDP is spent on higher education.

EDUCATION MISSION OF HIGHER EDUCATION

The mission of higher education is to achieve access, equality, justice, quality, employability, inclusiveness and create a knowledge society/economy.

To increase access, the number of institutions in the country must double in the next five years. More universities must come up from central government and the existing universities must be developed. Also, programs that allow shift system of education (morning and evening shifts), evening PG
programs and integrated UG/ PG programs would help the cause of access to higher education. There should be about 20% to 30% increase in intake of students every year.

In order to improve the areas of research, it is necessary to upgrade laboratories, motivate researchers and provide research funding. International collaboration of research must be promoted and the researchers must be released from undue restrictions on international travel.

There should be enhanced participation rates in higher education from girls, SC/ST students, minorities and physically handicapped.

**Administration Constraints in Higher Education**

The acts and statutes that govern universities are dated. They need to be revised. Vice Chancellors should be empowered to lead universities as company CEOs. There should be minimum wastage of resources and academicians should serve in academic bodies instead of politicians.

The quality of faculty and Ph.D should be improved. There should be more smart classrooms and smart laboratories and the syllabus should be revised.

Governance of universities is slow currently. Means to enhance digital connectivity and e-governance activities in universities will help the cause in a major way.

University physiology is now staff centric. It should move to a more student centric philosophy. Also, fixes in responsibility of teachers, researchers, administrators and examination management would help the universities.
Fund flows from the UGC needs to be more block funding rather than item central funds and remuneration of staff should be good to entice them to join the field.

There should be continuous evaluation in colleges and teacher evaluation needs to be looked at more seriously. There should be a focus on skills, values and spirituality in the classes. Thrust on experiential learning will be of major help too.

UNIVERSITY RANKINGS

The University of Mumbai was ranked 41 among the Top 50 Engineering Schools of the world by America's news broadcasting firm Business Insider in 2012 and was the only university in the list from the five emerging BRICS nations viz Brazil, Russia, India, China and South Africa. It was ranked at 62 in the QS BRICS University rankings for 2013 and was India's 3rd best Multi Disciplinary University in the QS University ranking of Indian Universities after University of Calcutta and Delhi University. Three Indian universities were listed in the Times Higher Education list of the world’s top 200 universities — Indian Institutes of Technology, Indian Institutes of Management, and Jawaharlal Nehru University in 2005 and 2006. Six Indian Institutes of Technology and the Birla Institute of Technology and Science - Pilani were listed among the top 20 science and technology schools in Asia by Asia week. The Indian School of Business situated in Hyderabad was ranked number 12 in global MBA rankings by the Financial Times of London in 2010 while the All India Institute of Medical Sciences has been recognized as a global leader in medical research and treatment. The Quacquarelli Symonds (QS) World University Rankings published in 2013 ranked IIT Delhi at number 222 with a 49.4% score, IIT Bombay at 233, and IIT Kanpur at 295. No Indian universities appear in the top 200 worldwide.
### TABLE.NO.1.1

