REVIEW OF LITERATURE

1. Robert E. Haskell (1997) studied the students’ evaluation of faculty (SEF) and how the method has been evolved and viewed with regard to the infringements of academic freedom of students. According to the author, SEF reflects academic freedom and the basis on which an SEF is academically provided are salary, promotion, fringe benefits as well as certain tenure decisions and also the education system has changed from how it had been initiated in benign historic origins.

2. David Stern and Günter .L. Huber (1997), published a book on Active learning for teachers and students. According to these authors, teachers are aware that students must be prepared for continual learning throughout their lives and that educational policies have been applied to that effect in certain countries. This continual learning not only applies for the students but for the teachers themselves. The author studied “Active learning of students and teachers” from eight different countries.

3. Bernard Golden (2003) published a book titled Healthy Anger and how to help children and teens manage their anger. According to the author, the book includes details as to how individuals solely adolescents express and vent out their anger. The book also talks about group formation amongst peers with similar anger issues and how they tend to feel comfortable around those experiencing the same problems. It explains in detail as to how a positive reward system can be used to alternate this anger and how positive rewarding has a better effect on the student.

4. Ševkušić-Mandić, G .Slavica (2004) analyzed the effects of parental treatments on child social behavior. According to the author, empirical evidence proves that parents, who contribute to the fullest extent to their children’s successful adaptation to school conditions, possess a specific style of communication with their children and consistently support behavior standards and encourage a two-way communication.

5. Sandra Leanne Bosacki (2005), conducted a research and published a book on the culture of classroom silence. This author suggested what might cause certain adolescents to be silent in a classroom along with the characteristics and consequences of such silence. The author also explains when and why some of these students feel silenced in classroom environment also suggests the use of silence in the spiritual and moral growth of a student when implementing such silence as a positive reinforcement rather than a negative one.
6. **Sanjay Goel (2006)** suggested that curriculum content is no longer the key as the accreditation agencies that have transformed their accreditation criteria and standards of terms of core competencies. The author also identifies some generic attributes that are also considered as guidelines for both the students and faculties and suggests that intensive training given by teachers make the students well prepared and industry-ready though various techniques, attributes and methods.

7. **Paulo Charles Pimentel Botas (2006)** identified how students perceive the pedagogical styles of teachers in higher education. The author examined the power relations exercised in the classroom, which establish and control the interaction between teachers and students, the motivation of students and the empowering process of giving students correct and sufficient tools for developing a critical voice.

8. **Vivienne Baum field et al (2008)** published a book titled Action research in the classroom. According to the author the teacher is as much as a learner as the student and constantly learns about the classroom environment and understanding the process of learning and teaching. The author advises that it is needed to form a relationship between the teachers, students and the university researches to form the distinction between theory and practice through expertise.

9. **Nicole Saginor (2008)** published a book on Diagnostic Classroom Observation- Moving beyond best practice. According to this author, providing observation classroom evaluation helps in effective teaching practices. Evaluation is based on four critical aspects; Lesson planning, Lesson implementation, Lesson content and Classroom culture. This book also focuses on how a learning environment both directly and indirectly influences and impacts a students’ learning.

10. **A. E. E. El Alfi et al. (2009)** studied that Interaction of the teacher with his students has a great importance in the process of learning and education. The pattern and style of this interaction is determined by the educational situation, trends and concerns, and educational characteristics.

11. **Ferenc Farkas and Ágnes Király (2009)** applied the definition of knowledge-based services to higher education institutions in order to explore various aspects of the role of the university as a site of knowledge management, ranging from active student participation in higher education to the methods and tools that can be used for knowledge scouting, caring and developing at
university. The authors revealed the reasons for the asymmetrical nature of the process and the prospects how to moderate it.

12. **Wajeeh Daher et al. (2012)** focused on studying the teachers’ perceptions of the pedagogic and didactic aspects of teaching mathematics in a democratic classroom. The author refers to the aspects regarding mathematics, which is one of the core subjects in an engineering college. When applied, it is shown that students appreciate the correct ways to learn mathematics and to correctly define its term. Thus the author suggests that rather than implementing a forced structure and technique in solving the problems, teachers should teach them the correct ways.

13. **Ebru Bozpolat (2012)** made an assessment Of Prospective Teachers’ Attitudes Towards Reading Habit in the Case Of Cumhuriyet University Education Faculty, with a study group including 242 students studying at the departments of Elementary Education and determined the reading habits and attitudes of senior students enrolled at the Faculty of Education.

