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**INTERNATIONAL RESEARCH JOURNAL OF
HUMANITIES, ENGINEERING & PHARMACEUTICAL SCIENCES**

(An International Registered UGC Approved Research Journal)

Organised By
Govt. Arts College (A), Salem-7, TN, INDIA



सर्वे भवन्तुः सुखिनः

"THINK BEYOND TO CREATE MIRACLES"

**INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES,
ENGINEERING & PHARMACEUTICAL SCIENCES**

(An International Registered UGC Approved Research Journal)

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November,2017

**A National Conference On
“Higher Education- Issues, Developments, Opportunities, and Challenges”**

Organised By

“Govt. Arts College (A), Salem-7, Tamil Nadu, INDIA”

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About the College

Government Arts College (Autonomous), Salem-636007 is situated in the heart of Salem city which lies in the north west of Tamil Nadu. It caters to the needs of people seeking higher education in Salem and in neighbouring districts. This oldest institution of the State was established in 1857 by Sir Alexander Arbuthnot as an Anglo Vernacular. The institute was elevated to Second Grade College in 1879. For 52 years from 1885 to 1937, this college functioned under the aegis of Salem Municipal Administration. It was one of the two likewise institutes all over India during that time. Re-accredited by NAAC with B++ level, it was accorded Autonomous status from the academic year 2007. At present, this college offers 19 UG and 16 PG courses and also 10 M.Phil and 8 Ph.D research programmes.

About IQAC

The Internal Quality Assurance Cell (IQAC) is a part of the Institution's system and works towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence. The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and initiates participation in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.



**Internal Quality Assurance Cell (IQAC)
Government Arts College (Autonomous)**

Salem - 636007

Cordially invites you to

**A One - Day National Seminar on
Higher Education – Issues, Developments,
Opportunities and Challenges**

30th November 2017 (Thursday) at 10.00 A.M.

at

SEMINAR HALL, CENTENARY BUILDING

Government Arts College (A) Salem-7

Dr.Ganesh.A.Hegde

Deputy Adviser

NAAC

Inaugurates

Dr.M.Sakunthala

Principal, Government Arts College (A) Salem-7

Presides

PROGRAMME

Date: 30th November, 2017

Venue: Seminar Hall, Centenary Building

Registration: 9.00. A.M

Inauguration: 10.00. A.M

Master of Ceremonies

Dr.A. Martha Leema Rose, Ph.D.,
Asso. Prof & Head of Botany
Government Arts College (A)
Salem-7

Invocation

Lighting the Lamp

Welcome Address

Dr. G.Venkatesan, Ph.D.,
Asso. Prof & Head of Statistics
Government Arts College (A)
Salem-7

Honouring the Chief Guests

Introducing the Seminar Theme

Dr. V. Kundhavi, Ph.D.,
Asso. Prof of English - IQAC Coordinator
Government Arts College (A)
Salem-7

Presidential Address

Dr. M.Sakunthala, Ph.D.,
Principal
Government Arts College (A)
Salem-7

Releasing the Souvenir
(Digital Edition)

Professor. N.C.Chandrasekar,
Former Principal
Kandasamy Kandar's College
Former Syndicate Member
(Madras & Periyar Universities)
Velur, Namakkal District
Tamil Nadu

Introducing the Chief Guest

Dr.V. C. Renukanthan, Ph.D.,
Asso. Prof & Head of Economics
Government Arts College (A)
Salem-7

Inaugural Address

Dr. Ganesh.A.Hegde, M.A.,Ph.D.,
Deputy Adviser
NAAC
Bengaluru, Karnataka

Vote of Thanks

Dr. V. Anbarasi, Ph.D.,
Asso. Prof & Head of English
Government Arts College (A), Salem-7
11.15 -11.30 A.M.

Tea Break:
11.30-12.30

Introducing the Chief Guest

Prof. G. Sivaram, M.Sc., M.Phil.,
Asso. Prof & Head of Mathematics
Government Arts College (A)
Salem-7

Keynote Address

Dr.E.RamGanesh, M.Sc.(Mat),M.A.,(Psy),
M.A.(Phil),M.Ed.,M.Phil.,PGDCA.,Ph.D.,
Chair, School of Education
Professor & Head
Coordinator-UGC-SAP-(DRS-II)
Department of Educational Technology
Bharathidasan University
Thiruchirapalli, Tamil Nadu

Vote of Thanks

Dr. A. Renuka, Ph.D.,
Asso. Prof & Head of History
Government Arts College (A)
Salem-7

12.30-1.30- P. M.

Lunch Break

1.30 - 2.30 P.M.
Technical Session

Prof. C. Thangavel, M.Sc.,M.Phil.,
Asso. Prof & Head of Computer Science
Government Arts College (A), Salem-7

2.30 - 2.45 P.M.

Tea Break

Valediction 3.00 P.M.

Master of Ceremonies

Dr.A.Vijaya, Ph.D.,
Asst. Prof & Head of Computer Applications
Government Arts College(A), Salem-7

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National Anthem



Dr. M. Sakunthala, Ph.D.,
Principal,
Government Arts College (A)
Salem – 636007, Tamilnadu.

MESSAGE

I'm delighted to learn about this National Seminar on Higher Education: Issues, Development. Opportunities & Challenges organized by the IQAC team of Govt. Arts College (A), Salem-7.

Education is essential for the progress of a human being .Higher education is the golden ticket for a healthy life. The rewards of higher education are infinite. Some of them include attractive employment opportunities & greater life satisfaction. Higher education broadens the horizon of knowledge & instils self-confidence in the individual. Besides refining character, it fosters self-reliance & enriches the learners enormously. Higher education also improves social cohesion, social mobility as well as political stability.

My hearty congratulations to the college IQAC team for organizing this worthy Seminar at the right hour. I also hope that this Seminar would prove beneficial to the contemporary young learners, researchers and delegates from far and wide.

I heartily welcome the distinguished delegates and erudite scholars to our pristine institution which has been steadily creating records in imparting higher education to the semi-urban learners in and around the Salem district. I am sure the researchers & academicians will deliberate on complex issues involved in higher education & come out with some concrete solution to create an ethically strong educated community that would steer the nation forward.

Dr. M. Sakunthala, Ph.D.,
Principal.



Dr. K. Kumarasamy

Syndicate Member,
Periyar University,
Salem.

I'm immensely glad to know that the PG & Research Dept. of English, GAC, Salem-7 is organizing a One Day National Seminar on 30.11.2017.

Higher education plays a vital role in the growth of a nation. Yet, issues & challenges in the field of Higher Education remains largely unexplored area in the research. Higher education is the passport for a prosperous career. It improves the overall quality of one's life & prepares youngsters for a competitive edge in the career market.

I congratulate the PG & Research Dept of English for coming forward to take up the theme Higher Education: Issues, Development, Opportunities & Challenges in order to improve the quality of Higher Education.

I wish the seminar a grand success.



Professor. N.C.Chandrasekar,
Former Principal,
Former Syndicate Member
(Madras & Periyar Universities),
Kandasamy Kandar's College,
Velur, Namakkal District.
Tamil Nadu.

Education, particularly Higher Education, is viewed as a panacea for all evils and a magic wand that will make a host of problems, including the gender disparities to disappear. Institutes of Higher Education, through their curriculum, are expected to provide knowledge, know-how, wisdom and character to the students. The creative zeal of the students must be encouraged by the authorities of Higher Education by providing suitable courses as there is variety among students on the basis of their aptitudes, creativity, abilities and cultures. The main aim of Higher Education should be to make a student fetch him/her a suitable job which is in accordance with their acquired knowledge and skills. More than all it should make him appreciate his own culture and make him a good citizen.

If we do not look at the collapse of Higher Education closely, not only will we be leading to a new brain drain but a collapse of aspirations. Higher Education is in need of radical reforms. The main focus of Higher Education should be on enforcing higher standards of transparency, strengthening of the vocational and doctoral education conduits and professionalization of the Education sector through stronger Institutional responsibility that would help in working around the complexities. In the Higher Education process, there is a total lack of the concept of human development and nation building. The emphasis instead, is on money-making and materialism. This has resulted in gradual erosion of values among students. This trend needs to be reversed if India has to survive as a Nation and acquire its due place in the World. The only way to arrest this decline is in providing value – orientation in our Higher Educational system.

Conferences and seminars give us opportunities to explore several possibilities and exchange views on implementing quality education, enhancing our Education system by listening to eminent speakers with varied expertise and to restructure our Higher Education system. Hence, I place on record my sincere appreciation of all the faculty members and members of IQAC Cell for organizing the one – day National Seminar on Higher Education and I wish all success to this grand Seminar.



Dr.E.RAMGANESH

M.Sc.(Mat),M.A.(Psy),M.A.(Phil),M.Ed.,

M.Phil., PGDCA.,Ph.D.

Chair, School of Education,

Professor and Head

Department of Educational Technology and

Director, Curriculum Development Cells

Bharathidasan University

Tiruchirappalli-620 023.



Foreword

No doubt, Higher Education in India has attained a key position in the knowledge society under globalised economy. However, the challenges faced are immense and far-reaching. If India has to emerge as preferred location for higher education in the globalizing world, then Training and Research is one of the prime initiatives of the country. The NPE acknowledge the fact that higher education has to become dynamic as never before and recommends the series of steps including autonomy, specialization, vocationalization and emphasis is given on research and development. It is also certain that globalisation has steadily and severely influenced Higher Education (HE) in recent times. There have been tremendous changes taking place in the universities and in the higher educational institutions especially during the recent past. Globalisation is one of the important forces that influence changes in higher education. Several researches have been done to understand the impacts of globalisation in higher education. Knowledge widens and deepens as students continue to build links between new information and experiences and their existing knowledge base. The nature of these links can take a variety of forms, such as adding to, modifying, or reorganizing existing knowledge or skills. The quest for excellence in teaching-learning and research is a world- wide concern. Higher Educational Institutions have responded to the challenge for higher quality in instruction by looking closely at the nature of the typical teaching and learning environment. It is concurred that the quality of education largely depends on the quality of teaching provided by faculty. The teachers at any status of higher education should thrive for effective and innovative educational practice along with R & D to make difference in their professional preparation. At this juncture, I am happy to note that Government College of Arts and Science, Salem is organising a National Seminar on “**Higher Education: Issues, Developments, Opportunities and Challenges**” which is set to address the directives of Higher Education so as to make the stakeholders to deliver goods to the system. I am certain that the seminar would serve its purpose and benefit the participants. I wish the seminar a grand success.

With best regards,

(Prof.E.Ramganes)

EDITORIAL



Dr. V. Kundhavi, Ph.D.,
Asso. Prof & IQAC Coordinator,
Department of English
Government Arts College (A),
Salem-7

“Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality. These are only ideas: we should make them living forces. Our vision of the future should include these great principles”

Dr. Sarvepalli Radhakrishnan

Our country’s Higher Education System is the third largest in the world. The supreme aim of higher education is to trigger the individual talent, acquire knowledge from the world around us and to mend the society in a most desired way. The rise of the technological advancement on the one hand and the conventional system of education still in existence has stagnated the student’s potential into a linear path and has not lead them to explore new worlds.

While many countries have redefined the Curriculum, Teaching methodology and Evaluation, it is high time the academicians of our country emphasize the need for greater adaptability in the higher education system with innovations in curriculum design, its strategies, and in implementing technological methods in teaching and evaluation, thereby transforming our country’s young minds with the global potential.

The IQAC of Government Arts College Salem -7, Tamil Nadu, India has organized a National seminar to shed light on the role of higher education in the Modern India.

The National Seminar on Higher Education – Issues, Developments, Opportunities and Challenges has set a forum for the academicians, research scholars, faculties and experts to share their valuable ideas and foresee the future of Indian education system. This Seminar explores the measures taken by the Government of India and also suggests ideas to be implemented by the policy makers to face the Global Challenges and transform India into an educational hub. The Success of this national seminar is measured by the contributions of the research papers and the valuable contributions of the erudite resource persons.

It is with immense gratitude we commend the IJHEPS journal for its publication and the release of the proceedings in **Digital Edition**.

We wish every academician an innovative enduring experience.

Dr. V. Kundhavi
Proceedings Editor

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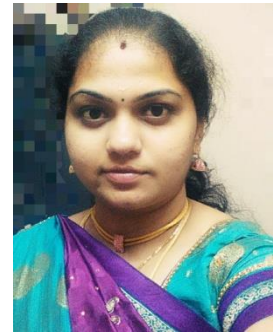
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1. OER in Higher Education: An Innovative and Inevitable Strategy

Dr. S. Amutha

*Assistant Professor, Department of Educational Technology, Bharathidasan University
Tiruchirappalli- 21.*

Introduction

Although learning resources are often considered as key intellectual property in a competitive higher education world, more and more institutions and individuals are sharing their digital learning resources over the Internet openly and for free, as Open Educational Resources. OER is a relatively new phenomenon which may be seen as a part of a larger trend towards openness in higher education including more well-known and established movements such as Open Source Software (OSS) and Open Access (OA). But what is meant by “open” and what are the arguments for striving for openness? The two most important aspects of openness have to do with free availability over the Internet and as few restrictions as possible on the use of the resource. There should be no technical barriers (undisclosed source code), no price barriers (subscriptions, licensing fees, pay-per-view fees) and as few legal permission barriers as possible (copyright and licensing restrictions) for the end-user. The end-user should be able not only to use or read the resource but also to adapt it, build upon it and thereby reuse it, given that the original creator is attributed for her work. In broad terms this is what is meant with “open” in all three movements. It is also what is more or less covered in the definition used by The Open Knowledge Foundation when they say that knowledge should be legally, socially and technologically open. The term Open Educational Resources first came to use in 2002 at a conference hosted by UNESCO. Participants at that forum defined OER as: “The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes.”

Need for Mapping OER in Higher Education

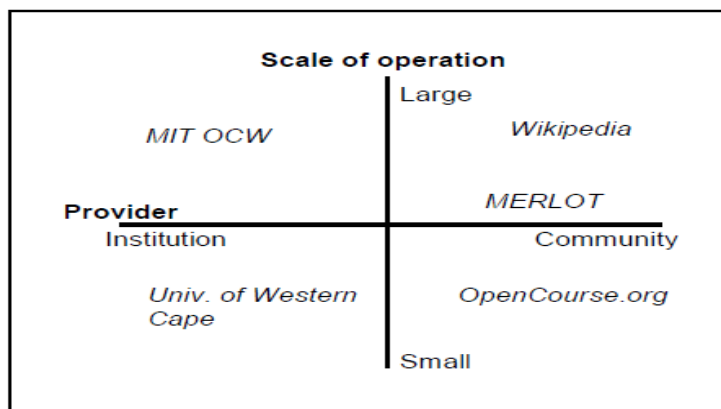
Although OERs, learning objects, and other ways of defining educational content may be readily distinguished in theoretical and definitional terms, they are not so easily discriminated in practice. This is especially clear when the characteristics of repositories, databases, or collections of online educational resources are reviewed. Some of the longest-lived and thus most “successful” collections of resources have eschewed reference to learning objects, OERs, and other related nomenclature in facilitating and promoting the use of online educational resources. This suggests that some of the best examples available in practice are based on approaches not reducible to those of either of the OER or the learning object terms or categories. One could say that they have developed a vocabulary and self-understanding inductively from actual practices, rather than deriving them inductively from first principles. This includes the Multimedia Educational Resource for Learning and Online Teaching (MERLOT), which went online in 1997 and includes links to contents that are available both for free and for a fee. This also includes the collection of free online courses or course materials of the Massachusetts Institute of Technology (MIT). Announced with great fanfare in 2001, this project recently met its original ambitious goal of placing all of MIT’s course content online by 2007. Additionally, this project effectively pioneered the notion of providing free access to course materials, and it also popularized the term open courseware.

It is still early days for the OER movement and at the moment it is not possible to give an accurate estimation of the number of on-going OER initiatives. All that can be said so far is that the number of projects and initiatives is growing fast. Side-by-side with a number

of large institution-based or institution supported initiatives; there are numerous small scale activities.

As already mentioned, there are both large scale operations and small scale activities. It is also possible to distinguish between different providers – institution based programmes and more community based bottom-up initiated activities.

In both cases there are all kind of in-between-models forming a continuum which can be used to forms a diagram.



In the upper left corner of the diagram, large scale and institution based or supported initiatives would be found. A good example is the MIT OCW programme. It is large scale in the number of resources provided and regarding the number of people involved. It is totally institution based in the sense that all materials originate from MIT staff. Other initiatives like Connexions, run by Rice University, uses a mix of resources both from their own staff and from external people contributing materials. In the upper right corner, large scale operations without a base within an institution should be placed. The best example is probably Wikipedia – one of the Internet’s real success stories and a good example of a large scale and community based operation. Another example, although not as big as Wikipedia, is MERLOT. In the bottom left corner of the diagram, an example of a small scale but institution based initiative is listed. University of Western Cape, South Africa announced in October 2005 that they would launch a “free content and free open courseware strategy”. Finally, in the bottom right corner there is one example of a small scale community based initiative. The Open Course is a “collaboration of teachers, researchers and students with the common purpose of developing open, reusable learning assets (e.g. animations, simulations, models, case studies, etc.)”

Web Sites with OER resources

- **The Community College Consortium for Open Educational Resources** - CCCOER is a joint effort by the **OER Centre for California**, Foothill-De Anza Community College District, the League for Innovation in the Community College and many other community colleges and university partners to develop and use open educational resources (OER) and especially open textbooks in community college courses.
- **OpenStax** is a non-profit digital ecosystem serving millions of users per month in the delivery of free educational content to improve learning outcomes.
- **Free Online Course Materials** is a California State University MERLOT collection of over 35,000 open course materials.

- **MIT Open Courseware (OCW)** is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.
- **The Open Course Library**, from Washington State University, is a collection of expertly developed educational materials – including textbooks, syllabi, course activities, readings, and assessments – for 81 high-enrolment college courses. 42 courses have been completed so far; providing faculty with a high-quality, affordable option that will cost students no more than \$30 for textbooks.
- **OER Commons** was created as a network for teaching and learning materials, the web site offers engagement with resources in the form of social bookmarking, tagging, rating, and reviewing.
- **The Open Education Resource (OER) Foundation** is an independent, not-for-profit organization that provides leadership, networking and support for educators and educational institutions to achieve their objectives through Open Education.
- **Wiki Educator** is a community project working collaboratively with the Free Culture Movement towards a free version of the education curriculum by 2015. Driven by the learning for development agenda Wiki Educator is developing free content for use in schools, polytechnics, universities, vocational education institutions and informal education settings.
- **The World Digital Library (WDL)** makes available on the Internet, free of charge and in multilingual format, significant primary materials from countries and cultures around the world.

Conclusion

The overview of the current state of OER showed that a growing number of initiatives and digital resources are available. Teachers, students and self-learners looking for resources should not have difficulties finding resources, but still might have problems of judging their quality and relevance. The issue of the quality of resources is fundamental and cannot be dealt with at depth in this paper. Instead a few different approaches to the issue of quality management will be listed. But quality change in any Higher Education institution happens at three levels such as institutional level, programme level and individual level. Hence it is imperative for all the three levels to underscore that quality and scholarly information sharing through the strategy like using OERs in the ethical perspectives is important to prepare the stakeholders to be globally competent.

2. Institutional Values in the Evolutionary Process

Dr. V. Anbarasi

Associate Professor & Head, Department of English, Government Arts College (Autonomous)
Salem-636007

Abstract: *This paper analyses the vital role of institutional values in the evolutionary human making process. The purpose of education should be to bring out the already inherent perfection in human. Institutions should aspire to offer education that would cater to the cravings of head, heart and hand. Only that education, which is able to fulfil the intellectual quest, the emotional humanistic zeal and throw open opportunities for life-sustenance, will be holistic.*

Based on this concept, this paper scrutinises the essential and inevitable role of the institutions in creating the sense of responsibility, social commitment and spirit of philanthropy in their learners. Educational institutions being the breeding and grooming ground, in addition to properly tuning the young and fertile minds, should also create an awareness regarding their duties and responsibilities to self, family, immediate society and the entire humanity. Institutions thus are endowed with the significant responsibility of carefully framing their vision and mission and have to diligently plan and achieve the desired end.

This paper takes into account the vision and mission of some of the reputed organisations and using the views on education of the great visionary Swami Vivekananda, attempts to highlight that those institutional values themselves should exemplify their social responsibility inculcating the same in their learners. The paper sums up that the inspirational institutional values are the dire and inevitable tools in the human making process in any society.

By education I do not mean the present system, but something in the line of positive teaching. Mere book learning won't do. We want that education by which character is formed, strength of mind is increased, the intellect is expanded, by which one can stand on one's own feet. (Vivekananda 462)

Human being, of all species on the earth, is distinct in its own way. Languages are supposed to be one of the laudable achievements of human beings as it is only through communication people are able to add true value to their lives. The advent of civilization and its offshoot, culture, naturally result in the establishment of various social institutions that shaped up the life structure of human lot. Religion, system of governance, legal methods, engineering services, political ideologies, system of life at the personal, familial and social levels and the educational system are all the resultant outcomes of the evolutionary process.

Once human beings are able to identify the difference between themselves and the other living species, the explorative and analytical skill started developing and all the possible avenues to improvise the living standard of human life are attempted at full swing.

Educational system is considered to be the best method invented as it is through this formal system that children of similar age groups are brought together to assimilate both values and skills necessary to lead a meaningful life. Self-discipline, being the foremost necessity, young children should be nurtured with this vital phenomenon right from their infancy in their abodes which should be extended in the larger society. When children are taught with utmost concern, care and involvement, the surrounding society will be benefitted with selfless visionaries,

who will aim for the national growth and welfare in the individual's uplift and development.

Parents being the first teachers, it is their bound duty to instill in their biological offspring personal values, insist on to develop disciplined personal traits and mould them evolve into a truly true human. It is thus a well established fact that every home significantly plays a vibrantly responsible role in the man-making process.

Next only to home, educational institutions are the vital source centres that further, intensify and determine the qualities of children enrolled. The ultimate purpose of education is to help identify and bring out the already inherent perfection in human. Only that educational system that caters to the cravings of head, heart and hand could be holistic. It should contain various components so as to fulfil the intellectual quest, the emotional humanistic zeal and the life sustenance needs.

According to renowned Tamil poet Mahakavi Bharathiyar, only multiple educational streams will result in the elevation of life standard of people fulfilling their multifarious needs. Thiruvalluvar, the celebrated saint poet too highlighted through his cryptic kurals the importance of education in the man making process. Education is the most potent tool through which one's ability to communicate gets enhanced, depth of knowledge increases, scope to move all around the world is materialized and personality is determined. Advises Valluvar in his Kural no. 39, "let a man learn thoroughly whatever he may learn, and his conduct be worthy of his learning". Knowledge, considered to be the greatest power, can be obtained through learning. Francis Bacon, in his own characteristically charismatic manner observes:

They (studies) perfect nature and are perfected by experience; for natural abilities are like natural plants that need proyning by study. . . . Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. (79)

Bacon is able to further identify the effects of subjects on the personality of human. He contemplates:

Histories make men wise; poems witty; the mathematics subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend; Abeunt studia in mores; nay, there is no stand or impediment in the wit, but may be wrought by fit studies as diseases of the body may have appropriate exercises; . . . So every defect of the mind may have a special receipt. (79)

That education and learning of various subjects prove to be the remedial measure and compensatory dose filling the vacuum is further strengthened by the wisest observations of greatly illumined minds. Education being the preservative and protective catalyst, educational institutes should be fully aware of their inevitability in the human making process. Life of an individual, if oriented on principles held dear, will be devoid of confusion, commotion and discontentment. Every individual owes a lot to himself, his family and the society as all of them invariably nurture his upbringing.

That every individual has a duty to the above mentioned three categories is the vital civic sense to be cultivated in every individual. The familial environment should sow this seed in him/her and that should develop roots, branches and bear fruits with the help of the educational institutions, the breeding ground.

Every educational institution has to function with this creation or stimulation of civic sense as its prime motto. The purpose of education, be it primary, secondary or tertiary, is to tap on the perfection innate and make the concerned realize the real worth of one's own self. All schools, colleges and universities should be well aware of their responsibility. It is their meticulous plan of revolutionary and evolutionary thoughts and actions which would come to the rescue of the ever changing and challenging needs and demands of the time, place and people. Socially responsible

citizens are possible only if the educational institutions have such values to be imbibed by its learners as its goal or aim or motto.

The type of individuals required for the creation of a dignified, helpful and amicable society must be borne in mind and the vision of the institutes must be strongly oriented on that. The strength and weakness of the pupil and people, place and the society must be clinically analyzed and the courses offered, teaching methodology adopted and the outcome anticipated must be accordingly structured, designed, developed and executed. In addition to imparting knowledge, every institute must regard enhancement of communicative skills highly essential for inter-personal relationship, acquisition of vocational skills mandatory for sustenance of life, and sense of brotherhood for community relations as the basic prerequisites. These factors in required proportion if imbibed by the pupils would eventually culminate in a really real human society.

When an institute is very clear and sure about the values to be nurtured in their learners, skills to be excelled by them and the service to be rendered to the society, then the whole universe would experience Kaniyan Poonkundran's vision which expects everyone to be at home anywhere and to feel anyone to be one's own kinsman.

Educational institutions are socially responsible in very high degree for the future of any constructive society. Hence, only when they appropriately and prophetically formulate their vision and mission taking into account all the above mentioned points, social institutes can realize their dreams and reach their goals. The vision and mission of some of the most renowned educational centres are analyzed to identify the segments that result in their cherished glorious position.

Amritha University in India is one of the world class universities identified to be tenth best educational shrine. Their vision and mission are very well defined and they are steadily marching ahead.

Vision

We envision a world endowed with the wealth of knowledge and strength of discrimination (Viveka). We envision a system, which is a healthy breeding ground for the sprouting, culturing and dissemination of the whole gamut of knowledge in a wholesome and holistic manner for the well-being of mankind. We envision a human being empowered with wholesome knowledge, which makes him an enabler and facilitator in the deep search and striving of every human being for that knowledge. We envision a system where in there is a great inter play and exchange of ideas, thoughts, feelings and actions which develop people empowered with noble character, and wholesome value. They go out in to the fields of action to build a world of love, harmony, peace and knowledge. They follow the path of Dharma and give a clear direction in every thought and human behaviour.

Mission

To provide value-based education and mould the character of the younger generation through a system of wholesome learning, so that their earnest endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to society, one complementing the other.

The vision and mission have very succinctly highlighted the inextricability and inter-dependability of man and the society and their tireless striving to achieve the desired result.

It is a long cherished dream of every educated family to get their younger ones educated in Indian Institute of Technology. No doubt the vision and mission are so structured and the institute has proved beyond doubt that it could till date hold its head high.

Vision

To contribute to India and the World through excellence in scientific and technical education and research; to serve as a valuable resource for industry and society; and remain a source of pride for all Indians.

Mission

To generate new knowledge by engaging in cutting-edge research and to promote academic growth by offering state-of-the-art undergraduate, postgraduate and doctoral programmes.

To identify, based on an informed perception of Indian, regional and global needs, areas of specialization upon which the institute can concentrate.

To undertake collaborative projects which offer opportunities for long-term interaction with academia and industry.

To develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can emerge in a range of professions.

Values

- Academic integrity and accountability.
- Respect and tolerance for the views of every individual.
- Attention to issues of national relevance as well as of global concern.
- Breadth of understanding, including knowledge of the human sciences.
- Appreciation of intellectual excellence and creativity.
- An unfettered spirit of exploration, rationality and enterprise.

The Christian Medical College, Vellore has till date maintains such an inexplicable repute for its merit, empathy and selfless world class service. True to their spirit is their vision and mission.

Vision

The Christian Medical College, Vellore seeks to be a witness to the healing ministry of Christ, through excellence in education, service and research.

Objective

The objective of the Christian Medical College, Vellore is the establishment, maintenance and development of a Christian Medical College and hospitals in India, where women and men shall receive an education of the highest grade in the art and science of Medicine and Nursing, or in one or other of the related professions to equip them, in the spirit of Christ for service in the relief of suffering and the promotion of health.

Mission

In the delivery of health care, CMC provides a culture of caring while pursuing its commitment of professional excellence. CMC is committed to innovation and the adoption of new, appropriate, cost-effective, caring technology. In the area of research, CMC strives to understand God's purposes and designs, fostering a spirit of enquiry, commitment to truth and high ethical standards. Research may be aimed at gaining knowledge of the fundamental basis of health and disease, at improving interventions or in optimising the use of resources. CMC reaffirms its commitment to the promotion of health and wholeness in individuals and communities and its special concern for the disabled, disadvantaged, marginalised and vulnerable.

CMC looks for support and participation in its programmes in education, service, outreach and research, from friends and like-minded agencies in India and abroad, in a true spirit of partnership. In its role as a living witness in the healing ministry of Christ, CMC seeks to work in partnership both with the Church in India and the universal Church, and their institutions.

Having reviewed the visionary visions and committed missions of a very few top ranked learning centres in India, this paper agrees with the general notion that Anna University has stated in its vision conferring the status of “a point of reference, a catalyst, a facilitator, a trend setter and a leader” to any great institute. Annie Gosling and Owen Gower in their article on “Institutional values and student experience” have stated “The institutional values ... do affect the student’s educational experience” (67). University of Connecticut in its core values has very eloquently presented the success formula.

In our culturally and intellectually diverse community, we appreciate differences in one another as well as similarities, and aspire to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. We believe in diversity in intellectual approach and outlook. We embrace diversity not as a keyword for token inclusion of the underrepresented, but as a commitment to fostering a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated. (Web Site)

To sum up, educational institutions do have an indelible role in determining the quality of the society that exists. The intellectual autonomy of the learner has to be protected and at the same time his/her indebtedness to the humanity with whose help, support and co-operation he/she has sustained, should also be inculcated. Every institute has to have such visions and missions that proclaim the values they stand for and must strive hard to break the narrow domestic walls that pave way for division. The Prime Minister of India Shri. Narendra Modi, in one of his addresses sharply identified the need to “reform, perform and transform”. The appropriate reformations should be unhesitatingly carried out in performance so as to bring out the desired transformation. The knowledge imparted must enable the learners to turn into real human and that is the social responsibility of every real educational institution.

3. A Novel Tool for Clustering Internal Quality Assurance Cell (IQAC) Documents from Departments Using Saarc Algorithm

¹V. Annapoorani, ² Dr. A. Vijaya,

¹Associate Professor in MCA Department, Paavai Engineering College, Pachal, Namakkal

²Associate Professor in MCA Department, Govt Arts College Salem-636007

Abstract: *This paper delivers a novel tool to create Information for Internal Quality Assurance Cell (IQAC) Of National Assessment and Accreditation Council (NAAC). Internal Quality Assurance Cell (IQAC) documents include Institutional Information for Quality Assessment (IIQA), Self Study Report (SSR), Student Satisfaction Survey (SSS), Annual Quality Assurance Report (AQAR) and Quality Indicator Framework (QIF) etc collected from various departments. This method is creating a spontaneous sorting clock that sorts and retrieves NAAC documents based upon their criteria to issue the approval for Universities, Autonomous Colleges and Affiliated Colleges. All educational institutions want to improve their standard, they have been used this tool and getting the NAAC approval in easy way. This clock is to make available whole collection list of IQAC documents from departments using SSARC algorithm. Here, this tool address seven criteria and thirty-four Key indicators to get NAAC approval for improving their quantity and quality of higher education. Following the names of seven criteria for assessment are Curricular Aspects, Teaching - Learning and Extensions, Research, Innovations and Extensions, Infrastructure and Learning Resources. Student Support and Progression, Governance, Leadership and Management, Institutional Values and Best Practices. All educational Institutions followed these criteria and get NAAC approval.*

Keywords: *SSARC, SLIA, TFIDF, IIQA, LSI, NLP, ICT, HTML, HEI, MHRD, UGC, PCA, SSR, DVV*

1. INTRODUCTION

In this paper, address the name of IQAC documents in orderly fashion, so as to retrieve rapid comprehension of the retrieved document. The documents of IQAC are grouped into different disjoint cluster using novel clustering algorithms based on tree partitioning that produce an important progress in outcomes over traditional clustering algorithms used in information retrieval. In SSARC algorithm uses a hierarchical Divisive Cluster used for collecting the IQAC documents and principal Component Analysis method used for sorting these documents. This method fixes the threshold value and that value used to sorting the IQAC documents. After sorting, these clusters are categorized in criteria order using semantic - lexicon induction method is used to stored in a clockwise manner. SSARC algorithm used for collecting IQAC documents from various departments and helps in making the sorting process simpler for the retrieving process to the end-user.

1.1 REVISED ACCREDITATION FRAMEWORK (RAF)

RAF was developed by Ministry of Human Resource Development (MHRD) and University Grant Commission meetings based on the outcome of the National Workshop and inputs. Core Working Group (CWG) and Sectoral Working Group (SWG) were setup to discuss and deliberate on the RAF. The revised framework developed in partnership with stakeholders have a distinct focus on data capture for quantitative assessment and process

details for qualitative assessment and is an effort to make the Accreditation and Assessment (A&A) process more robust, objective, transparent, outcome oriented and stake holder friendly. RAF was launched in July 2017. It represents an explicit paradigm shift making it Information and Communication Technology (ICT) enabled, objective, transparent, scalable and robust. The shift is the quantitative indicator evaluation with increased objectivity and transparency. RAF towards extensive use of ICT conforming scalability and robustness. In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days and so on.

2. RAF PROCESS

The three level accreditation process would be more information and communication technology (ICT) enabled with Student Satisfaction survey (SSS) and Data Verification and Validation (DVV) adding value to the process. The first level would be submission of IIQA (Institutional Information for quality Assessment) which is more or less similar to the Letter of Intent (LOI) of the earlier process. These attempts have been made to make the whole process user friendly and link the format with national databases on Higher Educational Institutions (HEIs). This SSARC algorithm helps to collect the Student Satisfaction Survey (SSS) and Data Verification and Validation (DVV) process format to submission of online. This algorithm helps to end-user to find the criteria level for making the SSS process without any delay and explain the procedure. The introduction of Student Satisfaction Survey (SSS) is an attempt to engage students who are the main stakeholders in the quality assurance process. The SSS is conducted concurrent to the DVV. The scores obtained in the SSS will be part of the overall CGPA. For taking the SSS institutions will be required to submit the details of all the students enrolled in the institution i.e., student enrolment number, programme, year of study (Ist Year, IInd Year), email id and mobile number. NAAC will randomly select students for the survey to be responded on the questionnaire of NAAC. Response from 10% of the enrolled students qualifies for scoring on the metric. The compiled online SSR will be used for the onsite and offsite evaluations.

2.1 Annexure: 1 Distribution of Weightages across 7 Criteria and 34 Key Indicators (KIs) In very first Criteria is 1. Curricular Aspects has four key indicators. There are 1.1 *(U) Curriculum Design and Development. Its applicable only for Universities and Autonomous Colleges. It's applicable only for the Affiliated / Constituent Colleges.

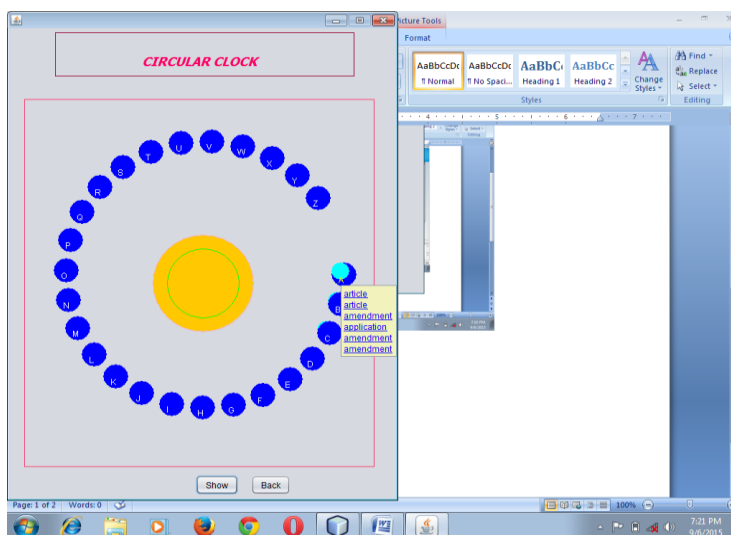
Criteria	Key Indicators	Universities	Autonomous Colleges	Affiliated Colleges
1. Curricular Aspects	1.1*(U) Curriculum Design and Development	50	50	NA
	1.1.*(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	40	30
	1.3 Curriculum Enrichment	30	40	30
	1.4 Feedback System	20	20	20
	Total	150	150	100
2. Teaching - Learning and Evaluation	2.1 Student Enrolment and Profile	10	20	30
	2.2 Catering to Student	20	30	50

	Diversity			
	2.3 Teaching-Learning Process	20	50	50
	2.4 Teacher Profile and Quality	50	60	80
	2.5 Evaluation Process and Reforms	40	40	50
	2.6 Student Performance and Learning Outcomes	30	50	40
	2.7 Student satisfaction Survey	30	50	50
	Total	200	300	350
3. Research, Innovations And Extensions	3.1 Promotion of Research and Facilities	20	20	NA
	3.2 Resource Mobilization for Research	20	10	10
	3.3 Innovation Ecosystem	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 Consultancy	20	10	NA
	3.6 Extension Activities	40	60	80
	3.7 Collaboration	20	20	20
	Total	250	150	120
4. Infrastructure and Learning Resources	4.1 Physical Facilities	30	30	30
	4.2 Library as a Learning Resource	20	20	20
	4.3 IT Infrastructure	30	30	30
	4.4 Maintenance of Campus Infrastructure	20	20	20
	Total	100	100	100
5. Student Support and Progression	5.1 Student Support	30	30	50
	5.2 Student Progression	40	30	45
	5.3 Student Participation and Activities	20	30	25
	5.4 Alumni Engagement	10	10	10
	Total	100	100	130
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10
	6.2 Strategy Development and Deployment	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20
	6.5 Internal Quality Assurance System	30	30	30
	Total	100	100	100

7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50
	7.2 Best Practices	30	30	30
	7.3 Institutional Distinctiveness	20	20	20
	Total	100	100	100
TOTAL SCORE		1000	1000	1000

3. SORTING AND RETRIEVING CLOCK

This clock used to collect all documents from departments and sorting that documents based upon their criteria into store the clockwise structure. These SSARC used two algorithms for collecting, sorting and stored in clockwise structure. Its uses hierarchical Divisive method in the sense that, this method is best suited for describing data that have some inherent breakdown resolutions. Since hierarchical divisive clustering provides alternative clustering method returns a binary tree in which each node in either a leaf node or further splits into child nodes. It is top-down or divisive in the sense that it starts with all the documents in one single big cluster and proceeds to divide up the initial cluster into progressively smaller cluster. This partitioning process repeats until the user-established number of cluster is reached or the entire cluster does not divide any longer.



At each stage in the process the method

- (a) Selects an unsplit cluster to split &
- (b) Split that cluster into two sub clusters.

The behavior of the algorithm is controlled by the method used

1. To select the next node to split.
2. How does the cluster is split.

1. To select the next node to split

The total scatter value is used to select the next clustering to split. choose the largest scatter value.

2. How does the cluster is split

Each document vector is projected onto the leading Eigen vector which is represented as the principal component and principal direction of C. The document d_i is classified according to the corresponding according to the corresponding v_i value. If the value v_i of the document i is not more than k , the document i is classified into the left child. If the value v_i of the document i is more than k , the document i is classified into the right child.

4. SEMANTIC - LEXICON INDUCTION METHOD

These IQAC documents are collected and sorting the documents into store the clockwise structure for using the semantic- Lexicon induction algorithm. These algorithm used for hypothesizing words that belong to a semantic category can be broken down into five steps.

1. Identify all sentences in the corpus that contain a seed word. Run each sentence through a parser to segment the sentence into simple noun phrases, verb phrases and prepositional phrases.

2. Collect a narrow context window around each seed word that occurs as a head noun in a noun phrase. This context window consists of only two words:

The closest noun to the left of the word &

The closest noun to the right of the word.

Only nouns are collected under the assumption that most, if not all, true category numbers should be nouns.

3. Compute a category score for each word in the category context. The category score of a word W for category C is defined as:

Score (W,C) = frequency of W in C's context window/frequency of W in corpus

4. Remove stop words, numbers and words with a total frequency ≤ 5 .

5. Add the top five nouns (that are not already seed words) to the seed word list, go back to step 1, and repeat the process. The process halts after a fixed number of iterations or if no new seed words are found.

This mechanism dynamically grows the seed word list. So that each iteration produces a larger category context. In this thesis, combined both algorithm to collect and sorting the document, after finished this work. SSARC algorithm used to storing the IQAC documents in clockwise storage place. So the users collect the desired documents based upon their criteria from the department quickly.

5. BASIC MEASURES FOR TEXT RETRIEVAL

There are three fundamental measures for assessing the quality of text retrieval:

Precision,

Recall,

F-Score

5.1 PRECISION

Precision is the percentage of retrieved documents that are in fact relevant to the query defined as

$$\text{Precision} = \frac{|\{\text{Relevant}\} \cap \{\text{Retrieved}\}|}{|\{\text{Retrieved}\}|}$$

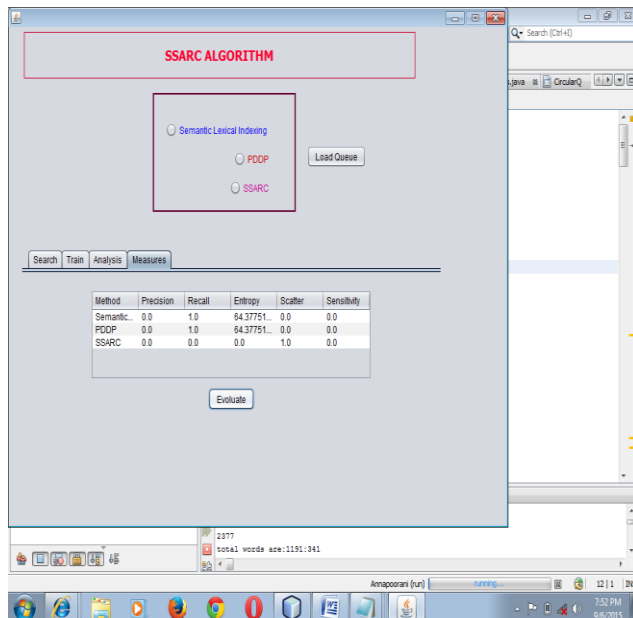
5.2 RECALL

Recall is the percentage of relevant documents that are relevant to the query and were in fact retrieved. defined as

$$\text{Recall} = \frac{|\{\text{Relevant}\} \cap \{\text{Retrieved}\}|}{|\{\text{Relevant}\}|}$$

5.3 F-SCORE defined as harmonic mean of recall / precision

$$\text{F-Score} = \frac{2 \times \text{Recall} \times \text{Precision}}{\text{Recall} + \text{Precision}}$$



6. PERFORMANCE MEASURES

Here used two different performance measures to evaluate the comparative quality of the clustering. These measures were scatter and entropy.

6.1 SCATTER

The scatter S_c of a cluster M_c is defined as

$$S_c = \text{def} \sum_{j \in c} (X_j - W_c)^2 = \|M_c - W_c\|_F^2$$

W_c - mean of the cluster, e - m-dimensional vector $[1, 1, \dots, 1]^T$ $\| \cdot \|_F$ is the frobenius form.

For some $n \times m$ matrix A , the frobenius norm of A is $\|A\|_F = (\sum_{1 \leq i \leq n, 1 \leq j \leq m} a_{i,j}^2)^{1/2}$ where $a_{i,j}$ is the entry in the i th row and j th column of A .

A low scatter value indicates good cluster quality. Since scatter is a relative performance measure, it only makes sense to use the scatter to compare clustering having the same cardinality. Binary tree, the PDDP tree is try to keep the binary tree balanced by splitting all the nodes at a given level before proceeding to the next level. But the resulting clusters are often imbalanced with a few large clusters and many small clusters, including many single tons. To avoid this situation, we use a scatter value as a measure of the non-cohesiveness of a cluster. The total scatter value is used to select the next cluster to split. We choose the cluster with the largest scatter value to be split next. The total scatter value reflects the distance between each document in the cluster and the overall mean of the cluster, which is a measure of the cohesiveness of the cluster. This scatter value is the only component of this algorithm that is based on a distance measure.

6.2 ENTROPY

Validating clustering algorithms and comparing performance of different algorithm is complex because it is difficult to find an objective measure of quality of clusters. Entropy as a measure of goodness of the clusters with the caveat that the best entropy is obtained when each cluster contains exactly one document.

For each cluster of documents, the class distribution of documents is calculated first, then using this class distribution, the entropy of each cluster is calculated. When a cluster contains documents from one class only, the entropy value is 0.0 for the cluster and when a cluster contains documents from many different classes, then entropy of the cluster is higher.

The total entropy is calculated as the weighted sum of entropies of the clusters. The entropy e_j of cluster j is defined by

$e_j \text{ def} - \sum_i (C(i,j) / \sum_i c(i,j)) \cdot \log(C(i,j) / \sum_i c(i,j))$ where $C(i,j)$ is the number of times label i occurs in cluster j .

7. CONCLUSION AND FUTURE WORK

SSARC allows more eloquent extraction patterns than other two algorithms. While PCA and SLIA need an exact word constraint on the trigger word or words, which was dedicated heuristically from a single instance, SSARC allows an exact word constraint on any words it learns to be significant. The most vital problem for information retrieval research now is to give us an efficient model for how large, operational retrieval systems work. If information retrieval research is successful in managing this transition, researchers can look forward to future work of a richness and complexity comparable to the recent history of database research with quick and detailed information. So the end users collect the documents from departments based upon their criteria. The use of this model is not restricted to a single clock; it can be extracted into concentric clocks in future.

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4. Issues and Challenges of Higher Education in India

¹ S.K.Arathy, ²Dr. P. Mythily,

¹Ph.D Research Scholar, PG & Research Department of English Govt. Arts College (A), Salem7

²Associate Professor of English PG & Research Department of English Govt. Arts College (A), Salem-7

Abstract: *This paper focuses on the issues and challenges of higher education in India. Although there have been challenges to higher education in the past, these most recent calls for reform may provoke a fundamental change in higher education. This change may not occur as a direct response to calls for greater transparency and accountability, but rather because of the opportunity to reflect on the purpose of higher education, the role of colleges and universities in the new millennium, and emerging scientific research on how people learn. These disparate literatures have not been tied together in a way that would examine the impact of fundamental change from the policy level to the institutional level and to the everyday lives of college and university administrators, faculty and students. Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transform our country from a developing nation to a developed nation very easily and quickly.*

KEY WORDS: *Reform, Transparency, Accountability, Disparate Literatures, Capability Building, University Administrators, Developing Nation.*

India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. 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. Universities and its constituent colleges are the main institutes of higher education in India. According to the Department of higher Education government of India, 16,885 colleges, including 1800 exclusive women's colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system. Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. The IITs enrol 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 has failed to produce world class universities like Harvard and Cambridge. Besides top rated universities which provide highly competitive world class education to their pupil, India is also home to many universities which have been founded with the sole objective of making easy money. UGC and other Regulatory authorities have been trying very hard to extirpate the menace of private universities. Students from rural and semi urban background often fall prey to these institutes and colleges. Today, Knowledge is power. The more knowledge one has, the more empowered one is.

Higher education has been accorded priority in our country. The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates. While the politicians and policy makers have often spoken about the need for radical reconstruction of the system, what has been achieved in reality is only moderate reformism. At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide top quality instruction or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development. The University Grants Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education.

The prospects and development in the higher education sector in India needs a critical examination in a rapidly globalising world. Expansion, inclusion and excellence were the three objectives of higher education policy of Government of India. The government had taken many steps to increase student enrolment in higher education and quality improvement in higher educational institutions. Keeping in view the Government has constituted a Knowledge Commission to suggest measures to alleviate the problems that higher education sector is afflicted with and make India a Knowledge super power in the global economy. But the government is at a crossroad. While there is a need for an expansion of the higher education sector, resource constraint for both the Centre and the states poses challenge to ensure quality education even in the existing institutions. If India is to be a global economic powerhouse it is essential to nurture this higher education sector. Critical issues in Indian higher education as India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large, educated population base and its reservoir of at least moderately well trained university graduates have aided the country in moving ahead, but the competition is fierce; from China in particular. Other countries are also upgrading higher education with the aim of building world class universities. Even the small top tier of higher education faces serious problems. A stunning 86 per cent of Indian students in the fields of science and technology who obtain degrees in the United States do not return home immediately following their graduation. A body of dedicated and able teachers work at the IITs and IIMs, but the lure of jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession. The present system of higher education does not serve the purpose for which it has been started. In general education itself has become so profitable a business that quality is lost in the increase of quantity of professional institutions with quota system and politicization adding fuel to the fire of spoil system, thereby increasing unemployment of graduates without quick relief to mitigate their sufferings in the job market of the country. So, the drawbacks of the higher education system underscore the need for reforms to make it worthwhile and beneficial to all concerned.

Knowledge is the base for overall growth and if the nation has to be competitive and to be at par with the globalization pace, we will have to respond to the market forces. Quality of education delivered in most institutions is very poor. There is clearly a lack of educated educators and teaching is not an attractive profession. It's a last choice in terms of career. Number of Ph.D.s produced each year is very low and those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom instruction. This Education system which is highly regulated by the government has been set up to benefit politicians. The growth of higher education in India has been largely guided by the serviceable prerequisite of the economy. After independence, the role of the state in planning out a development path and also in building higher education institutions was guided by mutuality of purpose. Most observers of higher education in India feel that performance of higher education institutions has been less than satisfactory in terms of access, equity and quality. Now there is an urgent need to work for the development of the educational sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.

Challenges of Present Higher Educational System in India

Since we have got independence we are facing challenges to establish a great and strong Education system. Our Government tried to introduce new Education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognises that the new global scenario poses unprecedented challenges for the higher education system. The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes. Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". It seeks to do so by a new emphasis on community based programmes and work on social issues. Concepts of access, equity, relevance and quality can be operationalised only if the system is both effective and efficient. Hence, the management of higher education and the total networking of the system has become an important issue for effective management. The shift can occur only through a systemic approach to change as also the development of its human resource, and networking the system through information and communication technology. There are many basic problems in facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching. Education in basic

sciences and subjects that are not market friendly has suffered. Research in higher education institutions is at its lowest ebb.

There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A series of judicial interventions over the last two decades and knee-jerk reaction of the government – both at the centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country. There is an absence of a well-informed reform agenda for higher education in the country. A few efforts made now and then are not rooted in the new global realities based on competition and increased mobility of students and workforce. Time to time, system is influenced with new challenges and government has taken a major role to build the system. But there are many challenges always faced by the government. Government has to rethink on these areas to implement more on the policies. Money also plays a vital role for the education system which needs to be unique for all globally recognized syllabus and curriculum. Our constitution says that it is the responsibility of central and state government to build good education system. For that we need to have funds. Central government prepares policies and plans while the responsibility of State government is to run those policies on ground. The standard education facilities are higher in the states which are much rich. There is a need to change such defects from the country education system which only can be influenced by increasing funding and providing better facilities to students. But we know there is always increase in the fund for the education system but never implemented in that area. So we have to work in this area. Government tries to make different policies which are implemented but quality never checked. Majority of fund goes in the pockets of officials working for this. There is a vast need to improve the quality and standards. The time now is to modernize our education system so that our country can get much more technically graduated people which can help our country to developed state. Today's youth always try to go abroad for higher education as they have much better facilities and there is a quality in their system. We have to stop this brain drainage so as to avoid students to run away from our country.

Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. I believe that opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even where facilities exist, there is a lack of information about the same. There is a lack of universities and institutes for education but one most important fact is that the quality of education is absent in higher education. There are very few teachers and their knowledge is very insufficient. Most of the teachers are making money with tuitions. The teachers are not having proper knowledge of subject even and resources to student community are very poor. Students do not have any student-ship ethics, they just want marks in the subject and they study only for grabbing jobs. There is no creativity in students. Our top class students are hard-workers but not innovative. They are not capable enough to produce new technology. There is a great need for revolution in higher education. These are just some challenges which should cover all the aspect in the present scenario of education and we have to implement hard on them.

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5. Challenges in Teaching and Learning English as a Second Language

Dr. C. Arun

Assistant Professor, PG Department of English, Thiruvalluvar University Constituent College of Arts & Science, Thiruvannainallur-607 203, Thirukoilur Taluk, Villupuram District, Tamilnadu.

Abstract: *This paper aims to bring out the various reasons for teaching and learning in English in the L2 classroom. English is the language which is being used in India. But it is the challenging language for the second language learners from Tamilnadu. English is the business and link language in academic institutions. In the most of the places in India English is taught in the vernacular language Tamil in Tamilnadu. At the same time mostly the competitive examinations are in the English medium. So the students, from Tamilnadu, suffer to speak in English. Teachers also require the proper and well planned ideas and methods to improve the learners' skills. Thus this paper is dealt with difficulties of the students to learn English and remedies for them.*

Sub theme: *Teaching –Learning process*

Key words: *L2 classroom, Business language and Link language*

Introduction

English is an unavoidable and essential language in India, though there are some discrepancies in the lovers of mother tongue. Mother tongue is the important in learning any languages but it mostly fails help to improve other tongue like English in teaching and learning for the students. English is widely speaking in the most of the parts of India as business, link, and library language. The rural students feel uneasiness in learning English and they feel difficult to listen and understand it. English teachers feel the difficulties in teaching to make them understand English in the school level. This paper deals with the problems which are faced in the second language classroom by the students. The proper and adequate remedial measures also are given for succeeding these problems.

The Role of English

India has many languages, classes, cultures so the teaching and learning process are done only in their mother tongues. Though British left India, the impact of English cannot be destroyed. As English is taught mostly through vernacular language, it is not developed by the students even especially in rural areas. This is an ardent truth. After the schooling, students who enter in the college level feel difficult to use in English.

As Anna University English professor S. P. Dhanavel says that the Tamil medium students who come from families that watch English news sometimes, or have access to a library card or even a good English teacher in school, tend to do better than many others.

“Given that many here come from very modest backgrounds, they don't relish the concept of leisure that can be used to read. Their vocabulary is limited to their course, which limits their sentence-making abilities as well.”

“While some work really hard, to learn English others fail to realise that they cannot avoid a subject they have to learn their entire course in. Also, they memorise everything possible without understanding. And so, they don't relate to the subject at all, he adds.

Even English is the medium of instruction in most of the private schools; students may feel difficulties in learning English. Why they cannot express at least a few lines in English in both written and spoken, is the valuable and needed question in this modern era. At the same time the method of teaching also should be analyzed. Teachers also should adopt an innovative method to improve the students' learning. Teachers use the bilingual method which will help the students to score marks and get pass in the examinations but it will not help them to use the language in various situations. It is known clearly language is not taught, it is caught so by the practice with great passion will help them to acquire the skill.

The following causes for the students cannot attain the skill

- *Students may have less domestic circumstances which will affect them psychologically.
- *Normally they have complex to express their feelings or thoughts.
- *If they are motivated they can overcome from it.
- *The innovative and interesting method is needed to get interest for them.
- *Teacher should be the complete motivational factor for the late bloomers and average learners.

Generally the students from rural background are affected and they face difficulties to acquire the skill than urban students. When the root cause was analyzed it is clearly known that in the urban area mostly parents are literates so urban students have good circumstances whereas rural students have no chances like it.

Challenges

Students could spend twelve years in the school and they could not get mastery over English. They have a less chances to think in English because of concentrating the marks. There is no constant practice to speak or write in English. Thus it is not easy to mastery the language without proper home environment. Students simply memorize the subject and present in the examination. It never helps them to acquire skill. Thus they struggle to use the language in different situations. They learn basic grammar at the school but they could not apply it in real life situation.

The following points are challenges for the second language learners

- The methods in learning
- The influence of mother tongue
- Less English speaking circumstances
- Lack of interest and effective practice
- Complex and lack of motivation
- Difficulties in understanding
- Inadequate practice in the classroom

Remedies

- Using innovative methods in the classroom
- English should be improved in English
- Motivate the students through some biographies
- Building confidence among the students

Conclusion

In the second language classroom, students should not be allowed to be a passive and they will be provided to participate in discussion, debate, and any other communicative activities. Students should be provided the opportunity to involve in the communicative tasks.

Because they are given only written practice mostly in the class room. Thus the written exam pattern can develop only subject knowledge not the skill. Communicate skill will help them to think in English and move with others easily with language. The greatest task of the teachers in the language classroom should improve the students in communicative skill along with the subject.

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6. Teaching - Learning Process in Higher Education Institutions

R. Bhuvanewari¹, Dr. V. Kundhavi²

¹Ph. D Research Scholar (Full-Time), PG & Research Department of English,
Government Arts College (Autonomous), Salem – 636 007.

²Associate Professor, PG & Research Department of English, Government Arts
College (Autonomous), Salem – 636 007.

Abstract: *Learner-centered education through appropriate methodologies facilitates effective learning as teaching-learning modalities of the higher education institution are considered to be relevant for the learner group. Although it is true that diversity of learners in respect of their background, abilities and other personal attributes will influence the pace and extent of learning, learner-centered education calls for appropriate methodologies that can be used by teachers to provide a variety of learning experiences, including individual and collaborative learning. In this paper, we have analysed various strategies followed like planning and organising the teaching- learning - evaluation schedules, support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students to make learning more student-centric, institutional strategy to nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators, the technologies and facilities available and used by the faculty for effective teaching. Opportunities given to the students and faculty to advance the level of knowledge and skills, academic, personal and psycho-social support and guidance services provided to students, details of innovative teaching approaches/methods adopted by the faculty during the last four years and the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning are also discussed.*

Key Words: Teaching - Learning Process in Higher Education Institution & Quality in Higher Education

Introduction:

Higher education in India particularly is institutionalized, characterized by higher concentration of importance and leadership for teachers and lesser degree of autonomy for the students who are recipients of the knowledge. This has been a stumbling block to learning among the younger generation in the context of changing student expectation over time, given the advancement in communication technology, changes in social and family setup and more orientation for free learning. This calls for a need to re-orient the pedagogy so as to shift the focus to more student centric learning. Although it is true that diversity of learners in respect of their background, abilities and other personal attributes will influence the pace and extent of learning, learner centered education calls for appropriate methodologies that can be used by teachers to provide a variety of learning experiences, including individual and collaborative learning. This discussion pertains to Srinivas Institute of Management Studies (SIMS), and the educational model it has developed to impart quality higher education for undergraduate and post graduate students By translating the vision of imparting quality education and expanding opportunities to all the aspirants across all realms of knowledge into its mission, the institute envisages to become a centre of excellence to serve as change agent in the society by generating a pool of human resources trained in science and technology, management and social service, offering master degree programmes in Business

Planning and Organising the Teaching, Learning and Evaluation Schedules:

Teaching, learning and evaluation schedules are routinely prepared and implemented to facilitate teaching learning process.

Academic Calendar:

This is prepared at the beginning of every academic year by the course Co-ordinators in consultation with the Head of the Institution. The calendar reflects major events, programmes and activities to be taken up in a given time frame. The calendar specifically reflects preparation of time table, allocation of subjects to various faculty, periodic faculty meetings, internal examinations, seminar presentations, assignments due date, monthly attendance status. guest lectures, industrial visits, fest & other events, projects, workshops, certificate programmes, study tour, forum & social service activities, preparatory exams, staff appraisal & student feedback, counselling for slow learners, placement training, college magazine, sports day, annual day, and graduation day celebrations.

Teaching Plan:

The institution has a unique practice of distributing individual copies of the teaching plan booklet subject wise to all the students on the very day of commencement of the semester classes. The special features of the teaching plan are the following:

- The teaching plan is prepared according to the prescribed syllabus.
- It is prepared session wise so as to follow the specific number of working hours to be thought.
- The instructor who handles each subject is specified in the teaching plan.
- A copy of the time-table is also included in the teaching plan.
- Assignments and student presentation schedules are mentioned in the teaching plan.
- Business case studies/ video presentation sessions are also mentioned.
- Beyond syllabus, a value added chapter is added in each subject.
- The distribution of marks for calculating the internal assessment is also worked out in the teaching plan.
- Important references for various subjects are also included.
- In case of under-graduate programme, the discipline to be followed in campus & surroundings is also mentioned.

In accordance with transparency in academic processes, the teaching plan for all the courses are appearing in the website for reference by interested parents/persons.

Evaluation Blue Print:

Evaluation blue print is prepared in every subject for Internal exams as well as University exams. Such blueprints for the last 5-10 years are merged in the Study materials provided to the students. The old question papers are available in library for student reference both in hard copy and soft copy format. Old question papers also can be downloaded from college website.

College Calendar:

The institution provides a brief handbook in the form of calendar at the beginning of every Academic year to all the students of college. Salient features of the Calendar are the following:

- It contains Vision, Mission, Objectives and brief History of the college.
- It also contains information about Founder and administration of the college.
- The calendar is prepared separately for undergraduate courses as well as different Postgraduate courses.
- The Calendar contains a table on the various subjects to be studied in each semester.

Evaluation Schedule:

The computerized system of evaluation followed gives early results. The affiliating University has put in place a computer aided mechanism to identify the students through bar-coded answer scripts. The examination process and the results conveyed through marks cards have undergone computer aided reforms. The students of undergraduate courses have provision for re-totaling and re-valuation system so as to improve the result and ensure justice.

Contribution of IQAC to Improve the Teaching–Learning Process:

The following are the contributions of Internal Quality Assurance Cell (IQAC) to improve the teaching-learning process based on three activities:

- Distribution of College Calendar & Teaching Plan
- Providing Printed Study materials in each subject as per University Syllabus.
- Quality of teaching
- Use of teaching aides
- Periodic Assessments

Support Structures to Teachers:

The various support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students make learning more student-centric.

Usage of Technologies and Facilities:

The internet facility is provided in the campus through Wi-fi facility and networked computer labs. All classrooms are fitted with LCD projectors. Online classes are conducted using internet through wi-Fi. LCD Projectors in Each Class: All the classrooms are fitted with LCD projectors. Faculty members use power point presentations to make classroom teaching more effective.

Audio Visual Aids:

Audio Visual Aids are available in all the classrooms. Faculties are using video case studies, Movie clippings on management concepts, short films, and advertisements to explain certain topics more effectively.

WI-Fi Campus:

The campus is WI-fi enabled and has high Speed internet connectivity all the time. The faculty members are using internet facility to show real time information on industry, market and economy to the students in the class rooms.

Computer Labs :

Computer labs used to make students to work on applications or internet for sourcing information.

Television:

Television is installed in the college. Channels like Business news are played during the working hours. This will help the students to update themselves on the issues.

Digital Library:

The faculty gives assignments, which would require students to use the digital library. The digital library enables the students to get research reports, case studies and any other relevant information required to complete the given assignments.

Usage of Library Resources to Augment the Teaching-Learning Process:

The library is stocked with subject related books, general management books, personality development books, books on competitive examinations, encyclopedias, National and International Journals, Magazines, newspapers both English and local language, CD and research reports. The institution also has digital library with access to journals through online data base like Delnet, EBSCO and JGATE. These resources are used in the following ways:

Library Hour:

One hour per week is designated as library hour in the timetable for P.G. Programs. The faculty members in-charge for the library hours introduce the students to various facilities available in the library databases from various websites to help students get in-depth information and knowledge about subjects taught in the class room. Business Management students are motivated by the faculty members to understand industry and market trends through publications, newspapers, journals and other available resources during the library hour. Publications and journals are available for reference during library hour for other courses.

Library Based Projects and Assignments:

The faculty members help students designs projects and assignments for which the students are required to refer to the resources available in the library.

Simulated Learning Through Digital Library:

Students are exposed to the stock market operations and trading through simulated online games available with the digital library of the college.

Library Based Research Work:

Students are exposed to various sources of online information and instructed to carry out the fundamental and technical analysis practically.

Conclusion:

Teaching-learning process in higher education institution integrates planning and organizing schedules, put in place support system and structures, usage of technologies and facilities, provision of growth opportunities, devising innovative teaching approaches, personal and psycho-social support, and augmentation of resources. The support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students are intended to make learning more students centric. The use of technology makes learning effective. The case of Srinivas Institute of management Studies is a glaring instance of appropriate use of these elements. Monitoring the benefit is manifold. Most significant in assessing the efficacy of improved teaching – learning process is the output analysis, although process analysis, feedback analysis and quality review analysis are to be taken in combination.

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7. Institutional Values and Responsibilities: Ethical Issues in the Management of Higher Education

¹S.Divya, ²Dr. P. Mythily,

¹Ph.D Research Scholar, PG & Research Department of English Govt. Arts College (A), Salem7

²Associate Professor of English PG & Research Department of English Govt. Arts College (A), Salem-7

Abstract: *The significant role of higher education is developing a global ethical culture. Ethics in Higher Education is a tool for discovering our ultimate destiny. The relationship between the society and educational institution is very important because the moral society can be built with the help of education. Higher Education changes the society and nurtures ethical leaders. Higher Education is leadership education where the values and virtues practiced in universities heavily influence the future leaders. Many Indian institutions of higher education show excellence not only in academic subjects but also in the value-orientation of the management, teaching staff as well as students. Higher education has a responsibility to the common good, safeguard the dignity of all, and to ensure the fundamental human rights of all.*

Key Words: *Ethical, Global, Moral society, institution, leaders, values, virtues, influence, Human Rights.*

Institutional Values and Responsibilities: Ethical Issues in the Management of Higher Education

In a world of cutthroat competition, education has almost become a business aimed at “making money”. In order to survive in this highly competitive sector, institutions and individuals play the game of money-spinning. India is going through tremendous transformations at this juncture. As the youth of this country aspire for a better life, as millions of them enter higher education institutions as first generation learners, they get exposed to a new world of ideas. In addition to learning about the subjects they have chosen to study, higher education must inculcate in them a sense of social responsibility. It is one of the main duties of higher education institutions, to encourage them to follow the ethical values and become the responsible citizens. The young students who enter universities and colleges are energetic, curious and interested to make some contributions towards the country. So the higher education institution must guide them instead of making them as money making machine that is one of the main duties of universities. Proper guidance and support by the institutions at this juncture can reinforce their ethical and social responsibilities.

While many individuals in such institutions have undertaken innovative efforts, there has not been adequate institutional mechanism for promoting the same. The 12th Planning Commission has recommended including “fostering social responsibility” as an integral part of the strategy for advancing higher education. As greater public and private investments in higher education take place over the next five years, it is imperative that the expanding access is complemented with improved quality of learning. The products of such educational institutions should not only improve their livelihoods and advance their professional opportunities, but also become and act like good citizens of the country.

Fostering social responsibility in higher education needs to be placed as an important pillar of the future directions. By improving engagements with the community, institutions of higher education can reinforce the values of social responsibility amongst the youth.

Partnerships with communities and civil society need to be encouraged to realize this potential. The main challenge in the 21st century is making the citizens follow ethical and moral values which are more important than anything else. We have the ancient culture and great histories but generation by generation, year by year we are losing our culture and ethical values.

If young people are not taught about the past and tradition, they shall have a future without guide and may grow up either unbalanced or skeptical. In educating the youth, the past is presented within the context of life where experience speaks for itself. The young student must be exposed to the past through the experience that can propose that past and justify it through life experience. This is what ethics in higher education seeks to achieve. In many universities and schools around the world, fundamental values and virtues are violated: cheating, unethical research, nepotism in staff recruitment, corruption in exams, sexual harassment or simply the lack of ethics curricula give then the signal to the future leaders that ‘this is how the world functions’ and only with unethical behavior can one achieve professional success.

We have come across so many examples in recent years, thus Nirbaya sexual harassment issue in Delhi, is one of the most noted examples for unhuman behaviors. Lack of value education in our society is the main reason for those unhuman activities. And recently a 12 year young boy was killed by his schoolmate in the school campus in Gurugram School in India is yet another example of unethical behavior. As an education institution they should have the responsibilities towards the students more than the parents but nowadays most of the institutions mainly focus on money alone. Such an unbridled multiplying of educational institutions needs to be checked, lest the future of humanity be in jeopardy. Campus placement opportunity is the criterion for the best school, and character formation has become a bygone ideal of education. The need is to pump the values of life into the veins of education in order to avert the impending danger of extinction of diversity, democracy, and the dignity of community. Higher education should give adequate importance to holistic and integral formation of persons along with rigorous research and sincere commitment to address the manifold issues of our times.

Recently we have come across the news that one of the IPS officers was arrested for misusing the technology to pass in the civil service examination. Educated people lacking the ethical values mirrors that corruption prevalent in our society. They should be the ‘Role Model’ for others but reality is different from our expectations. So in the Higher Education institutions the values and virtues practiced heavily in higher education institutions influence the future leaders.

Globally, issues of ethics are legion. In the media reporting on local and international cases of scandals around the themes of corruption, bad governance, abuse of public trust, value-less lifestyles, unethical behavior, conflicts of interest and insider dealings, nepotism and mediocrity, makes common sense to accept the fact that there is a better way to conduct the affairs of men and women, namely: The Ethical Way. This conclusion leads the agenda of stakeholders in Education to seriously promote ethics in citadels of learning and Higher Education. Education is at the center of every human settlement. It is necessary for character formation for the young. Through education, the realization of meaning and purpose in society is enabled and beneficiaries are empowered to gain more access to opportunities, resources and power. Education if acquired continues to increase the value chain of any nation. The educational sector is challenged to proffer practical solutions for the challenges that face mankind at this time.

Education does not happen in isolation but is carried out through societal environmental and human channels. Through education, the young and future generations receive knowledge and traditions that help them enter into the totality of reality. A primary concern of society essentially is to teach the young. Society can only successfully rebuild itself through the younger generation. This is the opposite of what currently happens. But what do the educational institution teach the young generation? How do we educate ourselves? Integral education makes possible the emergence of all round persons, equipped upon completion of studies to transform society and positively. It should be the business of a university in the current times.

How can value-orientation and value-driven leadership emerge with the right solutions to the many problems? The answer given by those who know is that education is the key. It gives a new way especially such education that has foundations on knowledge and character. In this quest for the establishment of the value of life for education, higher learning, institutions integrate ethics and ecology in their programs. Integrity is the most capital of a person and of an institution. Trust in institutions and people is of specific importance in four sectors of each society because they are pillars for impartial opinion, truth and the promotion of the common good over individual interests: the judicial system, the media, educational institutions and religious institutions. Within these sectors, the higher education institution hold a special responsibility.

University leaders, as global leaders, can and do play a key role in strengthening ethical values and virtues. University leaders inspire, future leaders. The integrity and ethical values of leaders, institutions and of the curricula of higher education are crucial in building trust and credible professionals.

Ethics in Higher education seeks exactly to become a vehicle to make people original and whole in thought and belief. Ethics is not only an issue of teaching and training, but spiritual praxes of meditation, yoga, prayer and choirs. The study groups of Holy Scriptures are needed to build a culture of integrity and ethics. Leaders in higher education face a great many responsibilities and an equal if not greater number of challenges. Amongst the numerous responsibilities of a higher education leader today is the expectation that they lead change, and do so strategically, sustainably and ethically.

The UNESCO Study Rethinking Education: Towards a Global Common Good (2015) re-introduces the idea of the “common Good” in relation not only to basic education but also in higher education. To achieve this goal and develop such standards in all stakeholders, university has formulated the policy on institutional social responsibility. It is being decided to create institutional social responsibility cell at university level, to promote social learning among the students and faculties of university to ensure leadership, community and team building skills in students. Providing civil education will promote the health enrichment of community and will generate sensibility for challenges in society and spread awareness for social responsibility.

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8. Evaluation and Reforms in Higher Education Institutions

T. Ezhilarasi

Ph.D Research Scholar (Full Time), Govt. Arts College (A), Salem- 636 007

Abstract: *Innovative evaluation process in higher education system is required to gauge the knowledge and skills acquired at various levels of the programmes. As part of imparting quality higher education for undergraduate and post graduate students, Srinivas Institute of Management Studies (SIMS) developed an education service model for integrated academic support. Backed by the presumption that evaluation is the essence of examination and examination is vital to assessment, the college has instituted a wide range of evaluation processes which runs parallel to curriculum delivery. In this paper, we have analysed the strategies followed by Srinivas Institute of Management Studies, which is affiliated to Mangalore University for ensuring transparency in evaluation and undertaking reforms to strengthen it. The paper discusses details on the major evaluation reforms of the university that the institution has adopted, and the reforms initiated by the institution on its own, details on some of the formative and summative evaluation approaches adopted to measure student achievement which have positively impacted the system, details on the significant improvements made in ensuring rigor and transparency in the internal assessment and weightages assigned, for the overall development of students. The graduate attributes specified by the college/affiliating university and the institutional effort to ensure the attainment of these by the students, and details of the mechanisms for redressal of grievances with reference to evaluation both at the college and University level are also analysed.*

Key words: *Student Evaluation, Higher Education Institution, Reforms, Higher Education.*

Introduction:

The issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system are of paramount importance for higher education institution. One of the purposes of evaluation is to provide development-inducing feedback. Further it should also help the teacher to plan appropriate activities for enhancing student performance. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is intended to gauge the knowledge and skills acquired at various levels of the programmes. In this paper, we have analysed the strategies followed by Srinivas Institute of Management Studies, which is affiliated to Mangalore University for ensuring transparency in evaluation and undertaking reforms to strengthen it.

The paper discusses details on the major evaluation reforms of the university that the institution has adopted, and the reforms initiated by the institution on its own, details on some of the formative and summative evaluation approaches adopted to measure student achievement which have positively impacted the system, details on the significant improvements made in ensuring rigor and transparency in the internal assessment and weightages assigned, for the overall development of students. The graduate attributes specified by the college/affiliating university and the institutional effort to ensure the attainment of these by the students, and details of the mechanisms for redressal of grievances with reference to evaluation both at the college and University level are also analysed. Several studies on innovations and quality in higher education including Strategic Planning in

Higher Education Institutions, Innovations and Best Practices can Transform Higher Education Institutions, quality in higher education, Internal Quality Assurance Cell and its Contribution were studied in this paper.

Student Evaluation:

Multiple and concurrent evaluation is followed by the institute. This has been tacitly expressed through various information dissemination mechanisms like college calendar. A copy of the Calendar is given to all the students and faculty members at the beginning of the year. The examination co-ordinator is taking care of the Internal Tests and arranging logistics for the University examination. The institute uses the following mechanisms for continuous evaluation of the students such as

Evaluation through Internal Tests: Internal assessment of the students is carried out as per the regulations and norms of the University. In consultation with the Principal, the co-ordinator will prepare the schedule of the internal assessment test for the academic year. The schedule contains the dates of the internal test, evaluation process and also information to check malpractice. The schedule is circulated among the faculty members and the same is notified to the students on the notice board and the announcement is also made in the class rooms.

Evaluation through University Examination: The University examinations are conducted on as per the rules, regulations and guidelines issued by the affiliating University from time to time. The University communication is put up in the notice board for the students information. The students are given detailed information regarding the examination schedule, regulations and evaluation process in the orientation programme.

Evaluation Through Assignments: The faculty in-charge of each subject will work out and announce the topics for assignments to be written by the students along with deadlines for submissions at the end of each chapter. The quality of the assignments as well as the punctuality in submission of the assignment is the basis for assessment. Evaluation through Attendance: Although, the University insists on 75% as the minimum cut-off level for the attendance to appear in the examinations, the college promotes maximum possible attendance through allotting internal marks as incentives.

Evaluation Through Class Room Discipline: In order to ensure discipline in the class, a competitive spirit is created among the students by way of recognizing a best outgoing student in each course. These prizes are awarded on the college day gathering. Evaluation Through Participation in Co-Curricular Activities: The College encourages the participation of students in all co-curricular activities within the College and conducted by other Colleges.

Evaluation Through Subject Based Viva-Voce: In all courses in the College, viva-voce examination is mandatory. Certain amount of internal marks is set a part to be granted based on the performance in the viva-voce. Evaluation Through Flair in Report Writing: In certain courses such as MSW, field work forms a major part of the curriculum, with huge quantum of marks set apart for it. The activities in the field are reported every week through field work reports to the concerned faculty supervisors. The quality of these reports decide a lot in the internal marks secured by each student.

Evaluation Through Effective Presentation: Seminar presentations are part of the curriculum in most of the courses. Students are advised on topics to prepare and present seminars in the open class, which is judged on merit to award marks for the presentation. Evaluation Through Inter-Personal Relations and Good Habits: Every year the College identifies and recognizes the best out-going student in all courses through interpersonal

relations and good habits. In other classes the class representatives and student representatives are chosen based on their interpersonal relations and good habits.

Reforms:

Details on the major evaluation reforms of the university that the institution has adopted and the reforms initiated by the institution on its own is as follows:

Reforms Initiated by the University:

Major revision of Syllabus: The syllabus of all the courses are revised from time to time so as to keep it updated to the present relevance. This has been already implemented in all undergraduate and Post graduate programmes. **Increased Internal Assessment Weightage:** In line with modern thinking on education, thrust has been given to internal assessment by increasing the weightage of internal assessment marks. **Computerization of Examination Process:** The evaluation process of the University has been computerized and the marks cards are printed and hologram embossed to avoid tampering.

Bar Coding of Answer Scripts: This enables to conceal the identity of the answer booklets for coding and decoding. **Early Announcement of Results:** With automation of examination and evaluation process, it has become possible to announce the results earlier than before. These improvements have enabled the University to announce the results in a few weeks compared to many months which used to take before.

Timely Conduct of Examination: The University plans and declare the dates for conducting the examinations at the beginning of the academic year. **ü Opportunity for Revaluation/ Recounting:** The affiliating University has introduced a provision for Revaluation/ recounting of answer books subject to lodging an application with the required fee. **ü**

Credit Based System for Under Graduate Programme: In the recent past, the University introduced credit based system in the examination evaluation to be in par with advanced global standards. **Credit Based System with Choice Based Paper for P.G. Programmes:** Last year, Mangalore University has introduced for the first time a choice based paper system, where students could choose any one subject from a list of papers offered in other disciplines. **ü Precaution Against Malpractice:** University sends instructions to the colleges to take actions to avoid malpractice in the exam.

Computerization of Admission Process: The University has introduced online admission approval process to support the colleges to simplify the process. **Institutional Reforms: Reforms Introduced for Internal Assessment:** The total internal marks to be awarded to the students in any subject is a combination of specific allocations for performance in the internal written examinations conducted by the college, Assignments and presentations submitted/done before due dates and bonus marks for attendance. **ü Save a Year Program:** The College has introduced a best practice for those students short of attendance to make up their deficiency through attending extra hours of classes conducted exclusively for them subject to payment of extra hour charges. However this can avoid the students losing a semester without opportunity to write the University exams.

Model Preparatory Examination: The College conducts model preparatory exams covering the entire syllabus towards the end of the each semester. This helps the students for their time management, enhancing preparedness and building confidence for the final exams. **Institutional effort to avoid Malpractice:** Strict invigilation is conducted in the examination hall throughout the duration of examination. Seating arrangement is decided in advance and printed registered numbers are pasted in each seat. The seats are spread out to avoid

possibility of malpractice. Verbal instruction is given to all the students at the commencement of the examination about the consequences of malpractice. Staff on duty work in shift to ease the process of invigilation. Drinking water is provided to the students during the examination time. Students are instructed to keep all their personal belongings outside the hall. The surrounding areas of the examination hall is made noise free and made no entry zone. Students are instructed not to write anything on question paper except their register number. The college also constitute Internal Squad other than the squad of the University to make surprise visits while examination in progress. The Chief Examiner can monitor the examination hall through fitted CCD and is continuously recorded for future review if needed. ü Introduction of University Type Answer Booklets: In order to familiarize the students with University model exam, the college has introduced the University type answer booklet. The format of the new booklet resembles the University booklet in the following ways:

- (1) Registered number is written instead of name of the candidate.
- (2) The Invigilator puts signature on the specified space in the answer booklet.
- (3) Provision is made for entry of marks by the valuing examiner according to the sequence of the questions in the question paper.
- (4) The valuing examiner has to put his name & signature in the appropriate place on the front page of the booklet.
- (5) Instructions to the candidate are printed. Sheets attached along with the book.

Effective Implementation of the Evaluation Reforms: The institution has effectively implemented the evaluation reforms of the university and initiated many reforms on its own

Major Revision of Syllabus: The College has implemented the revised syllabus by incorporating it in the Teaching Plan and the Study materials. New Text books have been purchased to enhance reference. ü Increased Internal Assessment Weightage: The increased weightage given for award of internal marks has been accommodated appropriately in the assessment system.

Conclusion

Academic reforms in India are being introduced with a goal of increasing quality standards in tandem with initiatives designed to broaden access. Current reform initiatives are focused at the state level, where over 90 percent of the nation's approximately 30 million higher-education students are enrolled. With increased funding of traditionally underfunded state universities and colleges, the government aims to implement a raft of reforms that include, among other things: greater institutional autonomy, a new credit accumulation and transfer system, new assessment protocols, student-focused syllabi, and regular revisions to curriculum. These changes are aimed at leveraging India's huge demographic advantage by producing graduates that are significantly better prepared to meet the needs of India's rapidly growing economy than is the case today. Implementation of the reforms is currently underway.

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9. Library as a Learning Appliance

K. Gomathi

Assistant Professor of English Government Arts College, (A), Salem-7.

When I got my library card, that's when my life began –Rita Mae Brown

Abstract : *This article explores about Library as a Learning Appliance. Library is Medieval Latin word Libraria. Many scholars have contributed much to collection of subject wise. The LLR is a source of information, which is access for reference or borrowing. It is a collection like books, periodicals, newspaper, manuscripts, films, maps, prints, documents, microform, CDS, cassettes, etc. Library is organized to use and maintained by a public body, an institution, a corporation, or a private individual. Modern libraries are access by electronic means and by providing the assistance librarians in navigating and analyzing information with a variety of digital tools. LR is term used in United Kingdom to describe as a educational setting. Learning resource centers are similar to a Hybrid library. According to Act regarding local library in 1948, many District libraries are initiated by the Tamilnadu Government.*

Nowadays, every schools, colleges, universities, and villages have library. Education is most important to each one. Library plays a vital role in this. Students are encouraged by reading books. By reading books they gain confident, and they develop themselves. Thus library is a collection of resource in a variety of formats. Library provides effective access to learning and it ensures the students to the highest level to their satisfaction.

The Library card is a passport to wonders and miracles, glimpses into other lives, religions, experiences, the hopes and dreams and strivings of All human beings, and it is this passport that opens our eyes and hearts to the world beyond our front doors, that is one of our best hopes against tyranny, xenophobic, hopelessness, despair, anarchy, and ignorance. – Libba Bray

This paper purports about Library as a Learning Appliance. Library is a from 1300-50, it is a middle English word libraire, medieval Latin word libraria is equivalent to lib(e) book+ arius (ary).The Sumerians were the first to train clerks to keep records of accounts. Masters of the books or keepers of the Tablets were scribes or priests who were trained to handle. These tablets were cataloged and arranged in logical order by subject or type wise. Demetrius, Zenodotus, Eratosthenes, Apollonius, Aristophanes, Aristarchus, and Callimachus were the scholars who contributed significantly to the collection and cataloging of the wide variety of scrolls in library's collection.

Callimachus created subject catalogue of library holdings, called the pinakes. It consists of 120 scrolls arranged into ten subject classes. The librarians at Alexandria were considered as "Custodians of learning". In the 14 th century, universities began to emerge libraries. The Renaissance is considered to be a time of aristocratic enthusiasm for libraries. In the United Kingdom, conservative government began to replace professional librarians with unpaid volunteer's in2015-2016.

A Library is a collection of sources of information which is access for reference or borrowing. The collections are like books, periodicals, newspapers, manuscripts, films, maps,

prints, documents, microform, CDs, Cassettes, Videotapes, DVDs, Blu-ray, Discs, E-books, audio books, databases and other formats. It is organized to use and maintained by a public body, an institution, a corporation or a private individual. Modern libraries are accessed by electronic means and by providing the assistance of librarians in navigating and analyzing the information with a variety of digital tools. LR is a term used in the United Kingdom to describe a type of library that exists within an educational setting such as secondary schools, further education colleges and universities.

Learning Resource is similar to a Hybrid library. District wise library is initiated by the Tamilnadu Government. According to the act of local library authority everything is being implemented. Knowledge Institute of Technology, Kakapalayam (po), Salem, is housed in a ground floor of the E-Block in a 7525 sq.ft. (700 sq.m). British Council India Library gives a very best of British content. The Annapurna central library is built to international standards, it spreads over to ground plus two floors with an area of 12,000 sqft. It is centrally air-conditioned. IIT Madras library has 9001:2008 certifications by TUV NORD of Germany.

The word library is used in so many different aspects now, from the brick and mortar public library to the digital library. In *The Librarians' Book of Lists* (Chicago:ALA 2010), George Eberhart offers this definition: "A library is a collection of resources in a variety of formats that is organized by information professionals or other experts who provides convenient physical, digital.... In IIM Kashipur Learning Resource centre they have subscribed journals of Springer Link, Emerald, EBSCOHost, ABI/INFORM, and various digital libraries.

LR is also a member of Developing Library Network (DELNET) for sharing the resource among its member libraries; LR's activities are computerized, including smart ID cards and separate On-line Public Access Catalogue (OPAC) terminals to know the status of books at any time. The LR has implemented an integrated electromagnetic security system with RFID for safety of LR materials.

Cypress College Library is known for its hi-tech, environmentally, friendly design. The building is of 62,500 sqft, consists of two floors connected by circular stairway and a central elevator. LR also offers such as Reference Services, Research Support, Circulation Services, Databases Training Support, User Guidance Service, Photo Copy Service, Bibliographic Service, Document Delivery Service, Course Support, Online Catalogue Service, Selective Dissemination Service like Course Guide, Global Watch, Case Data Bank, Article Alert, Placement Guide and Current Awareness Service by providing new arrivals of books, TOC Service, and newly published reports, In addition to this LR hosts a magazine lounge, a browsing centre and a media room. Still there are also study rooms where students meet for group discussions.

Thus Library makes the academic community abreast of the latest developments and provides them with updated information on business and management.

10. Institutional Values and Social Responsibilities

S.kamalakannan,

Assistant professor of English, Kongunadu college of engineering, Thottiyam, Trichy

Abstract: *This paper may throw some light on the topic, “Institutional Values and Social Responsibilities” in the current era of Teaching English to learning student. It is our duty to enrich the knowledge and academic skills of the problematic student in our country. While giving them a proper way of education to the student, it will lead them towards the development of Social Responsibilities. However, Today’s generation kids need not only an academic education but also they are in need of moral education. Eventually providing a Sex education may adequate them to develop the skill of personality and moral obedience of the student as well as they will easily learn their social responsibilities, when they are in the adolescence period. It is a responsibility for giving Institutional Values and Sociological education among the student in the curriculum of Teaching English to learning students. This paper examines the relationship between the configuration of institutional values at various levels and sufficient conditions for the concept of social responsibility to manifest in the practice of education management.*

Institutional Values and Social Responsibilities:

English is a common and communicating language for all people. It is very important language for education system because many subjects are taught through English. Students face many difficulties while they learn English as a second language. Especially, rural students may suffer a lot because; they do not have proper material and teachers. In India English is a second common language. India has different languages and religions. India does not have proper teaching system to teach English. In India, still teachers follow old method. Instead of old methods the researcher has decided to teach through Movies and Strengthening Listening and Reading skills in order to enrich their institutional values and social responsibilities among the students.

As the youth of this country aspire for a better life, as millions of them enter higher education institutions as first generation learners, they get exposed to a new world of ideas. In addition to learning about the subjects they have chosen to study, higher education must inculcate in them a sense of social responsibility. Proper guidance and support by the institutions at this juncture can reinforce their ethical and social responsibilities. While many individuals in such institutions have undertaken innovative efforts, there has not been an adequate institutional mechanism for promoting the same. Social responsibility in higher education needs to be placed as an important pillar of the future directions in a proper way. This may be happening only in the hand of government and involvement among the students in our country. By improving engagements with the community, institutions of higher education can reinforce the values of social responsibility amongst the youth.

“Better keep yourself clean and bright; you are the window through which you must see the world.” (n.p)
- George Bernard Shaw

Despite India’s economic growth, the country continues to witness the poverty, marginalization and deprivation, structurally located in rural, tribal, slum, homeless, Dalit and Muslim households. New forms of social exclusion, urban poverty, environmental degradation, conflict and violence have also emerged in the past decade. Ensuring inclusive development, democratic governance and sustainable growth require new knowledge,

enhanced human competencies and new institutional capabilities in the country. It was expected that education would contribute solutions to these problems to some extent. However, in spite of enhanced investment on expenditure, leading to increased enrolment, these issues remain largely unattended. The role of institutions of higher education in societal development seems to be the potential missing link.

There is conflict between different goals of higher education and also social transformation and attainment of social justice through education on the one hand, and on the other, education as means to individual prosperity and advancement. There are divergent opinions between education as a public good and education as a commodity for private consumption. The question is, importantly, one of integration of knowledge which is bringing together education and work, theory and practice, university and society. This kind of integration is an urgent task at a time when India is investing heavily in its higher education sector and would like to see positive transformation in human resources in a relatively short period.

The economic development of the country has grown the service sector in the informal and small-scale social economy, which would also entail competency up gradation through new forms of knowledge systems and educational provisions. The challenging goals of skills development as envisaged in the National Knowledge Commission, and the huge requirements of capacity enhancement in hundreds of municipalities alone would require many more knowledge workers in the next decade. Teachers and students in institutions of higher education can play their roles of public intellectuals in support of such efforts, and institutions of community knowledge can be developed to support such requirements.

“We are made wise not by the recollection of our past, but by the responsibility for our future.” (n.p)
- George Bernard Shaw

Indians continue to live in rural regions and belonged to many rural communities which are disadvantaged in their life in order to seek education, it follows that there should be substantial academic engagement in teaching and research with rural India. Areas of study would come from many disciplines and be interdisciplinary, including best practices in rural development, rural health issues, natural resource management, livelihoods diversification, poverty alleviation strategies and good governance. An emphasis on community engagement is an opportunity to inspire the systematic development of resource materials on the rural sector to build the knowledge and capacity needed to empower disadvantaged rural citizens.

Most of the innovative examples of community engagement by institutions of higher education tend to focus on helping the community through the students. Students volunteer to support local schools, clinics, etc., they help in tree plantation, or garbage collection. In many such examples, the purpose of engagement is almost welfare, based on the assumption that community needs knowledge and expertise that students bring. The second general purpose in these engagements is learning of students about the local realities through volunteering of their time and efforts, periodically; usefulness to local communities is a secondary consideration, if at all. It is important, therefore, to more clearly and forcefully mandate that the core purposes of such community engagement by institutions of higher education is to serve mutually agreed interests of both communities and institutions.

“A gentleman is one who puts more into the world than he takes out.” (n.p)
-George Bernard Shaw

A Bird's eye view on Sex Education in India:

Sex education is generally considered a taboo in India. In a country like India, the second most populous country which is fast becoming one of the world's superpowers, the progress in technology, politics and economy fill us with pride. But, Sex education, which should ideally be an important part of the school curriculum, remains a taboo topic in most areas in the country. Sex education is taken very seriously in many countries, who introduce it to children from a very young age in order to normalize the idea of reproduction as a biological phenomenon, which in turn changes the very manner students perceive the act. This lowers the incidents of sex-related violence.

Sex education falls under the category of health education, so we cannot say what the right age is as the requirement of information varies from age to age. When they are in primary school, children have an idea of what gender is, but ideally speaking, sex education would be most appropriate for students in middle school or secondary school. In the face of these arguments for cultural conservatism, it might be easy to forget that India is now home to the highest number of HIV-positive people. It might also be easy to forget that, according to a Union government report, 53 per cent of Indian children are victims of some form of sexual abuse. Perhaps it is a high time that other states in India takes note of how one can carry forward sex education as part of the school curricula to create better future citizens.

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11. Innovative and Effective Methods of Teaching to College Students

T.kanagapriya

*Assistant professor of physics
Kongunadu College of engineering*

Thottiyam

Trichy

Mob no: 9566747757

Email: kpriya1302@gmail.

Abstract: Now- a- days the students feel very difficult to understand the subject, in order to overcome this situation, they are in need of innovative and effective teaching. The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Introduction

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeable and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

“Education is the manifestation of perfection already in man” –

(Swami Vivekananda)

Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens.

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today’s era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment in the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

INNOVATIVE TOOLS

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem- based learning as a solution to producing graduates who are creative; think critically and

analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set.

“I hear and I forget.

I see and I believe.

I do and I understand.”

- Confucius

Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems.

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Another advantage of creating multimedia projects in the classroom setting is that when students create multimedia projects, they tend to do this in a group environment. By working in a group, the students would have to learn to work cooperatively and collaboratively, using their group skills and a variety of activities to accomplish the project's overall objectives.

INNOVATIVE APPROACHES

The researchers suggest some of the methods can very well be applied by the modern teachers. As the researchers feel that basically the core objective of teaching should never be deviated by the use of an innovative method. The following methods which are suggested are an extension to the traditional methods of teaching.

MIND MAP

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The non-linear nature of mind maps makes it easy to link and cross-reference different elements of the map.

Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The key notion behind mind mapping is that we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, music, color, even touch and smell play a part in our learning armory will help to recollect information for long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds.

As the recent research point that any particular information explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect the teachers may try to picturize the concepts and show the same to the students.

ROLE PLAYING AND SCENARIO ANALYSIS BASED TEACHING

Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment. For example, in teaching accounting the role of accountant can be explained by role playing technique. Invoice and bills can be given to students and asked them to assume the role of accountant. Here the real entries pertaining to transactions are made by the student and this is more practical approach to teaching where theory is supplemented by proper practical knowledge. Similar kinds of technique can be applied in management, engineering and science courses.

CONCLUSION

Technology is also changing the classroom experience. The classrooms at New York University's Leonard N Stern School of Business feature all sorts of conveniences for students and teachers. For instance, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, tablet PCs, compact computers that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professors to make notes on charts and spreadsheets and send them directly to their students' PCs and he will get a feedback from each student.

From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technological generation of youths.

The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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12. Alumni Engagement in Arts & Science College

K.Kannadasan

*Ph.D Research Scholar & Assistant Professor, Department of English
Mahendra Arts and Science College, Namakkal*

Abstract: *Alumni volunteers are partners, Ambassadors, advocates, and donors, Mentors to current students and lifelong learners. These are alumni who were involved in orientation, campus life, serving in student organizations, residence life, and their university community through programming and beyond at their respective universities. The nature of the alumni constituency can also influence the alumni experience. In the case of Arts and Science Colleges, where the curriculum is career and professions focused, professional meetings, conferences and conventions are a logical and inexpensive venue for alumni events. Ideally, one of the goals in the institution's strategic plan will relate to the importance of the alumni relations programme to its further development. The alumni experience then should reflect the expectations of an alumni body that is career focused. The message and media used to engage alumni must reflect the goals and values. The alumni experience, which includes the individual's time as a student, is the tactical aspect of the cycle. The nature of the alumni constituency can also influence the alumni experience.*

Key Words: *Ambassadors, orientation, constituency, conventions*

Introduction

Alumni volunteers are partners, Ambassadors, advocates, and donors, Mentors to current students and lifelong learners. These are alumni who were involved in orientation, campus life, serving in student organizations, residence life, and their university community through programming and beyond at their respective universities. The nature of the alumni constituency can also influence the alumni experience. In the case of Arts and Science Colleges, where the curriculum is career and professions focused, professional meetings, conferences and conventions are a logical and inexpensive venue for alumni events.

The nature of the alumni

The nature of the alumni constituency can also influence the alumni experience. In the case of Arts & Science College, where the curriculum is career and professions focused, professional meetings, conferences and conventions are a logical and inexpensive venue for alumni events. Rather than convincing the alumni to come to the university, the university can bring the university to the alumni.

These are alumni who were involved in orientation, campus life, serving in student organizations, residence life, and their university community through programming and beyond at their respective universities. It seems that too often the relationship channels that might function as a gateway into formal post-graduation engagement with the university are lost after the last senior week events.

Worse, so often the programming efforts themselves are soiled such that the collective expertise is isolated from one another, and alumni serve the role to connect the dots between efforts coming from alumni relations, advancement, campus life, or beyond. Alumni relations and advancement efforts are often disconnected from campus activities, and as a result often

from the very campus engagement activities that defined a student's connection to the university in the first place.

A collaborative effort between student activities and alumni relations can serve as a valuable bridge for connecting with recent graduates in authentic ways that create a sustained relationship of engagement and stewardship.

Alumni engagement in arts Science College

Arts & Science alumni have many opportunities to remain involved in the program after graduation. Initially alumni engagement can look like engaging on social media, serving on a panel, talking with prospective or incoming students, or connecting with soon-to-be grads. By allowing recent graduates to engage in ways that are familiar and continue their affinity, it sets them up for the long haul, and recognizes their unique "ways of giving" based on their stage of life.

1. Offer to make introductions to interested alumni.

In the spirit of maintaining the networks that a student built while they're on campus, why not use it as an opportunity to stay in touch in meaningful ways, and to give an alternative way to stay involved with the university besides giving money to the University.

2. Outline campus events that benefit from alumni presence.

Whether they're panels of graduates, judges for events, student organization retreats, or opportunities to mentor current students, consider ways to incorporate alumni into campus programming.

3. Share resources or tips to help to build engagement from alumni "ambassadors."

In student activities, you know retreats, group development, and you know engagement. Thinking about alumni engagement in this way might be a change and one that feels slightly out of scope for a campus life or student activities office but you know the alumni that would benefit a group of current student's best and by working with alumni relations, it's a win-win. Alumni engage with students and see what life after college might look like, and alumni begin to establish the critical relationships that will pay dividends in the years to come.

The university in this example is Arts & Science Colleges. Most students who attend this type of institution are focused on studying a particular discipline that will lead to a good career. The alumni experience then should reflect the expectations of an alumni body that is career focused. The message and media used to engage alumni must reflect the goals and values. The strategic plan outlines how it is to be implemented. The alumni experience, which includes the individual's time as a student, is the tactical aspect of the cycle.

Conclusion

The nature of the alumni constituency can also influence the alumni experience. In the case of Arts and Science, where the curriculum is career and professions focused, professional meetings, conferences and conventions are a logical and inexpensive venue for alumni events. Rather than convincing the alumni to come to the university, the university can bring the university to the alumni.

13. Cutting Edge Curriculum and Blended Learning for Quality Assurance in Higher Education

*Dr. V. Kundhavi Ph.D,
Associate Professor of English,
Government Arts College (Autonomous)
Salem - 7.
dr.kundhavi_venkataraman@ymail.com
Mobile No: +91 – 9486487965*

Abstract: The purpose of education should be to maintain academic standards on par with the global scenario, provide the students an updated learning experience tailored to meet their individual, societal and employable aspirations. It is high time an innovative transformation takes place both in the curriculum and learning strategies for which a cutting edge curriculum with blended learning would pave a progressive path for the future young minds.

This technological world requires teachers and students who possess mental agility and adaptability. Every Institution and the State should aim at improving the learning skill of the student for which only an enriched curriculum alone could serve as interlink between both the student and the societal expectations.

This paper analyses the need for a cutting edge curriculum and a blended learning environment for the students who pursue higher education which would aid them to succeed in being employable. An enriched innovative curriculum for humanity with an integrated programmes which includes human values, gender issues with entrepreneur and employable skills have been traced.

Keywords: Cutting edge theory - Blended learning - Integrated programmers - Employability

India's gross enrolment rate (GER) begins around 19% which is 6% below the world average and 50% lesser than countries like Australia and the USA. The Indian Government has a vision to increase this percentage to 30% by 2020. The causes for these issues are innumerable. Yet it is the responsibility of the academic world to set things right so that these who able to succeed and innovative the best to enter into higher education for their individual and nation's progress. The solution rests on a change in the curriculum design and learning environment which this paper puts forth. In spite of the largest population of teenagers recently 100 million only 19% enroll into higher education which is equivalent to 20 million out of total population prove to be a setback in higher education.

It is high time the designers reconstitute the curriculum in Higher Education. Initially, curriculum referred to resources of the subject matter which helped the students to learn the rudiments. The Conventional system of education/curriculum rendered one a way lecture method loaded with information and facts. Such systems have seldom encouraged the students' immersion and critical thinking. It had disengaged teachers from the learning process and have the limited them these to content based curriculum. A new frame, of curriculum with recent technological trends in the teaching and students' community interlinked will pave way for the inclusive integrated development of a nation to face the Global Challenges. The National Policy Education (2016) stated in its report that the innovations in Education and Curriculum like Information and Communication (ICT) has not properly harnessed. Myriad innovative tools like mobile phones, social Medias, computers/ laptops, Mobile applications makes the present day youngsters tech-savvy. Such tools carry tons of information in various forms as videos, podcasts, e-texts etc.

Curriculum designers should keep in the mind the rapid changes that occur in all facets of the society while framing it implementing technology in the field of education is not merely to disseminate the content of the text(s) in the form of power point presentation or to test the memory of the learner. It should facilitate them to utilize the technology which eventually would allow them to develop the students to delve deep positively in the subject matter and inculcate various skills. The proper use of technology reinvigorates the quality of higher education in education

Major components to build technology-based curriculum is the access to Free and Open sources. The Ministry of Human Resource development has unveiled National Repository of Open Education Resources (NROER), National Mission on Education through Information and Communication and Technology (NMEICT) etc. in the yesteryears which has offered plenty of resources which can be accessed free of cost by teachers and students.

One of the significant strides initiated by Government of India in the recent years: National Programmer on Technology Enhanced Learning (NPTEL) and Mass Open Online Courses of SWAYAM. NPTEL is an indigenous platform of Online learning coordinated by the Prime Institutions of India (IITs and IIMs). The curriculum and the resources are prepared by the best in call teachers of India and offers courses of engineering technology free of cost to the enthusiastic learners. Similarly Online platform and curriculum is to be introduced by the State and Central Universities in the formal education system. Blending conventional and modern curriculum will ultimately lead to holistic development of education.

Another technological advancement is the MOOC (Massive Open Online Courses). MOOC is a buzz word in the 20th Century higher education. Similar Indian Version of online learning Platform is the Study Web of Active Learning by Young and Aspiring Minds (SWAYAM). It has widened the opportunity for Self-learning beyond the classroom environment. The (UGC) has framed Credit framework for Online Courses through SWAYAM this year. State Universities should make proper use of this ingenious platform and encourage teachers to offer courses through SWAYAM platform equally to instigate the interest of higher education to accomplish virtual learning experience. Assimilation of technology with education/curriculum can engage the students in constructing an integrated knowledge as well as enable them to become lifelong learners.

Inspite of all these advancement in curriculum the question arises as to the whether all these have been blended into the learning environment. These are not made mandatory in institutions and hence the set back in the learners attitude.

When a teaching faculty with the concurrence of the Board of studies with the subject expertise design a curriculum in the varied programmes offered in the institution, it becomes mandatory to specify the type of learning activity that best imparts its objectives and learning outcomes. The cutting edge curriculum with a mix of traditional teaching and lectures with a synchronous technology driven methods of teaching play a significant role in learning process. To enhance the cutting-edge curriculum it is the blended learning that blends itself to learner-centered, teacher- guided, interactive and student- collaborative learning.

These technological and curricular innovations and reforms during the last decade of the twentieth century reflect three shifts in emphasis:

- From learning goals that focus on mastery of content and content coverage to demonstration of broad competencies
- From learning in disparate disciplines to integrative learning experiences across the curriculum; and
- From changes in subject matter as the primary means to improve learning to innovations in instructional methods and assessments as integral to curricular reforms.

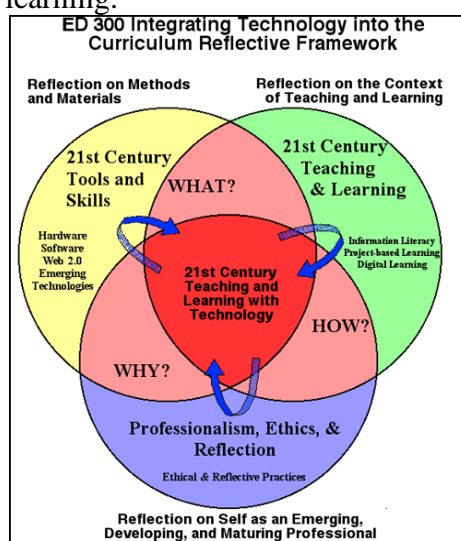
Blended Learning courses be considered the “best of both worlds” (i.e., face-to face and online). Blended courses (also known as hybrid or mixed mode courses) are classes

where a portion of the traditional face-to face instruction is replaced by web-based online learning.

Blended courses can be used to address a variety of institutional, faculty, and student needs. For example:

- For Institution, blended courses can be a part of a strategy to think differently about encouraging faculty collaboration.
- For faculty, blended courses can be a method to infuse new engagement opportunities into established courses or, for some. Provide a transitional opportunity between fully face-to face and fully online instruction.
- For students, blended courses offer the conveniences of online learning combined with the social and instructional interactions.

An institution's blended learning strategy along with a cutting edge curriculum of designed to address the needs and dynamics of all three constituencies (institution, faculty and student). Culturally blended learning can become a powerful force for institutional transformation. The illustration below signifies the cutting edge curriculum with blended learning:



<https://images.google.co.in/url?sust=1511233841562990>

When properly implemented, blended learning can result in the improved student success and satisfaction. For example, Universities like, the University of Central Florida has over the 17 years been experimenting blended learning initiative 820,492 semester credit hours. They have included hence Blended Learning proves to be advantageous to the learner. It is not just adding an online component to a face-to face course. Technology in a curriculum should be used intelligently to enhance student learning. Learning should be made interactive and dynamic. Troha in his *Bullet proof Blended Learning Design: Process, Principles and Tips* states that:

Since the intent of blended learning is to enhance learning by combining the best of both worlds... elements of the outline that appear to lend themselves to self- study online should be highlighted. Such elements tend to include easy to interpret, straight forward information that is relatively easy for the (student) to accurately grasp on his/ her own.(Troha, 2003)

Carman (2002) identifies five major elements as key factors along with traditional institution. They are

- Live events. These are synchronous, instructor-led events. Traditional lecturers, video conferences and synchronous chat sessions such as Blackboard Collaborate, Adobe Connect or YouTube are examples.

- Self- paced Learning. Experiences the learner completes individually on her own time such as an Internet based tutorial.
- Collaboration. Learning communicate and create with others. Email, threaded discussions, and wikis are all examples.
- Assessment. Measurements of whether or to what extent learning has taken place. Assessment is not limited to conventional tests, quizzes, and grades. Narrative feedback, portfolio evaluations and importantly, a designer's reflection about blended learning environment's effectiveness or usefulness are all forms of assessment.
- Support Materials. These include reference materials, both physical and virtual, FAQ forums, and summaries. Anything that aids learning retention and transfer.

Widespread efforts to evaluate student learning has a greater impact on the curriculum. New evaluation methods have provided opportunities both for the teachers and learners to assess and to promote higher-order critical thinking skills and varied competencies now valued in higher education. Blended learning methods include self-assessments, student portfolios, student journals, case studies, simulations, poster sessions, group projects, and technology-based innovations, among others-all of which reflect the shift from content to competencies based curriculum. From fragmentation to integration, and from passive to active modes of learning. It has enhanced the teacher and the learner progressively to increase the quality assurance programs and attempts to promote ongoing process and the curricular reforms which is the need of the hour.

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14. Alumni's Pivotal Role in an Institutional Development

P. Nithya Kalyani

Assistant Professor of English
Government Arts College (Autonomous)
Salem-7.

Abstract: This paper throws light on the vitality of alumni and alumnae's role in an institutional development. As a student, it is his or her duty not only pursue education or just bring kudos and laurels to the institution while studying in their school or college. But, he or she has more important duty after his or her student hood, that is, as an alumnus, what is his or her contribution to their institution. It is this contribution that will bring development to their institution and which in turn benefit thousands of students from below poverty line and downtrodden families, who are the future generation of our country.

No doubt, nine out of ten feel nostalgic about the time that they spent in school or college and we also tend to call it as the best days of our lives. It is the time when we were all young without any responsibilities, our one and only duty was to perform well and secure good grades in examination. It was the period when we were all carefree, without no worries and troubles, getting ready to embrace life with passion. We just gained more than education from our school and college and that reason itself is enough to contribute and give back in return in uplifting our institution.

Alumni through their association such as 'Old Student Association', can involve in many student welfare activities and contribute funds for various free ships, scholarships, medical camps, women empowerment, motivational workshops and seminars, infra-structural developments, sports and extracurricular activities, etc. Through regular meetings with the students of their institution they can infuse courage, positive attitude, encouraging and motivating to accomplish their dreams or goals to success.

Free ships like sponsoring free laptops, books, paying fees, reading and writing aids, for the deserving students and physically challenged students will be a great use and support in their education.

Scholarships for poor and deserving students will enable them to continue their studies without any obstacles. These free ships and scholarships will enable those students to continue and complete their course, as a result, the dropout ratio will gradually decline. And this will bring a remarkable change in our society and developing nations like our country.

Many institutions of our country lack good infra-structures and facilities, especially the schools and colleges in rural areas are poorly maintained. There is insufficient classrooms, black boards, tables, chairs, laboratories, scientific instruments, rest rooms, water facilities, etc. Alumni's funds can be used in building fully furnished classrooms restrooms, laboratories, to facilitate students who are studying in those schools and colleges.

Frequently inviting alumni, who have excelled in their respective fields to deliver speech and conducting various motivating seminars, workshops, symposiums, etc., will expose the students to various new areas, trends, and latest developments in their fields. Frequent meetings and discussion with alumni, will make students to choose right decision and direct them in right direction to accomplish their goals successfully.

In addition to the financial support that they render to their institution, they can volunteer themselves in many service oriented activities such as being readers, scribes, recording

written materials to help differently abled students. They can also contribute their service in making eco friendly and green campus.

They can give career Counselling and guidance and make arrangements for various skill enhancement programmes such as soft skills, communication skills, employability skills, etc., in order to improve and enhance various skills which is very much essential for students to face job interviews confidently. They can also be trained for various competitive examinations. These skill development programmes and training will help and facilitate students to confidently attempt and succeed in competitive examinations.

If each alumnus contribute to their institution, surely one day India will become a developed nation. Thus, alumni plays a pivotal role in developing an institution as well as the future generation of our country.

15. Niti Aayog : Its Impacts On Higher Education Sector And Its Implications In Social Values And Social Responsibilities

k.Ragu, M.A., M.Phil., Pgdp, Ph.D.

Mobile: +91-9443964424: e-mail: ragu_agal@yahoo.co.in

*Assistant professor and head, department of human rights,
Government arts college (autonomous), salem - 636 007, (India).*

Abstract: *As an independent nation, the first and foremost step of our country was largely dictated by the social impact that was the bedrock of the national movement that made it possible V.Sridhar rightly put this view in these words: “The idea of planning economic and social development was dictated by the logic that a country whose development was predicted on the help provided a large public sector required a mechanism to archestrate the diverse actors at play. Moreover, the objective of promoting social equity, a commitment enshrined in the implicit compact that guided the independence movement, and later enshrined in the constitution, required the presence of a body that atleast appeared to enjoy a semblance of autonomy from contending interests. The urgent recognition of these requirements was reflected in the fact that planning commission, the agency constituted in March 1950, barely three years after Independence. The whistling down of the institution and its eventual disbandment by the current regime at the centre is also the story of how India’s tryst with planning was usurped by the logic that demanded the abandonment of the social compact”. The new avatar, NITI (National Institution for Transforming India) Aayog was constituted on January 1, 2015, and the erstwhile planning commission sent into oblivion with ulterior motives. The process of opening up India’s higher education sector to private capital under the frame work of the World Trade Organisation - General Agreement on Trade in Services (WTO - GATS) is under way to convert education into a tradable service or a commodity. Under this backdrop this paper tries to analyse Niti Aayog’s impacts on Higher Education sector and its implications in social values and social responsibilities by using historical and analytical method.*

INTRODUCTION

As an independent nation, the first and foremost step of our country was largely dictated by the social impact that was the bedrock of the national movement that made it possible. V.Sridhar rightly put this view in these words: “The idea of planning economic and social development was dictated by the logic that a country whose development was predicted on the heft provided a large public sector required a mechanism to archestrate the diverse actors at play. Moreover, the objective of promoting social equity, a commitment enshrined in the implicit compact that guided the independence movement, and later enshrined in the constitution, required the presence of a body that atleast appeared to enjoy a semblance of autonomy from contending interests. The urgent recognition of these requirements was reflected in the fact that planning commission, the agency constituted in March 1950, barely three years after Independence. The whistling down of the institution and its eventual disbandment by the current regime at the centre is also the story of how India’s tryst with planning was usurped by the logic that demanded the abandonment of the social compact”.¹ The new avatar, NITI (National Institution for Transforming India) Aayog was constituted on January 1, 2015, and the erstwhile planning commission sent into oblivian with ulterior motives. The process of opening up India’s higher education sector to private capital under the frame work of the World Trade Organisation - General Agreement on Trade in Services (WTO - GATS) is under way to convert education into a tradable service or a commodity. Under this backdrop this paper tries to analyse Niti Aayog’s impacts on Higher

Education sector and its implications in social values and social responsibilities by using historical and analytical method.

WHAT IS NITI AAYOG? (The version of Government of India)

The National Institution for Transforming India, also called NITI Aayog, was formed via a resolution of the Union cabinet on January 1, 2015. NITI Aayog is the premier policy 'Think Tank' of the Government of India, providing both directional and policy inputs. While designing strategic and long term policies and programmes for the Government of India, NITI Aayog also provides relevant advice to the centre and states. The Government of India, in keeping with its reform agenda, constituted the NITI Aayog to replace the planning commission instituted in 1950. This was done in order to better the needs and aspirations of the people of India. An important evolutionary change from the past, NITI Aayog acts as the quintessential platform of the government of India to bring states to act together in national interest are thereby, fosters cooperative Federalism. At the core of NITI Aayog creation are two hubs 'Team India Hub' and 'Knowledge and Innovation Hub'. The team India leads the engagement of states with the Central Government, while the knowledge and Innovation Hub builds NITI's Think Tank capabilities. These hubs reflect the two key tasks of the Aayog. NITI Aayog is also developing itself as a state of the Art Resource Centre, with necessary resources, knowledge and skills, that will enable it to act with speed, promote research and innovation, provide strategic policy vision for the government and deal with contingent issues.²

It is crystal clear that the Government of India had made up his mind in explicit manner to completely revamp the Planning Commission to suit its inner agenda based on its own ideology. It is pertinent to note that one of the first policy announcement of our Prime Minister Naraendra Modi was his decision to disband the Planning Commission on the primary notion that it was socialistic concept of planning of the Nehruvian legacy. "In his first Independence Day address, Modi announced that the 64 year old Planning Commission would be abolished. In keeping with the bombast that has been his hall mark since then, Modi said the Planning Commission would be replaced by a new institution, which would have a new design and structure, a new body, a new soul, a new thinking , and a new direction. Modi kept his word"³. Hence, the inference reached at this concludes that it is an attempt to travel the destiny of India in quite new path the hitherto Indian history has unheard of.

THE REAL STORY OF NITI AAYOG AND ITS IMPACTS AND IMPLICATIONS ON HIGHER EDUCATION, SOCIAL VALUES AND SOCIAL RESPONSIBILITIES.

The logic of neoliberalism that the role of the Planning Commission is rendered redundant in a situation in which the private sector occupies the 'commanding heights' that will initially the preserve of the public sector is fallacious for a number of reasons. For one there still remains the question of co-ordination between the two realms of economic activity in order to achieve national targets or priorities defined and made transparent by the state. There can be meticulous planning in relation to take public sector but what is actually realised is left to the caprices of the private sector.⁴ It is no denying fact that the Congress Government had done tremendous job for the initial success of the planning but its focus on liberalisation, privitisation critical role in undermining the process of planning at later periods. The LPG (Liberalisation, Privitisation and Globalisation), a neoliberal outlook had become the model frame work for the Planning Commission since 1991 under the dictates and guidance from the World Bank.

The Planning Commission not only accepted the logic of privitisation of Public - Private Partnership (PPP), which are not opaque in character.⁵ Acts like these had utterly ruined not only the public resources of our country to the benefits of the private partners in sharing our fruits of the soil but also damaged its integrity as an institution. Hence, the NITI Aayog is the continuation of the congress regime since 1991 to the end of the United Progressive Alliance's (UPA) second term. Now it is the turn of the Bharatiya Janata Party at the helm of the central affairs under the dictum of "think tank' to replace the Planning

Commission by NITI Aayog on centralised thinking and centralised administration in the Prime Minister's Office and the Finance Ministry. Under the pretext of creating a Team India and Knowledge and Innovation Hub, the Central Government opens the door to one of the many private training institutions run by corporates.

No doubt that the Planning Commission had done marvellous job in the initial years to respect for academic probity and transparency. It has created a conducive atmosphere for scrutiny, critical thinking, dialogue and criticism. It is to be noted that, "The Indian National Movement was fully committed to a polity based on representative democracy and the full range of civil liberties for the Individual. It provided the experience through which these two could become an integral part of political thinking". To conclude over the years, the nationalist movement successfully created an alternative to colonial and precolonial political culture based on authoritarianism, bureaucratism, obedience and paternalism. Its ideology and culture of democracy and civil liberties were based on respect for dissent, freedom of expression, the majority principle, and the right of minority opinion to exist and develop".⁷ Now the situation is so aggressive for free and liberal thinking in all walks of life and Higher Education sector is not an exception to this menace.

Tracing the lineage of the modern public intellectual to shamanic philosophers of ancient India Prof. Romila Thapar said the non-brahminical thinkers of ancient India were branded as Nastikas or non-believers. "If I am reminded of the present day where if don't accept what Hindutva teaches, you are branded as Marxists", she added. While delivering Nikil Chakravarty memorial lecture, titled, 'To Question or not to Question. That is the Question, renowned historian Romila Thapar opined that "There are more academics in existence than ever before but prefer not to confront authority even if it debars the path of free thinking. Is this because they are ready to discard knowledge, should authority require them to do so?". Public Intellectuals, playing a discernible role are needed for such explorations as also to articulate the traditions of rational thought in our intellectual heritage. This is currently being systematically eroded.⁹ Prof. Thapar stressed that intellectuals were especially needed to speak out against the denial of civil rights and the events of genocide. However, she said academics and experts shied away from questioning the powers of the day and she emphatically said: "It is not we are bereft of people who can think autonomously and ask relevant questions. But frequently where there should be voices, there is silence. Are we all being co-opted too easily by the comforts of confirming". At this juncture, it is to be recorded the prophetic views of justice V.R. Krishna Iyer in these words: "The Fundamental Rights and the Directive Principles had their roots deep in the struggle for Indian Independence. And they were included in the constitution in the hope and expectation that one day the tree of true liberty would bloom in India. Rights and Principles that connect India's future, present, and past giving strengths to the pursuit of the social revolution in India. In the Directive Principles, however one finds even clear statement of social revolution. They aim at making the Indian masses free in the positive sense, free from passing endangered by the centuries of coercion by society and by nature, free from object physical conditions that had prevented from fulfilling their best selves"¹⁰.

The point at debate for our studies, It is rightly pointed out in the Fundamental Duties Part IVA in Article 51A. It shall be the duty of every citizen of India to abide by the constitution, promote the spirit of brotherhood amongst all the people of India, to promote the rich heritage of our composite culture and to develop the scientific temper and spirit of inquiry among other things. These core social values and social responsibilities of the state in safeguarding the noble ideals which inspired our national struggle for freedom are under severe attack at this juncture. As per the Indian Constitution, "Every citizen of India is fundamentally obliged to develop a scientific temper and humanism". "But the fact is in reverse trend gives room for unscientific approach and illogical thinking, which is disturbing our civil society.

ELIMINATION OF REASONED THOUGHT IN EDUCATION

Irfan Habib points “that the indivisibility is being further strengthened by the steady elimination of secular and reasoned thought in our educational system. The Prime Minister’s seat was once occupied by Jawaharlal Nehru, who argued constantly in favour of science and scientific spirit and who laid down the foundations of India’s large apparatus of scientific research. Modi, who has occupied Nehru’s seat fully 50 years after Nehru passed away, invokes the God Ganesha to sustain a claim of ancient Indian’s knowledge of plastic surgery and put forth Karna as proof of Indian’s knowledge of genetic engineering in some distant age! To the shame of this country not a single eminent scientist in India took him to task for such claims”¹². As secularism and reason are driven out prejudice and ignorance extend their sway with concerting rapidity. A serious task awaits parties that are committed to a different future for the country, envisaging a truly secular democratic India, where reason and science might serve to sustain a welfare state.¹³

Though the Indian scientists and educators were silent on Prime Minister Narendra Modi’s assumption that Pre-historic mythological times India has mastered genetic science and plastics surgery was irrational, commented Karen Thaper, who is a television commentator and anchor of the Head Lines, Today Programme, To point. He said: “I am dismayed this issue has not got greater attention in the media. Nor, to my astonishment, has any Indian scientist refuted the Prime Minister’s claim. Their silence is perplexing. The silence of the media is deeply disturbing. It feels as though It’s been deliberately blanked out by everyone”¹⁴ and further opined that ‘Ultimately, under Article 51A(h) of the Constitution, it is the fundamental duty of every citizen to develop a scientific temper. I can’t see that by blatantly claiming medical advances on the basis of unverified myths. His views clearly and undeniably contradict this constitutional requirement’.¹⁵

The present regime has combined neoliberal policy with Hindutva ideology and socio-political offensive in public life and within educational institutions in a form so virulent that it threatens the very conception and purpose of education both for the individual and for society. The present regime’s proposed National Policy of Education 2016 (NEP 2016), now appearing in a third avatar after the first two floundered, has already been preceded by executive decisions that indicate the direction in which it is headed. First government schools, colleges and universities are being starved of public funds in order to create space for private investment, national and foreign. The Central government's spending on education as a percentage of the gross domestic product (GDP) dipped from an already inadequate 0.69 per cent in Financial Year 2012 (from April 1,2011, to March 31,2012) to 0.63 percent by FY2014. After a plunge down to 0.55 per cent in FY2015, it further declined to 0.49 per cent in FY2016. The revised estimate for FY2017 was 0.48 percent, while the Budget estimate at 0.47 percent for FY2018 continues the downward trend (calculations of the Centre for Monitoring Indian Economy and *Mint*), This is despite the fact that an Educational Cess of 3 per cent is imposed on everything that is purchased by any Indian citizen. Could State governments, many of which are struggling to implement the loan waivers promised to farmers after massive agitations on the one hand, and coming to terms with the GST (Goods and Services Tax) on the other, be expected to take up the financial responsibility for education? In a shocking indication to the contrary, the present Uttar Pradesh State government has cut budgetary funds this year by 42 percent for secondary schools and by 90 percent for colleges”¹⁶.

