INTRODUCTION

Personality

Personality is defined as an individual’s unique and relatively consistent pattern of thinking, feeling and behaving. Teachers have their own personality pattern. Personality is that which gives order and congruence to all the different kinds of behavior in which the individual engages. Recent research has organized personality traits into general factors that can be used to describe a personality in a working environment.

1. Big 5 personality factors that describe the individual’s adjustment, sociability, conscientiousness, agreeableness and intellectual openness.
2. Self esteem results from an individual’s continued self-evaluation.
3. Locus of control refers to the extent to which individuals believe that they can control events affecting them.
4. Goal orientation
5. Introversion and extroversion.

Personality as assessed by MBTI consisted of the following dimensions:

- **Extroversion**: They relate more easily to the outer world of people and things.
- **Introversion**: They relate more easily to the inner world of ideas.
- **Sensation**: They would deal with known facts and don’t dislike an established way of doing things.
- **Intuition**: They would rather look for possibilities and relationships that work with known facts.
- **Thinking**: They base their judgment more on impersonal analysis and logic than on personal values.
- **Feeling**: They base their judgment more on personal values than impersonal analysis and logic.
- **Judging**: They like a planned, decided, orderly way of life better than a flexible, spontaneous way.
- **Perceptive**: They like flexible, spontaneous way of life better than planned, orderly way.

Classroom Behavior

Classroom Behavior is the social interaction between the teacher and student and is critical for
student’s cognitive and linguistic development. Psychologists have found it equally critical for personal, social and moral development. Classroom discussions and other opportunities for social interactions must therefore be an important and frequent component of classroom life. College teachers play an important and influential role in a student’s personal, social and moral development.

Effective classroom management maximizes student’s learning opportunities and are central to teaching and also require that teachers who have their own personality pattern and class room behavior understand in more than one way the psychological and developmental levels of their students thus impacting the academic performance directly. The variables of classroom behavior are

1. **Leniency**: Includes adherence to rules and procedures, positive reinforcements and its usage
2. **Teaching skills**: Includes communication skills, subject knowledge, ability to teach effectively, feedback from students and Assessments techniques
3. **Class room management**: Includes teacher’s positive relationship with the class and effectively dealing with students, creating a safe learning environment
4. **Innovation**: Variety in teaching strategies

The research will thus focus on the relationship between effective classroom management and a learnable set of skills based on personality patterns

**Engineering as a course**

**Bachelor of Engineering** is an Undergraduate Academic Degree awarded for a course or program in the field of Engineering. The Bachelor of Engineering degree is one of the most pursued Degrees in the world. Bachelor of engineering degree programs generally last 3 to 5 years depending upon the country. In India, the duration of Bachelor of Engineering Degree spans over a period of 4 years. The 4 years course consists of 8 semesters of instruction and a project in final year. It is popularly known as B.E. which is an abbreviated form of the Engineering Degree. Engineering Courses are offered by most Public and Private Universities in India. Some of the universities in India award B.Tech. i.e.; Bachelor of Technology instead of B.E for same Engineering Course.

Only students from the science stream at +2 level (XI and XII) are eligible for the Bachelor of Engineering course. Age Limit is 17. Students are admitted on the basis of std XII marks or State-Common Entrance Test (CET) or Deemed University entrance Exam or centralized All
India Engineering Entrance Examination (AIEEE). Selection to BE is based on merit, which are the marks secured in the final exams of 10+2 and through entrance exams. Most commonly students in India choose to study engineering for the following reasons

1. Studying engineering brings prestige
2. It sets you up for professional success
3. It brings financial security
4. Gets you a chance to improve the world

Some of the key findings of a study by Aspiring Minds, a New Delhi-based employability solutions company, on skills, gender, locations and institutions is a report based on a sample of more than 120,000 engineering students who graduated in 2013 from more than 520 engineering colleges across India. The key reason for poor job prospects, according to the study’s report, is “inadequate preparation in the domain area, the ability to apply basic principles of say, computer engineering or mechanical engineering, to real-world problems. As many as 91.8% of computer/IT engineers and 60% of engineers from other branches fall short of the domain knowledge required for such roles. These concepts and principles are there in college curriculum, however there is a gap in teaching and learning pedagogy being followed in majority of colleges.”

So, the teachers and their strategies of teaching play a very vital role in making the student a successful engineer in this very competitive world. The research thus focuses on how teaching engineering can be done effectively by studying the personality patterns and classroom behavior of engineering faculty.