14. **Hernán Cortés et al. (2012)** studied three academic stages: admission, students’ academic performance throughout their studies (curriculum) and the students’ results. The author also analyzed the students’ behavior during the different components in exams and described some of the actions achieved by the faculty’s board of directors aimed at addressing some of the academic issues.

15. **Jonathan Pocock (2012)** studied Leaving rates and reasons for leaving in an Engineering faculty in South Africa. According to the author, Students who had left the faculty who could have continued were identified from the population balance and interviewed to determine the common reasons for leaving.

16. **Wood Tracy Darrin (2012)** made a study on Teacher Perceptions of Gender-Based Differences among Elementary School Teachers. The author examined teacher perceptions of gender-based differences among elementary school teachers. In this mixed-methods study, the researcher utilized an online survey to collect data. More than half of the participants perceived differences between female and male elementary teachers, including beliefs that female teachers are more nurturing, that male teachers are more laidback, and that male teachers are more dominant and commanding with students.

17. **Andréa R. dos S. Boettger Giardinetto et al. (2013)** suggested the process of teaching and learning of students with autism that occurs in a special education school. The author aimed to
identify the teaching methodology used with adolescents with autism in special education and see in what ways this methodology assists in the teaching and learning of these students.

18. Dana Sorana Urs (2013) discussed the concept of teacher personal development with the purpose of revealing the necessity of including aspects that, up to the present, have been ignored. According to the author, the new context of globalization and development based on knowledge and innovation has opened the necessity of an increased focus on the quality of teaching. As a function of human psychology, quality cannot be pursued without considering intuition, creativity and introspection skills.

19. Heather Erwin (2013) suggested that although physical activity is beneficial to children’s health, yet academic pressures limit opportunities for students throughout the school day. The author also determined the effect of a classroom PA intervention on student academic performance outcomes. Classroom teachers should be encouraged to devote time during academic learning to incorporate PA.

20. Katie E Adolphus et al. (2013) suggested that Breakfast has positively been affecting learning in children in terms of behavior, cognitive and school performance. However, these assertions are largely based on evidence, which demonstrates acute effects of breakfast on cognitive performance. Thus the author studied that the effects of breakfast enhance academic performance.

21. Franciele Kollas et al. (2013) made a study on Knowledge needed for a good teacher according to undergraduates and school students. According to the author, there are certain results of factors that under graduates and school students find essential and important in a good teacher and also motivation is essential for the development and establishment for a professional teacher and it is believed that the process of teaching and learning go beyond the expertise of faculty.

22. Abdul Majid Khan Rana and Uzma Perveen (2014) studied the effect of Mobile Phone Technology on Moral Development of University Students. According to the author, students purchase mobile phones for making good social relations and for making an easy contact with teachers and class fellows to deal with their academic issues.

23. Anguo Xu (2014) examined the impact of teachers’ competency on job performance in Research University with industry characteristics. The author introduces the competency
theory to the teacher management in research universities with industry characteristics, and gives some interesting findings.

24. **Anitha Rani Muthuthandavan and Sathiyasekaran Bernard Winfred Christadosss (2014)** studied the use of computer among adolescents school students in Chennai and found that it is increased during the recent years and has become an important social medium for adolescents. The author also observed a significant difference in pattern of computer use and suggested that a high proportion of adolescents use computer for academic purpose.

25. **Edgar. M. Baylon(2014)** suggested that the teacher-related factors along gender, marital status, employment status, and number of awards received, were significantly associated with the questioning skills of the teachers and that there were significant association between the student-related factors and the different levels of critical thinking.

26. **Francesca Giovanna Gastaldi et al. (2014)** defined the burnout syndrome as a psychological state perceived as an emotive breakdown and a sense of depersonalization, featuring decreased effectiveness at work and a lower evaluation of overall performance. The burn out syndrome relates to the psychological stress put on the faculty by student actions and behaviors implicated on them. Several factors that the author focused are pupil-teacher relationships, self-efficacy of teachers and the students’ academic performance.

27. **Yildiz Nevin Guner and Pinar Elif Sazak (2014)** studied the frequency of approval and disapproval behaviors of teachers working in inclusive classrooms during their lessons and to investigate whether teachers’ approval and disapproval behaviors, differ in terms of their demographical characteristics. According to the author, these specific behaviors in teachers has a direct impact on students through their methods of teaching and interacting with the students in terms of age, gender, experience and departments.

28. **Farrukh Nadeem et al. (2014)** suggested that the conventional teaching methods are unable to explain the complex real life situations among the students. The interactive case based study did not only give the students an experiential learning but also gave them the liberty to test out new ideas and thoughts. As a result there was an improvement in students learning as well as a substantial increase in grades due to an interest in the subject itself.

29. **Ahmet Akbaba (2015)** researched on the opinions of high school students concerning the much-debated dress code applied to primary school, middle school, and high school students.
and thought to affect quality in education, and revealing the importance of the issue as well as its financial, social, and pedagogical dimensions.

30. **Alexander. N. Slade and Susan .M. Kies (2015)** investigated the reciprocal role of recreation use and academic performance among first-year medical students. The authors suggested that medical students may be able to boost their achievement through wellness interventions and they found no evidence that decreasing wellness activities will help improve exam performance.

31. **Laura. M. Desimone and Michael. S. Garet (2015)** studied certain factors affecting teacher’s development such as changing the classroom procedure, how teachers respond to professional development (PD), how PD is more successful when linked to the classroom, how PD research and implementation allows urban context and how leadership plays a vital role in encouraging teachers. According to the authors, professional development may or may not be implemented in India and is rather considered to be unethical in the classroom.

32. **George Okeyo et al. (2015)** studied an exploratory approach on The Use Of Social Networking Sites For Learning In Institutions Of Higher Learning using a descriptive survey design where a sample of 1067 students were picked. The author suggested the use of social networking sites as a viable option as the students are not only members of social networking sites but also that majority have access to the requisite technological devices.

33. **Johannes Konig (2015)** made a video based assessment that captures classroom management. The author observed that it can be measured in a reliable way and that the total score relates to the video clips and that the measurement of Class Room Management is highly inter-core related. Classroom management measure shows only small size correlations with non-cognitive teacher variables and is highly required to maintain a suitable bond between visual knowledge and classroom teaching.

34. **Mehrak Rahimi and Karkami Fatemeh Hosseini (2015)** suggested that those teachers who used involvement and recognition strategies more frequently were perceived to be more effective teachers; however, students perceived teachers who used punitive strategies as being less effective in their teaching. According to the authors, teaching effectiveness was found to mediate the effect of punishment on motivation while motivation mediated the effect of punitive strategies on achievement. Motivation was found to have the strongest effect on achievement.
35. **Miguel A. Santos et al. (2015)** conducted a study on Academic Performance of Native and Immigrant Students. The author focused on the Perception of Family Support and Control, School Satisfaction and Learning Environment. The author gave solid evidence that would facilitate the design of family involvement programs, helping to improve students’ educational performance.

36. **Wagner Seixas da Silva (2015)** presented the contents of the biochemistry course while challenging students to interpret the original data of the major biochemical findings. For this purpose, each biochemistry theme was shown through the experiments that led to the originally obtained conclusions currently present in the textbooks.

37. **Aytunga Oguz and Neriman Ataseven (2016)** studied the relationship between metacognitive skills and motivation of students in the education faculty. According to the author, a significant difference is found on students’ metacognitive skills according to grade, status of reading in a month and whether or not having taken a lesson on learning strategies.

38. **Dallaghan L Gary Beck et al. (2016)** studied faculty attitudes about Inter Professional education (IPE) identified the barriers to participating in campus wide activities. According to the author, IPE is considered a barrier in top level colleges in India and during educational training, if IPE is practiced, the classroom environment tends to change on a whole-scale differentiating those colleges completely form the rest.

39. **Seyma Şahin et al. (2016)** suggested the levels that teachers display behaviors that erode values and investigated these values in terms of different variables. According to the author his study indicated that teachers’ levels of exhibiting behaviors that erode values were low, which means that teachers had high levels of positive values.

40. **Stefanie Faupel et al (2016)** concluded in her research that unreasonable tasks appeared overextending, fell outside responsibility, and lacked supervisory support. Training interventions focusing upon task design and supervisory behavior are suggested for improvement and that Teacher training is a phase of role transition in which the occurrence of illegitimate tasks becomes likely.

**LIMITATIONS**

1. This research will be conducted based on survey from selected colleges in Chennai and so it is confined to this region and may not apply to those from other parts of India.
2. This research will be conducted based on survey from engineering students and faculty and may not apply to those from other disciplines like medicine, arts, law, nursing, basic sciences, tourism, sports, commerce, graphics & multimedia or business studies.