**LATEST RANKING OF INDIAN CENTRAL UNIVERSITIES**

<table>
<thead>
<tr>
<th>SI.No.</th>
<th>Name of University</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>University of Delhi</td>
</tr>
<tr>
<td>02.</td>
<td>Jawaharlal Nehru University</td>
</tr>
<tr>
<td>03.</td>
<td>Aligarh Muslim University</td>
</tr>
<tr>
<td>04.</td>
<td>Pondicherry University</td>
</tr>
<tr>
<td>05.</td>
<td>University of Hyderabad</td>
</tr>
<tr>
<td>06.</td>
<td>North Eastern Hill University</td>
</tr>
<tr>
<td>07.</td>
<td>Indira Gandhi National Open University (IGNOU)</td>
</tr>
<tr>
<td>08.</td>
<td>Assam University</td>
</tr>
<tr>
<td>09.</td>
<td>Tezpur University</td>
</tr>
<tr>
<td>10.</td>
<td>Visva Bharati</td>
</tr>
<tr>
<td>11.</td>
<td>Nagaland University</td>
</tr>
<tr>
<td>12.</td>
<td>Jamia Millia Islamia</td>
</tr>
<tr>
<td>13.</td>
<td>Babasaheb Bhimrao Ambedkar University</td>
</tr>
<tr>
<td>14.</td>
<td>Manipur University</td>
</tr>
<tr>
<td>15.</td>
<td>Mizoram University</td>
</tr>
<tr>
<td>16.</td>
<td>Rajiv Gandhi University</td>
</tr>
<tr>
<td>17.</td>
<td>Sikkim University</td>
</tr>
<tr>
<td>18.</td>
<td>Tripura University</td>
</tr>
<tr>
<td>19.</td>
<td>Indira Gandhi National Tribal University</td>
</tr>
<tr>
<td>SI.No.</td>
<td>Name of University</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Central University of Bihar</td>
</tr>
<tr>
<td>21</td>
<td>Guru Ghasidas Vishwavidyalaya</td>
</tr>
<tr>
<td>22</td>
<td>Central University of Gujarat</td>
</tr>
<tr>
<td>23</td>
<td>Central University of Haryana</td>
</tr>
<tr>
<td>24</td>
<td>Central University of Himachal Pradesh</td>
</tr>
<tr>
<td>25</td>
<td>Central University of Kashmir</td>
</tr>
<tr>
<td>26</td>
<td>Central University of Jharkhand</td>
</tr>
<tr>
<td>27</td>
<td>Central University of Karnataka</td>
</tr>
<tr>
<td>28</td>
<td>Central University of Kerala</td>
</tr>
<tr>
<td>29</td>
<td>Dr. Harisingh Gaur Vishwa Vidyalaya</td>
</tr>
<tr>
<td>30</td>
<td>Central University of Orissa</td>
</tr>
<tr>
<td>31</td>
<td>Central University of Punjab</td>
</tr>
<tr>
<td>32</td>
<td>Central University of Tamil Nadu</td>
</tr>
<tr>
<td>33</td>
<td>Hemvati Nandan Bahuguna Garhwal University</td>
</tr>
<tr>
<td>34</td>
<td>Central University of Jammu</td>
</tr>
<tr>
<td>35</td>
<td>Maulana Azad National Urdu University</td>
</tr>
<tr>
<td>36</td>
<td>Mahatma Gandhi Antarrashtriya * Hindi Vishwavidyalaya</td>
</tr>
<tr>
<td>37</td>
<td>The English and Foreign Languages University</td>
</tr>
</tbody>
</table>

**Sources:** UGC website
HIGHER EDUCATION INFRASTRUCTURE IN KARNATAKA

The break-up of number of universities in the state on the basis of type of University is shown below. Karnataka ranks 5th highest among all states and Union Territories in India on total of number of Universities with 43 Universities. The state also ranks 2nd on number of State Public Universities with 23 Universities and 3rd on Deemed Universities with 11 Universities. KTK has 6.9% of all Universities in the country.

1.8 CHAPTER SCHEME:

In tune with the objectives set for the present study. Present research work has been divided in seven Chapters as liked below.

Chapter-I. It is an introductory chapter which narrates the statement of the Problem, need for the study, importance of the study, role of teachers, Higher education in India, and Chapter Scheme of the present study.

Chapter-II. This chapter attempt to trace out review of related literature concerning the present study.

Chapter-III. It deals with the Research methodology, design of the study, objective of the study, significance of the study, Limitations of the study and brief profile of Gulbarga District of Karnataka State.

Chapter-IV. This chapter deals with the socio-economic and demographics characteristics of the study.

Chapter-V. Attitude and behavioral insight about teaching of academicians

Chapter-VI. This chapter deals with awareness of academician and profession

Chapter-VII. This chapter intends to the present the summary of findings, conclusion and suggestions.
REFERENCES: