

# **Teacher**

## **A Role Model**

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## 1. INTRODUCTION

Education is one of the most powerful instruments for reducing poverty and inequality in a country. Education is equally key to enhance the competitiveness of a country in the global economy. “The Wealth or Poverty of a Nation depends on the quality of Higher Education”, states the World Bank Report on “Peril and Promise”. “Higher Education is a definite imperative for a country's progress”, says our former President Dr.A.P.J.Abdul Kalam. Teachers are the backbone of an educational institution. They are the builders of the Nation as they are responsible for grooming good citizens and to transform the population as human resources for economic development. A good teacher brings out the hidden talents in an individual and imparts a wholesome development in him/her, with good traits. For this reason, since ages, Teachers are considered as godly persons, next to mother and father and the teaching institutions are considered as temples of learning. Dr.Abdul Kalam affirms that Teachers are next to parents in the development of a Nation.

Education and learning process should culminate in the creation of professional capability in an individual to conceive, construct and commission concepts, combating problems bravely. To achieve this the teachers should inculcate three unique characteristics in the minds of the students, namely, moral value system, learn to shape his/her life with great dreams and aims and confidence and will-power to execute their dream projects. The teachers should further inculcate three most important general skills identified as Ethics, Integrity and Trust, and three most important specific skills identified as Entrepreneurship, Teamwork and Communication along with use of modern tools and technologies. Teachers should act as Role Models to the students.

This manual presents salient traits of good teachers and their functional requirements.

## 2. TEACHER AND TEACHING QUALITIES

### 2.1 Teacher - as defined in Tamil Grammar 'Nannool'

A Teacher is one who possesses good family background, generosity, divinity, good principle, magnanimity, clarity in learning, capacity to assimilate and communicate, and emulates the qualities of land, Mountain, Balance, and flowers as described below:

A **Land** exhibits its yielding capacity at site and is known for its strength, bearing capacity and capacity to effect production proportion to the effort put by the farmers.

A **mountain** is immeasurable in size and wealth, unshakable in state, majestic in look and rich in resources even during dry season.

A **balance** weighs things accurately without doubt and remains neutral in rendering justice.

**Flowers** are considered holy, used for all functions and are liked by all.

Thus, a Teacher is expected to emulate the qualities of land, mountain, balance and flowers as traits. (For Tamil version refer Appendix 6)

## **2.2 Approach for Teaching - as defined in 'Nannool'**

While teaching, the Teacher should be in the state of a donor, should consider the hour of teaching whether it is a fresh hour in the morning, or it is an hungry hour during mid day, or it is a tiring hour in the evening and should chose appropriate approaches to teach that will keep the students awake and attentive to the lecture; while teaching, the teacher should be God fearing with due respect to the conscience, should keep the subject to be taught in mind, should not be in a hurry to finish the topic, should not get angry and should always be with smiling face; The teacher should know the knowledge level of the students before start teaching and should choose an appropriate teaching methodology that will make the students to understand the subject to be taught, and should teach without bad intensions. (For Tamil version refer Appendix 7)

## **2.3 Quality Aspects of Good Teachers**

- The teacher should be a good listener
- Teachers should have high sense of humor that will reduce the line of barriers between the students and teachers
- Teachers should have lots of creativity to teach the young minds
- Teachers should be able to make activity based learning possible
- The teachers should constantly motivate their students
- Students are different, some are visual learners, some are auditory and some learn through constant touching and practice. Teachers should be adept at creating presentation styles for all the three. Their body language should be their main communicator which should be kept positive at all times. A good teacher is an effective communicator.

- A good teacher makes himself/herself available to all students, however, knows which students need extra assistance.
- A good teacher allows students to ask questions.
- A good teacher has classroom rules and procedures which help students know what is expected from them and how the students can help themselves.
- A good teacher encourages cooperation and sets an example with other students and faculty.
- A good teacher is flexible and able to change lessons "spur of the moment" in order to accommodate the needs of the students.
- A good teacher respects all students and encourages good performance.

## 2.4 The Top 10 Qualities Of A Good Teacher

- A good teacher should have **Confidence**
- A good teacher should have **Patience**
- A good teacher should have **True compassion for their students**
- A good teacher should have good **Understanding**
- A good teacher should have **the ability to look at life in a different way and to explain a topic in a different way**
- A good teacher should have **Dedication to excellence**
- A good teacher should have **Unwavering support**
- A good teacher should have **Willingness to help student achieve**
- A good teacher should feel **Pride in student's accomplishments**
- A good teacher should have **Passion for life**

## 2.5 Famous Sayings About Teachers

- 1) **Anonymous:** "A good teacher is like a candle - it consumes itself to light the way for others."
- 2) **Jacques Barzun:** "Teaching is not a lost art, but the regard for it is a lost tradition."
- 3) **Bob Talbert:** "Good teachers are costly, but bad teachers cost more."
- 4) **Amos Bronson Alcott:** "The true teacher defends his pupils against his own personal influence. He inspires self-distrust. He guides their eyes from himself to the spirit that quickens him. He will have no disciple."

- 5) **Anonymous** : "A good teacher is like a candle - it consumes itself to light the way for others."
- 6) **Eugene P. Bertin**: "Teaching is leaving a vestige of one self in the development of another. And surely the student is a bank where you can deposit your most precious treasures."
- 7) **William Arthur Ward**: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."
- 8) **Anonymous**: "A teacher's purpose is not to create students in his own image, but to develop students who can create their own image." Anonymous
- 9) **Karl Menninger**: "What the teacher is, is more important than what he teaches."
- 10) **Dan Rather**: "The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called truth."
- 11) **Jacques Barzun**: "In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years."
- 12) **Anonymous**: "Teaching is the profession that teaches all the other professions."
- 13) **Anonymous**: "The best teachers teach from the heart, not from the book."
- 14) **Henry Brooks Adams**: "A teacher affects eternity; he can never tell where his influence stops."
- 15) **Helen Caldicott**: "Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth."
- 16) **Japanese proverb**: "Better than a thousand days of diligent study is one day with a great teacher."
- 17) **Anatole France**: "The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards."
- 18) **Aristotle**: "Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well."
- 19) **Anonymous**: "A gifted teacher is as rare as a gifted doctor, and makes far less money"
- 20) **Plutarch**: "The mind is not a vessel to be filled, but a fire to be ignited."
- 21) **Joseph Joubert**: "To teach is to learn twice."

## 2.6 Quotations From Teachers

- 1) I like a teacher who gives you something to take home to think about, besides homework. ~Lily Tomlin as "Edith Ann"
- 2) The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth." ~Dan Rather
- 3) In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for twenty years. ~Jacques Barzun
- 4) Teaching is the profession that teaches all the other professions. ~Author Unknown
- 5) A teacher is one who makes himself progressively unnecessary. ~Thomas Carruthers
- 6) Good teaching is one-fourth preparation and three-fourths theater. ~Gail Godwin
- 7) A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron. ~Horace Mann
- 8) Most teachers have little control over school policy or curriculum or choice of texts or special placement of students, but most have a great deal of autonomy inside the classroom. ~Tracy Kidder.
- 9) A teacher need not **cover** the syllabus, but should **uncover** the syllabus a little so that the students can **discover** the syllabus. ~Dr.S.Sathikh.

## 2.7 Eight Key Elements of the TQM attributes for Teaching

Total Quality of an Academic Institution is a description of the culture, attitude and organization of academic activities that strives to produce quality graduates satisfying the needs of the community and the country. The culture requires quality in all aspects of the operations of the Institution, with processes being done right the first time and defects and waste eradicated from operations. The Teacher is the key in an Academic Institution. We need good quality teachers to produce good quality students.

To be a good quality teacher, one must possess the following eight key elements of quality attributes:

- 1) Ethics
- 2) Integrity
- 3) Trust
- 4) Training
- 5) Teamwork
- 6) Leadership
- 7) Recognition
- 8) Communication

These elements can be divided into four groups according to their function. The groups are:

- i) Foundation - It includes: Ethics, Integrity and Trust.
- ii) Building Bricks - It includes: Training, Teamwork and Leadership.
- iii) Binding Mortar - It includes: Communication.
- iv) Roof - It includes: Recognition.

#### **i) Foundation**

Quality is built on a foundation of ethics, integrity and trust. It fosters openness, fairness and sincerity and allows involvement by everyone. This is the key to unlocking the ultimate potential of the quality aspects of a Teacher. These three elements move together, however, each element offers something different to the Quality concept.

**Ethics:** Ethics is the discipline concerned with good and bad in any situation. It is a two-faceted subject represented by organizational and individual ethics. Organizational ethics establish a business code of ethics that outlines guidelines that all employees are to adhere to in the performance of their work. Individual ethics include personal rights or wrongs.

**Integrity:** Integrity implies honesty, morals, values, fairness, and adherence to the facts and sincerity. Such characteristic of a Teacher is what people expect and deserve to receive. The opposite of integrity is duplicity. We can not achieve quality in an atmosphere of duplicity.

**Trust:** Trust is a by-product of integrity and ethical conduct. Without trust, the framework of quality cannot be built. Trust fosters full participation of all members. It allows empowerment that encourages pride ownership and it encourages commitment. It allows decision making at appropriate levels in the organization, fosters individual risk-taking for continuous improvement and helps to ensure that measurements focus on improvement of process. Trust is essential to ensure student satisfaction. So, trust builds the cooperative environment essential for Quality.

## **ii) Bricks**

Basing on the strong foundation of trust, ethics and integrity, bricks are placed to reach the roof of recognition.

**Training:** Training is very important for Teachers to be highly productive. Training that Teachers require are strong foundation of knowledge and skills, the ability to function within teams, problem solving, decision making, job management, performance analysis and improvement. The Teachers need to be trained effectively so that they can become effective teachers of an Institution.

**Teamwork:** To become a successful Teacher, teamwork is also a key element. Ability to work with co-teachers with Team spirit is an essential requirement of a Teacher for success.

**Leadership:** It is possibly the most important element in Quality Management of teaching. Leadership quality in teaching requires the Teacher to provide an inspiring vision, make strategic directions that are understood by the students and to instill values that guide students. For the Teachers to be successful in their profession, the Teacher must be committed in leading his/her students. The Teacher makes sure that strategies, philosophies, values and goals of Teaching-Learning process are transmitted to the students to provide focus, clarity and direction.

## **iii) Binding Mortar Communication**

communication binds everything together. Starting from foundation to roof of the Quality house, everything is bound by strong mortar of communication. It acts as a vital link between all elements of TQM. Communication means a common understanding of ideas between the sender and the receiver. The success of a quality Teacher demands for effective communication skills. Teachers must keep open airways where students can send and receive information about the learning process. Communication coupled with the sharing of correct information is vital. For communication to be credible the message must be clear and receiver must interpret in the way the sender intended. Effective communication is important because it breaks down the barriers between the Teacher and the Students. It also allows dealing with the students in a more professional manner.

## **iv) Roof Recognition**

Recognition is the last and final element in the Teaching-Learning Quality Management system. It is essential for both Teachers and Students as Team workers. Students strive to receive recognition for

themselves and their Teachers. Detecting and recognizing students for their good performance and contributions is the most important job of a Teacher. As the Students are recognized, there can be huge changes in self-esteem, productivity and quality of learning among the student community. Recognition comes in its best form when it is immediately following an action that a student has performed.

These eight elements are key in ensuring the success for Teachers. Without these elements, the Teaching-Learning process cannot be successful. It is very clear from the above discussion that Quality Management without involving integrity, ethics and trust would be a great remiss, in fact it would be incomplete. Training is the key by which the Institution creates a Quality Management environment. Leadership and teamwork go hand in hand. Lack of communication creates a burden on the whole Teaching-Learning process. Last but not the least, recognition should be given to students who performs and contributes. Hence, lead by example, train students to become quality graduates, create an environment where there is no fear to share knowledge, and give credit where credit is due should be the motto of a successful Teacher.

### **3 RESPONSIBILITIES**

#### **3.1 On Curricular Aspects**

Suitability of the curriculum of any degree program to the industrial needs is an important aspect. The curriculum should have relevance to the Regional/ National developmental needs. Curriculum should be value based. It should be globally competitive. It is the responsibility of the teachers to keep it updated periodically. The teachers should keep a continuous watch on the curriculum followed in the other leading universities in India and Abroad, as well as on technological advancements and the industrial requirements. Regularly the teacher should assess the gaps in curriculum and report to the Chairman of the concerned Board of study with his recommendation.

While teaching a subject, the relevance of the subject to the degree program, and the importance of this subject for learning the other subjects (whether it is a pre-request or co-request for other subjects) of the course should be clearly explained to the students at the start of the semester itself.

Students' views on the curriculum and the syllabus shall be obtained and discussed in the class.

Assess the curriculum on the following aspects and forward your assessment and recommendations to the Board of Studies:

- i. Whether the major considerations, addressed by the goals and objectives stated in the Vision and mission of the institution such as Intellectual, Academic, Training, Access to Disadvantaged, Equity, Self development, Community and National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global demands, etc. are incorporated in the curriculum of the degree program you teach?
- ii. How are the institutional goals translated into the academic programs, Research and Extension activities of the institution into the curriculum?
- iii. Assess the market need for the program you teach by developing information database from faculty, student, alumni, employees and academic experts.
- iv. Are you satisfied that the curriculum of the program you teach ensures employability? If not what are your suggestions?
- v. Do you think that the global trends in higher education are reflected in the curriculum of the program you teach? If not what are your suggestions?
- vi. Do you think that the curriculum of the program you teach bears some thrust on National development? If not what are your suggestions?
- vii. Does the subject you teach focuses on experimental learning, including practical and work experience? Do you think that the global trends in higher education are reflected in the curriculum of the program you teach? If not what are your suggestions?
- viii. For overall development the students, what measures have been taken in the curriculum design of the degree program you teach?

### **3.2 On Teaching-Learning and Evaluation**

Teaching-learning is an art. Teaching process should inspire the students towards innovation. Teaching-learning process should culminate in the creation of professional capability, into the students, for developing them as wholesome personalities with the ability to combat problems bravely. The teachers should inculcate unique characteristics in the minds of the students, namely, moral value system, learn to shape their life with great dreams and aims and confidence and will power to execute their dream projects.

The following are some of the activities that a teacher should practice for making the Teaching-learning and Evaluation process more effective:

*a. On Teaching-Learning process*

- i. At the start of the semester a Teaching Plan as per the Format in Appendix-1 should be prepared and submitted to the Department Head.
- ii. Does the subject you teach has Tutorial and Laboratory classes in addition to Lecture hours? If so prepare the Tutorial problems solve them before you go to the class. In the case of Laboratory classes Conduct the experiments yourself well before the laboratory classes and go to the class with the experimental results.
- iii. In the case of Lecture classes you should prepare your lecture materials for the entire course at the beginning of the semester itself. While preparing the course material you should not stop with referring only to the text book concerned. You should also refer to a number of good books, followed by the leading foreign and Indian universities and prepare your own notes.
- iv. In the class, before you start delivering your lecture, you should assess the students to know whether they have the prerequisite knowledge to understand your lecture. If you find that they do not have the required prerequisite knowledge to understand the topic that you want to deliver, spend some time to prepare them with the required prerequisite knowledge and then start delivering your lecture.
- v. While teaching a subject you should adopt Student centric approach. In the case of Curriculum centric or Direct Instruction approach, the students are forced to be passive and not interacting with the material taught. Also with direct instruction, the teacher is teaching at one level, and not attending to students who may be slower or faster than the "average" student in the class. In this approach the students quickly lose interest in learning unless there is another motivating force (extrinsic or intrinsic) at work. Another pedagogical approach is "student-centered instruction." With this type of instruction, the student is actively participating in the lesson and its concepts. The students themselves are directing the learning experience. This can be accomplished

through discovery learning; or Active learning, where students learn science and math concepts through experiments. In theory, when the student is actively involved in the learning process, they will be more motivated to learn because they are active in cognitively engaging the material. If the student is included into the learning process, the material is and should be more interesting to them.

- vi. Intrinsic and extrinsic motivation is also important for a student. Intrinsic motivation can be thought of coming from within the student. The student has a personal drive and yearning to learn a new concept, for instance. Extrinsic motivation on the other hand comes from an external source.
- vii. A teacher's individual attention with each student is important. During this personal interaction, the teacher can guide the student at the student's own personal level. This is part of student-centered instruction. Again, the individual student is the focus, instead of the teacher. The teacher can go over the material that the student does not understand, correct and explain the mistakes the student be making with the material.
- viii. Teachers should use modern teaching aids like Audio Visual Aids, OHPs, wherever necessary, for projecting PPT presentations, pictures, charts, images, animations, video clippings, etc.
- ix. Teachers should develop ICT based course materials and make them available in their web pages provided to them in the University Web site, as Virtual repositories.
- x. Teachers as Student Counselors/Mentors/Advisors should monitor the academic performance and progress of each student by maintaining a Register with their performances in class tutorials, tests, assignments, semester examinations, attendance and in the extension activities.
- xi. Teachers should organize special lectures by experts from leading Academic institutions or Industries on the important topics of the course.
- xii. Teachers should organize special lectures by experts from leading Academic institutions or Industries on the important topics of the course.

- xiii. Teachers should organize industrial visits to the Industries related to the subject of study.
- xiv. Teachers should encourage the students to participate in the conferences and to present papers in the conferences and journals.
- xv. End of every semester the teacher should prepare a Course Report on the subject he/she taught during the semester describing the fulfillment of the planned activities provided in the Teaching plan submitted at the start of the semester, in the Format given in Annexure 2. The Course report should clearly bring out the achievements as well as the shortfalls that could not be carried out, stating the reasons there of.

***b. On Evaluation process***

- i. Students should be evaluated continuously. In addition to the regular monthly tests, quizzes, group discussions shall be conducted periodically. Forming different groups of the students in a class, interactive sessions shall be held between the groups.
- ii. Teachers should get evaluated by their students for each subject, they teach, using the Student Feedback Form given in Annexure 3.
- iii. Teachers should evaluate themselves annually and submit their self appraisal in the Annual Faculty Self Appraisal Form given in Annexure 4.

**3.3 On Research, Consultancy and Extension**

Every teacher should be involved in Research, Consultancy and Extension activities, involving students.

***a. On Research***

- i. Research should be a significant activity of a Teacher. Every teacher should try to formulate Research proposals, Minor or Major in the area of their specialization for funding from the funding agencies, Government, Public or Private. Seed money will be provided by the University to start the research activity.

- ii. University recognizes those teachers who secure funded projects by giving cash awards.
- iii. Are you a Ph.D. degree holder? Then, you should involve yourself in Post Doctoral Research and create new areas of research to guide Research scholars.
- iv. If you are a Research Guide, you should get fully involved in the research work and should be an effective guide.
- v. As a Teacher you should motivate your UG and PG students to pursue research and publish papers.
- vi. Every teacher should constantly publish Research Papers in the refereed journals.
- vii. Teachers should aim to obtain Patents for their original research contributions.

***b. On Consultancy***

- i. Teachers should use their expertise to provide consultancy to the needy institutions, industries or individuals. The Teachers should provide the details about their expertise to the Institute-Industry cell of the University for marketing.
- ii. Teachers will be paid 40% to 60% of the consultancy charges, depending upon the extent of usage of the University facilities for providing the consultancy services.
- iii. Consultancy can be in the form of developing new products to the industries through innovative research or providing solutions to the problems of any kind faced by the Industries.
- iv. Only when the Teachers become solution providers to the Industries the gap between the Institutions and the Industries will get narrowed down.
- v. The recognition earned by the department through productive consultancy services will invite Industries to invest in the Institutions towards R & D projects.
- vi. Therefore, the Teachers should develop themselves as effective Consultants.
- vii. Good consultants will be effective Teachers.

### ***c. On Extension Activities***

- i. Extension activities are essential for the wholesome development of students as Human Resources.
- ii. Teachers should involve the students in the outreach programs as part of their curriculum.
- iii. Teachers should motivate the students to participate in the Extension activities of NSS, NCC, YRC, and other NGOs.
- iv. Teachers should work towards establishing linkages with other organizations and institutions to achieve academic collaborations such as collaborative research, curriculum development, internship, on-the-job training, faculty exchange and development and Student Placement.

### **3.4 On Infrastructure and Learning Resources**

- i. Teachers should care for the adequacy of the physical infrastructure such as class room, water and power supply and transport available for the academic activities. If any shortfall is felt proposals shall be given to the Administration through the Department Head.
- ii. Teachers should also have a watch on the neatness of the class rooms, wash rooms and the learning environment. Concerned authorities should be alerted if the facilities are not maintained neatly.
- iii. Teachers should ensure that textbooks, reference books and journals required for the subjects taught are available in the Library.
- iv. Teachers should always be on the look out of new arrivals of books and journals in the areas of the courses you teach and ensure that such books and journal made available in the library.
- v. Every teacher should develop ICT based computer aided teaching/learning materials and make them available in their web pages of the university web site as virtual repositories.
- vi. Teachers can video graph the special lectures delivered by specialists in their web pages for offline browsing by the students.

### **3.5 Student Support and Progression**

- i. Teachers should disseminate the information like scholarships/free ships available from different agencies.
- ii. Teachers should provide the details on various opportunities available for study abroad, like semester Abroad Program, Twinning, Double degree and joint research programs in different universities abroad.
- iii. Teachers should encourage the students to participate in sports activities without detrimental to their curricular activities.
- iv. The faculty Members should counsel the students in the academic and personal matters when they are in distress.
- v. The faculty members should motivate the students to become entrepreneurs and be self employed.
- vi. The faculty members should make suggestions for enhancing the quality of education with reference to student support and progression.
- vii. The faculty members should also encourage the students to participate in extracurricular and recreational activities.

### **3.6 Governance and Leadership**

- i. The faculty should volunteer themselves with good suggestions in the decision-making process for improving the quality of education.
- ii. The faculty should conduct an academic audit for himself/herself and should make a self-appraisal to evaluate his/her performance in teaching, research and extension programs at the end of every year.
- iii. The faculty should make a self development plan for personal career growth and pursue to achieve his goals.
- iv. The faculty should develop themselves as good academic leaders with creative mind, making original contributions.

- V. Financial management and resource mobilization is very important to become an achiever in life. Hence, every faculty should develop themselves as good financial managers and should train the students in Financial management and Resource mobilization.

### **3.7 Innovative Practices**

- i. The faculty members should develop good mechanism for quality assurance within the existing academic and administrative system.
- ii. The faculty should suggest ways to add value to the students' quality enhancement.
- iii. The faculty should suggest intervention strategies for the institution to adopt for promoting overall development of the students from rural/tribal background.
- iv. The faculty should promote social responsibilities and citizenship roles among the students.
- v. The faculty along with students should actively support and strengthen the neighborhood communities.
- vi. The Student satisfaction is the uppermost requirement of any Academic institution. Therefore the faculty should propose methods to update the approach in view of the current and future educational needs and challenges.
- vii. The faculty should develop strategic approaches for building relationships to attract and retain students, to enhance students' performance and to meet their expectations of learning.

## **4 Conclusion**

This reference manual is prepared to serve the Teachers as a guide for shaping themselves as good and effective teachers and to develop a good base of Human Resources for the economic development of the country. Appendix-5 gives the experience of our former President Dr. Abdul Kalam as narrated by him about his own Teachers who shaped his life.

## TEACHING PLAN

### 1. Course details

Name of the Teacher	
Department	
Course Code	
Course Name	
Prerequisites	
Category	

### 2. Instructional Objectives

Sl.No.	Instructional Objective
1	
2	
3	
4	
5	

### 3. Student Outcomes

Sl.No.	Student Outcomes
1	
2	
3	
4	
5	

#### 4. Lesson Plan

Lecture No.	Date	Topic (Unit No.)	Instruction Objectives	Student Outcome	Reference Books
1.					
2.					
"					
"					
n					

#### 4.1 Text Books

#### 4.2 Reference Books

#### 5. Evaluation

Cycle Tests	Date	Syllabus for the test
Cycle Test 1		
Cycle Test 2		
Surprise Test		
Model Examination		

**6. Assignments (Theoretical / Practical)**

Sl. No.	Topics for Assignment	Date for Submission
1.		
2.		
"		
"		
n		

**7. Special Lectures**

Sl. No.	Name of the Speaker	Topic of the Lecture	Date
1.			
2.			
"			
"			
n			

**8. Industrial/Field (Local) Visits**

Sl. No.	Place of Visit	Date of Visit
1.		
2.		
"		
"		

**9. Industrial Tour, if any Planned**

Signature of  
the HOD

Signature of the  
Course Co-ordinator

Signature of the  
Teacher

## COURSE REPORT

### 1. Course details

Name of the Teacher	
Department	
Course Code	
Course Name	
Prerequisites	
Category	

### 2. Level of achievement on Instructional Objectives

The students shall be assessed through quiz or other types of objective type tests and the outcomes shall be reported.

### 3. Level of achievement on Student outcomes

The students shall be assessed through quiz or other types of objective type tests and the outcomes shall be reported.

### 4. Lesson Plan

Extent of Coverage of the syllabus in the lessons planned shall be detailed.

### 5. Evaluation (Performance details)

Tests	No. of students scoring Marks		
	Less than 50%	50% to 75%	Above 75%
Class Test - 1			
Class Test - 2			
Surprise Test			
Model Exam			

## **6. Assignments**

Remarks on the performance of the students.

## **7. Special Lectures**

Success and failure stories shall be detailed with reasons for non-compliance

## **8. Field Visits**

Success and failure stories shall be detailed with reasons for non-compliance

## **9. Industrial Tours**

Places & Industries covered under the tour and the experience shall be reported.

## STUDENT FEED BACK REPORT

1. STAFF NAME : 2. PROGRAM :  
 3. SUBJECT : 4. SEMESTER :  
 5. ACADEMIC YEAR :

Mark at ⊗ in the circle as per your assessment

No.	Question Description	Ratings				
		Excellent	Very good	Good	Average	Poor
1	Subject Knowledge	⊗	⊗	⊗	⊗	⊗
2	Sincerity	⊗	⊗	⊗	⊗	⊗
3	Communication & Presentation Skills	⊗	⊗	⊗	⊗	⊗
4	Lecture Preparation.	⊗	⊗	⊗	⊗	⊗
5	Coverage of Syllabus	⊗	⊗	⊗	⊗	⊗
6	Control of the class	⊗	⊗	⊗	⊗	⊗
7	Quality of Quiz/Surprise tests/Cycle tests	⊗	⊗	⊗	⊗	⊗
8	Fairness in Evaluation	⊗	⊗	⊗	⊗	⊗
9	Helpfulness in Clarifying doubts	⊗	⊗	⊗	⊗	⊗
10	Approachability	⊗	⊗	⊗	⊗	⊗
11	Knowledge gained at the end of the semester	⊗	⊗	⊗	⊗	⊗
12	Overall rating of the teacher	⊗	⊗	⊗	⊗	⊗

## NOTE

1. Point for Rating

Excellent : 5  
 V.Good : 4  
 Good : 3  
 Average : 2  
 Poor : 1

2. Net Rating of a student i,  $R_i = (N_e \times 5 + N_{vg} \times 4 + N_g \times 3 + N_a \times 2 + N_p \times 1) \times 100 / (N_t \times 5)$

Where  $N_t$  - total number of scores =  $N_e + N_{vg} + N_g + N_a + N_p$

$N_e$  - number of excellent scores

$N_{vg}$  - number of v.good scores

$N_g$  - number of good scores

$N_a$  - number of average scores

$N_p$  - number of poor score

3. Net rating of the class of size M  $R_s = \left( \sum_{i=1}^M R_i \right) / M$

## FACULTY SELF APPRAISAL FORM

### 1. Staff details

i	Name of the Staff Member	:	
ii	Designation	:	
iii	Department	:	
iv	Faculty	:	
v	Date of Joining	:	
vi	Present Pay drawn (Basic & Scale)	:	

### 2. Teaching Assignments & Performance

Sem	Subject Code and Title	Class & Branch	HRS L/T/P	No. of Students	No. of Times Handled	% pass in University Exams	Exam Year & Month

### 3. Teacher Response on Performance Analysis

i	Time Taken to return Class / Model Test / Assignments	
ii	Do you discuss the Test Performance in the Class	
iii	Do you analyze the reason for poor performance	
	(If Yes, Please attach TLP 5 for all internal tests with comments) (Only for Counsellors)	

## 4. Teaching Learning and Evaluation related activities

### 4. Teaching – Learning and Evaluation related activities

Criteria	Unit rate of Points	No. of Units	Points scored
Subjects taught (Theory), n	40	n	40n
Student feedback of all the theory subjects taught	$R_{si}$	n	$\sum_{i=1}^n R_{si}$
Laboratory Classes handled, n	25	n	25n
Student feedback of all the practical Courses	$R_{si} / 2$	n	$\sum_{i=1}^n R_{si} / 2$
Development of innovative teaching material per full course (CDs,ICT) To get points on this, the material should have been uploaded in the website with prior approval of HOD/Dean	20		
New PG Programmes developed	50		
Syllabus developed	10		
Course Coordinator	20		
Innovation (new experiments in lab / innovative projects)	10		
Guidance of UG projects (Max. of 3 batches)	20		
Guidance of PG Projects (Max. of 5 batches)	25		
Class In-Charge	50		
Student Counsellor (list of students and their complete performance in the earlier semesters i.e. SGPA)	20		
Project coordinator	20		
Project evaluation committee member other than guide	15		
Lab in-charge and maintenance	10		
Lab modernization / software / Equipment Purchase	15		
Time table coordinator - Institution (per semester)	20		
Time table coordinator - Department (per semester)	30		
Support for Time table coordinator (per semester)	15		
E- Varsity coordinator	20		
Test Coordinator (per semester)	20		
Class Committee Chairman	10		

Criteria	Unit rate of Points	No. of Units	Points scored
Library In-charge - Department	10		
Curriculum In-Charge - Department	10		
ISTE Life Membership	30		
Professional Society Membership IE, SAE, IEEE, CSI etc., per society (Max. of 3)	30		
<b>TOTAL POINTS SCORED</b>			

Note : R, is the net rating by the class for a subject (theory/practical) earned from student's feedback

#### 5. Details of Project Proposals submitted during the Academic Year

Sl.No.	Title of Proposal (and Date)	Project Cost (and Period)	Sponsoring Organization	Investigate or (Indicate) Principal Investigator
i.				
ii.				
iii.				

#### 6. Details of Sponsored and Consultancy Projects

Sl.No.	Title (and starting Date)	Amount (and Period)	Sponsoring Agency	Project Coordinators (Indicate Principal Investigator)
i.				
ii.				
iii.				

#### 7. Details of Publication in referred journals

Sl.No.	Author's List	Paper Title	Journal	National / International	Volume	Page to Page Number	Date
i							
ii							
iii							
.							
.							

### 8. Details of conferences attended with the paper presented

Sl.No.	Name of the Conference	National / International	List of Authors	Title of Paper, Paper Number in the Proceeding
i				
ii				
iii				

### 9. Details of Conference / Seminars Organized 10. Research Contributions

Criteria	Unit rate of Max Points	No. of Units	Points Secured
Publication of research papers in reviewed international journals (with impact factor $\geq 1.0$ ) as - first author	100		
The above - as Co- author with a total no. of 2 authors	80		
The above - as co-author with a total no. of 3 or more authors	50		
Publication of research papers in reviewed international journals (with impact factor $< 1.0$ ) as - first author	50		
The above - as co-author with a total no. of 2 authors	45		
The above - as co-author with a total no. of 3 or more authors	25		
National Journal research papers with ISBN/ ISSN number- as first author	25		
The above - as co-author with a total no. of 2 authors	20		
The above - as co-author with a total no. of 3 or more authors	10		
International conference paper presentation as first author ( <b>outside India</b> )	30		
The above - as co-author with a total no. of 2 authors	25		
The above - as co-author with a total no. of 3 or more authors	15		
International conference paper presentation as First author ( <b>In India</b> )	15		
The above - as co-author with a total no. of 2 authors	15		
The above - as co-author with a total no. of 3 or more authors	10		
National conference paper presentation - as first author	15		

Criteria	Unit rate of Max Points	No. of Units	Points Secured
The above - as co-author with a total no. of 2 authors	10		
The above - as co-author with a total no. of 3 or more authors Books Published -25 Ptn / books	5		
Consultancy projects with the amount mobilized with minimum of Rs. 10.00 lakhs in the case of Science, Engineering and Technology and Rs. 2.00 lakhs in the case of Arts and Humanities Attach Proof	50		
<b>Sponsored Projects carried out/ongoing</b>			
i. Major Projects amount mobilized with grants above Rs. 30.0 lakhs in the case of Science, Engineering & Technology and above Rs. 5 lakhs in the case of Arts and Humanity.	150		
ii. Major Projects amount mobilized with grants above Rs. 5.0 lakhs up to Rs. 30.00 lakhs in the case of Science, Engineering & Technology and Rs. 3 lakhs up to Rs. 5 lakhs in the case of Arts and Humanity.	100		
iii. Minor Projects amount mobilized with grants above 50,000 up to Rs. 5 lakhs in the case of Science, Engineering & Technology and Rs. 25000 up to Rs.3 lakhs in the case of Arts And Humanity.	50		
Patent registered (Each) Awarded	100 200		
Ph.D. Supervision (for each scholar completed or thesis submitted)	50		

#### 11. Other contribution (Co-curricular and extra curricular activities, etc.)

Community services-NSS,NCC,NSO etc.,	20		
Extra curricular activities - Institutional (Aarush, Milan, etc.) - Coordinator	50		
Extra curricular activities - Institutional (Aarush, Milan, etc.) - Supporting faculty	25		
Association Activities - Institution/Department	40		
Association Activities - Institution/Department Support Faculty	15		
Convocation/Admissions/Event Management etc., - Coordinators (per event)	50		
Convocation/Admissions/Event Management etc., - Support faculty	20		
General administration (report preparation / communication) - Coordinator Institution level	50		
General administration (report preparation / communication) - Coordinator - Institution level - Support staff	25		
General administration (report preparation / communication) - Coordinator Department level	30		
General administration (report preparation / communication) - Coordinator - Department level - Support staff	15		
Serve on boards (state level/National level)	50		
Provide leadership in joint activities with other Institutions	25		

Interaction with industry for bringing a new company for placements	20		
Interaction with industry for any joint venture Projects	20		
Accreditation activities Institutional level - Coordinator	50		
Accreditation activities Institutional level - Support faculty	25		
Accreditation activities department level - Coordinator	30		
Accreditation activities department level - Support faculty	15		
End Semester Examination - Chief Superintendent (Per Semester)	100		
End Semester Examination (Per Semester) Supporting faculty	40		
Valuation - Camp Officer (Per semester)	60		
Valuation Supporting faculty (per semester)	30		
Department Placement coordinator(s)	50		
Industrial visit - local per visit (Max 3 visits)	10		
Industrial visit - outstation	20		
Hostel Chief Warden	75		
Hostel Warden	50		
Hostel Dy. Warden	25		
<b>TOTAL POINTS SCORED</b>			

Chair- Technical sessions (in conferences)	25		
Conduct of FDP Programme	25		
Supporting faculty for FDP	10		
Conduct of seminar / workshops international	100		
Conduct of seminar / workshops international Support Faculty	40		
Conduct of seminar / workshops national	50		
Conduct of seminar / workshops national Support faculty	20		
Conduct of seminar / workshops regional	25		

Conduct of seminar / workshops regional Support faculty	10		
Endowment lectures/Invited lectures	10		
Award/honours/recognitions-international	100		
Award/honours/recognitions-national	50		
Award/honours/recognitions-state level	25		
Award/honours/recognitions- Regional / SRMU	10		
<b>TOTAL POINTS SCORED</b>			

## 12. Summary of points scored

Points scored Sl. No. 4	
Points scored Sl. No. 10	
Points scored Sl. No. 11	
<b>Grand Total</b>	

## 13. Comments and Sign by the HOD (Include Student Feedback)

## 14. Comments and Sign by the Dean:

## 15. Leave details from 1<sup>st</sup> June to 31<sup>st</sup> May

Total No. of Working Days :      Days

CL	EL	OD	ML	LOP	Vacation Leave	Total
Total No. of Days of Attendance by the Staff : Percentage of Attendance :						

Asst. Registrar

## 16. Comments and Sign by the Director:

Forwarded by Pro-Vice-Chancellor

Submitted to the Vice-Chancellor

### **'Teachers Should Be Role Models' speech by Dr A.P.J. ABDUL KALAM** **(on Teachers' Day 2003)**

Dear listeners of All India Radio and teachers, my greetings to all of you.

I am talking to you on the special occasion of Teachers' Day. On this day, we gratefully remember the great educationist Dr Sarvepalli Radhakrishnan, whose dream was that "Teachers should be the best minds in the country". Hence, Teachers' Day is very important for all our people, for our students and even for all the parents, as the teachers lay the foundation for creating enlightened citizens for the nation. On this day, I would like to recall three teachers who helped me in shaping my life.

To begin with I am going to talk to you about my father Janab Avul Pakir Jainulabdeen, as a teacher. My father taught me a great lesson when I was a young boy. What was that lesson? It was just after India got Independence. At that time Panchayat board elections took place at Rameswaram. My father was elected Panchayat Board member and on the same day he was also elected the president of the Rameswaram Panchayat Board. Rameswaram Island was a beautiful place with 30,000 populations. At that time they elected my father as Panchayat Board president not because he belonged to a particular religion or a particular caste or spoke a particular language or for his economic status. He was elected only on the basis of his nobility of mind and for being a good human being. Dear listeners, I would like to narrate one incident that took place on the day he was elected president of the Panchayat Board.

I was at that time studying in school. Those days we did not have electricity and we used to study under ration kerosene lamps. I was reading the lessons loudly and I heard a knock at the door. We never used to lock the door in Rameswaram in those days. Somebody opened the door, came in and asked me where my father was? I told him that father had gone for the evening namaz. Then he said, I have brought something for him, can I keep it here? Since my father had gone for namaz, I shouted for my mother to get her permission to receive the item. Since she was also on the amaz there was no response. I asked the person to leave the item on the cot. After that I continued my studies.

I used to learn by reading aloud in my younger days. I was reading loud and fully concentrating on my studies. At that time my father came in and saw a tambalum kept in the cot. He asked me “What is this? Who has given that?” I told him, “Somebody came and has kept this for you”. He opened the cover of the tambalum and found there was a costly dhoti, angawastram, some fruits and some sweets and he could see the slip that the person had left behind. I was the youngest child of my father, he really loved me and I also loved him a lot. He was upset at the sight of the tambalum and gifts.

That was the first time I saw him very angry and also that was the first time I had got a thorough beating from him. I got frightened and started weeping. My mother embraced and consoled me. Then my father came and touched my shoulder lovingly with affection and advised me not to receive any gift without his permission. He quoted an Islamic Hadith, which states that, “When the Almighty appoints a person to a position, He takes care of his provision. If a person takes anything beyond that, it is an illegal gain.” Then he told me that it is not a good habit. A gift is always accompanied by some purpose and a gift is a dangerous thing. It is like touching a snake and getting the poison in turn. This lesson stands out always in my mind even when I am in my seventies. This incident, taught me a very valuable lesson for my life. It is deeply embedded in my mind.

I would like also to mention the writings in Manu Smriti which states that “By accepting gifts the divine light in the person gets extinguished”. Manu warns every individual against accepting gifts for the reason that it places the acceptor under an obligation in favour of the person who gave the gift and ultimately it results in making a person to do things which are not permitted according to law.

I am sharing this thought, with all of you, particularly the young ones, do not be carried away by any gift which comes with a purpose and through which one loses his personality greatly. Do you think, you can follow this in your life? I will be very happy if you can practice this sincerely.

When I think of my second teacher, I am reminded of my childhood days when I was studying in 8th class at the age of 13. I had a teacher, Shri Siva Subramania Iyer. He was one of the very good teachers in our school. All of us loved to attend his class and hear him. One day he was teaching about a bird's flight. He drew a diagram of a bird on the blackboard depicting the wings, tail and the body structure with the head. He explained how birds create the lift and fly. He also explained to us how they change direction while flying. For nearly 25 minutes he gave the lecture with various information such as lift, drag, how the birds fly in a formation of 10, 20 or 30. At the end of the class, he wanted to know whether we understood how

birds fly. I said, I did not understand. When I said this, the teacher asked the other students whether they understood or not. Many students said that they also did not understand. He did not get upset by our response since he was a committed teacher.

Our teacher said that he would take all of us to the sea shore. That evening the whole class was at the sea shore of Rameswaram. We enjoyed the roaring sea waves knocking at the sandy hills in the pleasant evening. Birds were flying with sweet chirping voice. He showed the sea birds in formations of 10 to 20 numbers. We saw the marvelous formations of birds with a purpose and we were all amazed. He showed us the birds and asked us to see that when the birds fly, what they looked like. We saw the wings flapping. He asked us to look at the tail portion with the combination of flapping wings and twisting tail. We noticed closely and found that the birds in that condition flew in the direction they desired. Then he asked us a question, “Where the engine is and how it is powered”?

The bird is powered by its own life and the motivation of what it wants. All these things were explained to us within fifteen minutes. We all understood the dynamics from this practical example. How nice it was. Our teacher was a great teacher; he could give us a theoretical lesson coupled with a live practical example available in nature. This is real teaching. I am sure many of the teachers in schools and colleges will follow this example.

For me, it was not merely an understanding of how a bird flies. The bird's flight entered into me and created a special feeling. From that evening, I thought that my future study has to be with reference to flight and flight systems. I am saying this because my teacher's teaching and the event that I witnessed decided my future career. Then one evening after the classes, I asked the teacher, “Sir, please tell me, how to progress further in learning all about flight.” He patiently explained to me that I should complete 8th class, and then go to high school, and then I should go to engineering college that may lead to education on flight. If I complete all my education with excellence, I might do something connected with flight sciences. This advice and the bird flying exercise given by my teacher, really gave me a goal and a mission for my life. When I went to college, I took physics. When I went to engineering in Madras Institute of Technology, I took aeronautical engineering.

Thus my life was transformed as a rocket engineer, aerospace engineer and technologist. That one incident of my teacher teaching the lesson, showing the visual live example proved to be a turning point in my life which eventually shaped my profession.

A student during his school life upto 10+2 spends 25,000 hours in the school campus. His life is, more influenced by the teachers and the school environment. Therefore, the school must have the best of teachers with ability to, teach and love teaching and build moral qualities. Teachers should become role models. Similarly, the student must be alert to build himself with best of qualities and to get ignited with a vision for his or her future life.

I would like to share with you another experience with my teacher Prof. Satish Dhawan. First, I worked in Delhi with the Ministry of Defence. Later I joined the Defence Research and Development Organisation (DRDO) in 1958 at the Aeronautical Development Establishment at Bangalore. There with the advice of the Director, I took up the development of hovercraft. Hovercraft design needed the development of a ducted contra-rotating propeller for creating a smooth flow balancing the torques. I did not know how to design a contra-rotating propeller though I knew how to design a conventional propeller. Some of my friends told me that I could approach Prof. Satish Dhawan of the Indian Institute of Science, who was well known for his aeronautical research, for help.

I took permission from my Director Dr Mediratta and went to Prof Dhawan who was sitting in a small room in the Indian Institute of Science with a lot of books in the background and a blackboard on the wall. Prof Dhawan asked me what the problem was that I wanted to discuss. I explained the problem.. He told me that it was really a challenging task and he would teach me the design if I attended his classes in IISc between 2 pm to 3 pm on all Saturdays for the next six weeks.

He was a visionary teacher. He prepared the schedule for the entire course and wrote it on the black board. He also gave me the reference material and books I should read before I start attending the course. I considered, this as a great opportunity and I started attending the discussion and started meeting him regularly. Before commencing each meeting, he would ask critical questions and assess my understanding of the subject. That was for the first time that I realized how a good teacher prepares himself for teaching with meticulous planning and prepares the student for acquisition of knowledge. This process continued for the next six weeks. I got the capability for designing the contra-rotating propeller. Prof Dhawan told me that I was ready for developing the contra-rotating propeller for a given hovercraft configuration. That was the time I realized that Prof Dhawan was not only a teacher but also a fantastic development engineer of aeronautical systems.

Later during the critical phases of testing, Prof Dhawan was with me to witness the test and find solutions to the problems. After reaching the

smooth test phase, the contra-rotating propeller went through 50 hours of continuous testing. Prof Dhawan witnessed the test himself and congratulated me. That was a great day for me when I saw the contra rotating propeller designed by my team performing to the mission requirement in the hovercraft. However, at that time, I did not realize that Prof Dhawan would become chairman, ISRO and that I would get the opportunity to work with him as a project director in the development of the satellite launch vehicle SLV-3 for injecting the Rohini satellite into the orbit. Nature has its own way to link the student's dream and real life later.

This was the first design in my career which gave me the confidence to design many complex aerospace systems in future. The hovercraft could fly just above the ground level carrying two passengers. I was the first pilot for this hovercraft and I could control and maneuver the vehicle in any direction. Through this project I learnt the techniques of designing and developing the contra-rotating propeller. Above all, I learnt that in a project, problems will always crop up; we should not allow problems to be our masters but we should defeat the problems. Then successes will sparkle.

The three teachers in my life; what did they give me? In an integrated way it can be said, that any enlightened human being can be created by three unique characteristics. One is moral value system. That I got from my father the hard way. Secondly, the teacher becoming a role model. Not only does the student learn, but the teacher shapes his life with great dreams and aims. Finally, the education and learning process has to culminate in the creation of professional capability leading to confidence and will power to make a design, to make a product, to make a system, bravely combating many problems. What a fortune and blessing I had from my three teachers.

Among the listeners, there may be many parents, many teachers and a large number of students. Every one of us in this planet creates a page in human history irrespective of who he/she is. I realize my experience is a small dot in human life, but that dot has a life and light. This light, let it light many lamps.

My best wishes to all of you on this occasion of Teachers' Day.

Thank you.

## நன்னூல்

ஆசிரியனது வரலாறு

26. குலன் அருள் தெய்வம் கொள்கை மேன்மை  
கலை பயில் தெளிவு கட்டுரை வன்மை  
நிலம் மலை நிறைகோல் மலர் நிகர் மாட்சியும்  
உலகியல் அறிவோடு உயர்குணம் இனையவும்  
அமைபவன் நூல் உரை ஆசிரி யன்னே
27. தெரிவரும் பெருமையும் தின்மையும் பொறையும்  
பருவ முயற்சி அளவில் பயத்தலும்  
மருவிய நல் நில மாண்பு ஆகுமே
28. அளக்கல் ஆகா அளவும் பொருளும்  
துளக்கல் ஆகா நிலையும் தோற்றமும்  
வறப்பினும் வளம்தரும் வண்மையும் மலைக்கே
29. ஐயம் தீர்ப் பொருளை உணர்த்தலும்  
மெய்ந்நடு நிலையும் மிகும்நிறை கோற்கே
30. மங்கலம் ஆகி இன்றி அமையாது  
யாவரும் மகிழ்ந்து மேற்கொள மெல்கிப்  
பொழுதின் முகம் மலர்வு உடையது பூவே
31. மொழிகுணம் இன்மையும் இழிகுண இயல்பும்  
அழுக்காறு அவா வஞ்சம் அச்சம் ஆடலும்  
கழல்குடம் மடல்பனை பருத்திக் குண்டிகை  
முடத்தெங்கு ஒப்பென முரண்கொள் சிந்தையும்  
உடையோர் இலர் ஆசிரியர் ஆகுதலே
32. பெய்தமுறை அன்றிப் பிறழ் உடன் தரும்  
செய்தி கழல்பெய் குடத்தின் சீரே
33. தானே தரக்கொளின் அன்றித் தன்பால்  
மேவிக் கொளக்கொடா இடத்தது மடல்பனை
34. அரிதின் பெயக்கொண்டு அப்பொருள் தான்பிறர்க்கு  
எளிது ஈவு இல்லது பருத்திக் குண்டிகை
35. பல்வகை உதவி வழிபடு பண்பின்  
அல்லோர்க்கு அளிக்கும் மது முடத்தெங்கே

## நன்னூல் பாடஞ் சொல்லினது வரலாறு

36. ஈதல் இயல்பே இயம்பும் காலை  
காலமும் இடனும் வாலிதின் னோக்கிச்  
சிறந்துழி இருந்துதன் தெய்வம் வாழ்த்தி  
உரைக்கப்படும் பொருள் உள்ளத்து அமைத்து  
விரையான் வெகுளான் விரும்பி முகம் மலர்ந்து  
கொள்வோன் கொள்வகை அறிந்து அவன் ஞானம்கொளக்  
கோட்டம் இல் மனத்தின் நூல் கொடுத்தல் என்ப
37. தன்மகன் ஆசான் மகனே மன்மகன்  
பொருள்நனி கொடுப்போன் வழிபடு வோனே  
உரைகோ ளாளற்கு உரைப்பது நூலே