Secondly, the decision to scrap the no-detention policy and vocationalise the elementary curriculum for targeted regions and communities will drastically reduce the number of children from the deprived sections that will be able to access their fundamental right to education in any meaningful sense. The Minister of State of the Human Resource Development Ministry has clearly stated that the intention is not to detain students in order to improve their learning standards but to transfer them to skill-development programmes.¹⁷

Thirdly, centralisation in the form of single boards for all professional entrance examinations at State level and at an all-India level has unfortunately attracted media

attention only as opening up huge avenues for corruption. The National Eligibility-cum-Entrance Test (NEET) for entrance to professional higher education produced its own scandal involving leakage of question papers in at least six centres with the use of "share-in software"¹⁸.

What has received little attention is that these tests are pedagogically damaging. They "standardise" merit according to the knowledge skills of a given elite section. This fails to reflect adequately the varied and unequal conditions of knowledge acquisition in India's multi-track school system and jeopardises the interests, particularly of students from deprived sections and backward regions. Standardisation is a necessary demand of both the national and foreign investors who are being wooed to enter the higher education "market". However, investment in state-funded education is needed to ensure access to all and, until that goal is achieved, to defend and extend social justice measures such as reservation for the Scheduled Castes and Tribes, Other Backward Classes (OBCs), minorities, girls, transgenders and the disabled, and provide necessary academic and infrastructural support such as adequate scholarships and hostels for students from these deprived sections.¹⁹

Apart from this, centralisation has also facilitated the imposition of linguistic, regional and gender inequalities and other forms of social and personal oppression, including dress codes and extensive frisking for examinees. The strategy of privatisation and marketisation of education has negatively impacted the most vulnerable sections of society. The fact of the impending exclusion of more than 80 per cent of the relevant age group from an education system that will increasingly cater only to those who can afford it is becoming evident to anyone who cares to face the facts and is now a major democratic concern. For, by the privatisation of a range of social necessities, these sections are being deprived of access not only to education but also to health, employment, food security, housing and public utilities.²⁰

A significant fallout of this process is that the democratic institutions which sustained the "welfare" states of the 20th century appear to be increasingly hollowed out as the state withdraws from the arena. With corporate interests taking over decision-making in the name of "efficiency" and "professional management", not only does people's control over their own lives shrink rapidly but the public space for resistance also tends to become delegitimised.²¹

Students and teachers have already experienced this. The rising tide of protest actions in institutions and universities across the country against attacks on university autonomy, fee hikes, withdrawal and reduction of fellowships and arbitrary curriculum changes have been met with unconcealed attempts to muzzle dissent, disrupt student unity and derail protest movements by raising the bogey of "anti-national" forces.²²

Rewriting history, bolstering and promoting dangerously prejudicial and retrogressive belief systems, reducing learning to the mere acquisition of skills geared to market needs, and maligning intellectual and sociopolitically sensitive critical inquiry as "extremist", "anti-national" and a seditious threat to state security have become today's common-sense and are used as justification for current policy.²³

Free debate or discussion is neither encouraged nor tolerated; governmental dictates, frequently in violation of established statutes and norms of functioning in educational institutions, are routinely imposed. The appointment primarily of Rashtriya Swayamsewak Sangh (RSS) and Sangh Parivar ideologues and sympathisers to top academic and administrative positions in all academic institutions and bodies threatens the credibility of research in the natural and social sciences and the future content and quality of investigative studies. The Nobel laureate Venkatraman Ramakrishnan, an alumnus of Vadodara's Maharaja Sayajirao University (MSU), succinctly expressed his concern when he urged the university administration to reconsider its promotion of sages from ancient India for their "contribution to science". He found it "disappointing that the university chose to print an official diary that ascribes to figures from religious scriptures discoveries that belong to modern science, such as nuclear technology, airplanes and cosmetic surgery. The people who did this may think they are being patriotic, but in fact they are bringing disrepute to the university and to India

generally.²⁴ From the foregoing revelations, it is crystal clear that enormous irreparable damages have been done on education field et al and undermined the cherished noble principles and lofty ideals which inspired our national struggle for Independence.

THE VIEWS OF THE LEFT THINKING ON NITI-AAYOG AND HIGHER EDUCATION

Renowned analyst Dr.Ramakrishna Pal has rightly pointed out the entry globalisation in Indian economy and Polity in these words: “The winds of globalisation are blowing across the world and India has also opened its window to such changes with a view to develop her economy in the real sense of the term. Last one and half decades have witnessed significant changes in her economy and polity. The difficulties of operating under the TRIPs and TRIMs agreements as perceived by developing countries are compounded in the agreements on agriculture and the GATs, which opens up three major service sectors, e.g. education, health and financial services to international competition and FDI flows to developing countries”²⁵. It is no secret that since the process of LPG in Indian territory, the left parties had adopted a consistent opposition to the entry of corporates in vital sectors including Education.

The NITI Aayog has called for handing over the “Student Challenged Schools to private entities under the PPP model. The plan to hive off the education department into a autonomous directorate under “Professional Management”. The NITI Aayog is even exploring the possibility of the private sector adopting government schools and the government paying the private companies on a per child basis. The excuse given is that the government expenditure per pupil is too high and by involving the private companies the expenditures can be minimised.²⁶ In the name of educational reforms and autonomy, the NITI Aayog has decided to grant complete autonomy for so called well performing universities. This is nothing but a move to reduce government expenditure on education and allow universities to like fees”²⁷. Another flank for attack is the saffronisation of education. The New Education Policy vigorously propelled by the government encourages teaching of Sanskrit in schools and has a significant component of ‘value’ education.²⁸ There are stiff resistances and oppositions to the moves of the Central Government from academics, social scientists, faculties and students et al but the brutal majority that the government enjoys does not care about anything but implementing everything it desires.

CONCLUSION

The strategy of privatisation and marketisation of education has negatively impacted the most vulnerable section of society and the standardisation concept is a tactics to privatise the education sector to the market forces as a tradable service or commodity. The abandonment of the Planning Commission and the emergence of NITI Aayog is nothing but the present regime has combined neoliberal policy with Hindutva ideology and socio-political offensive in public life and within education institution in a form so virulent that it threatens the very conception and purpose of education both for the individual and for society. In 1976, the Congress regime moved education from the ‘State list’ to ‘Concurrent list’ and now the BJP regime makes all out attempts to change it from ‘Concurrent list’ to ‘Central list’. And, free debate or discussion is neither encouraged nor tolerated; governmental dictates, frequently in violation of established norms of functioning in educational institutions, are routinely imposed. Apart from this centralisation has also facilitated the imposition of linguistic, regional and gender inequalities and other forms of social and personal oppression. The strategy of privatisation and marketisation of education has negatively impacted the most vulnerable and marginalised sections of society.

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16. Indian Women in Higher Education- Issues, Challenges and Remedies

¹Dr. V. Sadhasivam² Dr. P. Mythily

*¹Associate Professor of Mathematics, Thiruvalluvar Govt. Arts College, Andagalur Gate,
Rasipuram Email id-ovsadh@gmail.com*

*²Associate Professor, PG & Research Department of English, Government Arts College
(Autonomous), Salem – 636 007.*

Abstract: *The paper aims to analyze the major issues and challenges related to Indian women in Higher Education zone. The analysis would enable the higher education stakeholders to fortify the role of women in this field and their contribution to social development in general. The present scenario is heartening as the admission of women in higher education institutions has increased significantly. But in fields such as science and technology the participation of women should still shoot up. They have entered the educational arena which is the first step to become empowered. Women as decision-makers through their roles in government, in community, and in family, at a large scale remain an elusive dream.*

Women are aware of the impact of gender discrimination in positions of power. Even though many administrators are conscious of the pitfalls in gender labeling, there are many examples of differences. Apart from professional challenges, there are additional dilemmas that particularly complicate roles for women leaders. The most challenging quandary is balancing their professional and personal lives. While family responsibility influences the careers of all parents, women may have disproportionate work in care of children/home.

Thus personal, social and cultural barriers weigh down women's progress as citizens and professionals. Their leadership capacities must be augmented. Some remedies are offered which will guarantee empowerment, full equity, co-operation, sustainability and security for women.

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

Nelson Mandela

The world has realized the importance of women's education which is indispensable to a Nation's development. The role of education is regarded as an investment in human capital, where men and women have equal responsibility. This comprehension has led to the revamping of the education system, which in turn will tackle the social problems-old and new. Education must be associated with culture, citizenship, social cohesion, development, employment and scientific progress to make it suitable to a global and knowledge-intensive society. To make this objective a reality, innovative approaches to teaching and learning must be defined and implemented. Education of women must be prioritized as it forms the basis of social transformation. National policy makers must focus on the access to and participation of women in education at all stages of their lives. They should ascertain that women's rights are safeguarded and facilitated.

Higher Education Today: The Issues

- Globalization has created new job opportunities, which in turn has led to increased demand for access to higher education.
- A reassessment of academic degrees and diplomas is required to meet the demands.
- The concept of internationalization in higher education teaching, training and research has led to migration of people and knowledge.
- India is marked by great cultural diversity, economic disparities and social instability. Women are very rare as leaders in higher education institutions.

- An over-supply of academic graduates faces problems of unemployment in rapidly changing job markets.
Based on the above mentioned challenges three prominent aspects related to higher education and women seek out instantaneous concentration.
- Firstly women graduates must be considered as impending human resource of our country. So equal job opportunities should be provided.
- Discriminatory practices are unjust and a flagrant wastage of valuable expertise. This issue has to be addressed and weeded out.
- Government should aim at equipping women with the necessary range of managerial skills.

Higher Education: The Challenges

The next focus should be on the role of women as decision makers. The existing problems are

- The conservative attitude of the society towards women discourages their participation in decision making.
- Despite sensitization of empowering women through education, their enrolment in higher education is not very satisfactory (though there is a remarkable change in some states and some quarters of the country).
- The absence of a gender dimension in the higher education curriculum should be taken care of.

These are the pertinent challenges which ought to be attended to and amended.

The study entitled “Women in Higher Education Management” identified the principal barriers preventing the participation of women in the decision making arena:

- Limited access to education, especially higher education
- Discriminating appointment and promotion practices
- The stress of striking a balance between family and professional roles
- Family attitudes
- Career interruptions
- Cultural stereotyping
- Alienation from the male culture and continued resistance to women in management positions
- Propagation of the glass ceiling syndrome which privileges covert criteria for advancement
- Absence of adequate policies and legislation to ensure the participation of women.

Remedies Suggested:

The following remedies are suggested to accomplish the dream of elevating women as decision makers.

Education facilitates empowerment which is essential for the participation of women in all aspects of the development process. Higher education provides the expertise essential for the key posts which shape policy in all fields. So women should have access to higher education.

- Promote wider access to higher education
- Procedures for appointment and promotions must be reviewed
- Provision of legislative and infrastructure support in all professions and of special programs for women.
- Confirmatory action favoring women’s access and participation
- Institutional and governmental support through clear and effective policies which should be enforced
- The University curriculum must tender stimulating role models for women students.
- Provide encouragement and build their confidence
- Present male-dominated careers in a perspective which would attract women

Development theory acknowledges that the gender dimension plays a prominent role in finding solutions for global problems.

Women who are appointed to executive posts in institutions where gender sensitivity is a reality may consequently find that their leadership is more readily accepted.

Some of the precepts which are mandatory to guide women for their participation in decision-making and power sharing are

- Women's legal rights
- The critical Mass Factor
- Adapting cultural traditions
- The challenges of leadership
- Institutional commitment to Gender Equity
- Feminine Leadership
- The social responsibilities of Higher Education

Conclusion:

A common vision of social and human development shared by women and men alike is the need of the hour. This vision can promote social justice and ensure that women become decision –makers. “The essential task of the 21st century may well be to forge a new partnership between men and women in dealing with the present and in shaping the future of our personal and public agendas”. (A Blueprint to Leadership). This vision proclaims that both men and women become agents of change for the creation of a new society. They should act as full and equal partners and not as adversaries in this important endeavor.

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17. Student Empowerment Strategies to inculcate Social Responsibilities

¹ A. Shanthy, M.A., M. Phil., ²Dr. K. Thamizharasi ,

¹Assistant Professor Department of English,

Government Arts for Women College (A), Salem – 636 008.

²Associate Professor, PG & Research Department of English, Government Arts College (Autonomous), Salem – 636 007.

Abstract: *Beyond the academic teacher-student relationship, teachers can mould and empower students in higher education by making sure the work students do is meaningful and socially responsible. Apart from the regular curriculum that involves rote learning, application of memory techniques, performance in periodical examinations, and grade oriented results, students can also be engaged in activities of their choice to make an impact on their affective, cognitive, and psychomotor domains of skills in relation to holistic development. The paper highlights some feasible strategies that lure the involvement of students to participate in extension activities and broaden the peripherals of their social responsibilities. It also lists some challenges and solutions in implementing them.*

Key words: *Student Empowerment, extension activities at tertiary level.*

As articulated by Kothari Commission, the trinity of teaching, research and extension plays an essential role in formulating the successful character of a student in higher education. Teaching widens the knowledge, research deepens it, while extension activities complete it, since the ultimate aim of education is nurturing social responsibilities of the students. Beyond the academic teacher-student relationship, teachers can mould and empower students in higher education by making sure that the work students do is meaningful and socially responsible. Apart from the regular curriculum that involves rote learning, application of memory techniques, performance in periodical examinations, and grade oriented results, students can also be engaged in activities of their choice to make an impact on their affective, cognitive, and psychomotor domains of skills in relation to holistic development.

Transformation of Students

Students should be prepared to meet the challenges of academic as well as social living and this type of education i.e. pre-exposure to social skills, if imparted to students, will contribute in preparing robust citizens to evolve a healthy society. What is much needed for the development of society is exercising human power with humanitarian touch. This is best achieved by students' participation in extra-curricular activities such as National Cadet Corps, National Service Scheme, Youth Red Cross, Red Ribbon Club, Ractract Club, and Alumni Association. These formal extra-curricular activities involve students to actively participate in variegated programmes like participating in rallies, youth development programmes, medical camps, awareness programmes, commemoration programmes and the like. In addition, institutions, out of voluntary interest, may generate various extension activities, with the prospective outcome of all the students' participation in one or the other activities. Every student of an institution should be encouraged to identify their choice of interest and be motivated to expose their talents on the platform of any one of the group activities of the following perspectives: Ecological, Ethical, Cultural, Legal, Leadership and Development, Women Empowerment, and Literacy.

Ecological

Environmental protection is the foremost requirement for the present society that is suffering from highly polluted as well as dwindled water, air, and land. Water protection can be taken up by preventing the waste thrown into it, by planting a green or ordinary fence around, by regularly checking the sewage from factories, and by carrying out activities of well head/ borewell head protection etc. Air and land protection activities may involve cleaning of campus/ streets, helping traffic control department and so on. The clubs bearing the names like Green Club, Eco Club, Tree Club are working in and off the campus of many colleges.

Ethical

Active participation for the betterment of needy or marginalized people through the clubs for differently abled persons, tribal people, orphans, old people, and the downtrodden ghettos and villages, teaches the students the importance of social learning. While helping the pitiable condition of a particular group of people, the students are also morally instructed on how to continue social participation even after their graduation. Additionally, awareness programmes on the fatal effects of liquor consumption and drug abuse are more welcome to nurture social responsibility and social betterment.

Cultural

Culture plays a crucial role in learning. Cultural knowledge strengthens the mind of the learner to approach everything with more confidence. Arts and Crafts Clubs can be established in institutions for teaching and learning fine arts, dance, music, drama, and so on. The activities may involve the latest or traditional types of arts and crafts. This serves as a platform for the students to identify and bring forth their hidden talents.

Legal

Events of Legal Aid Clubs mainly involve inviting experts from the relevant field to talk on social justice to students. The students having problems are counseled and guided. Problems like ragging and eve teasing are better faced after they get additional stamina from exposure to legal standards.

Leadership and Development

Clubs like Youth Development Wings arrange programmes for personality development and create opportunities to students to develop and shape their talents to become leaders. Martial Arts practice, oratorical practice, debate practice are to cite a few.

Women Empowerment

Women Empowerment programmes provide the female students with additional courage and stamina to face the problems when they move in the society. The activities can be scheduled to raise self esteem and to ensure safe space for girl students.

Literacy

To support and qualify students' performance in curricular aspects, additional learning activities can be conducted to broaden their knowledge. The practice imparted to students through Computer Literacy Club, Quiz Club, and Spell Bee Club revitalizes their learning attitude and triggers their passion for acquiring more knowledge. In addition to this, student participants can also teach the untaught of the village nearby. They can be

encouraged to teach the destitute kids of orphanages and Rehabilitation Centres for AIDS Patients.

Challenges and Recommendations

All the above mentioned strategies of extension activities are no doubt, ways to empower students with higher confidence to take up social responsibilities. Prime most challenge in involving students in these activities is the expenses while practising. Fund raising could be a mammoth challenge especially to Government institutions. In such cases activities can be practised at intra collegiate level adjusting with the funds available. Working with concerned NGO and applying to funding agencies and seeking help from social volunteers for both physical and monetary benefits may lessen the burden of expenses. Next inconvenience is insufficiency of time to put the strategies into practice. Time management should be planned well in advance by the faculty and students in charge of the programmes. Next, getting guidance and physical presence from the faculty of institutions is not always possible because of their commitment to other curricular work or inadequate number of teachers available in the institutions. Students are expected to render service to society adjusting with the availability of teachers.

To sum up, it can be said that the grand motive of empowering students with social responsibilities nullifies any impediment that comes across. As has been stated by Laurel H. Campbell, self- transcendence occurs in students who work and live for the common good rather than simply advancing their own individualistic concerns (18). Briefly, students of higher education must be exposed to activities of social responsibilities to emerge as citizens with optimum education.

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18. Curriculum Enrichment of Higher Education

Rajeswari.R

PG & Research Dept. Of English,
Govt. Arts College (A),
Salem -7

“Education is the right of every child”

Abstract: Curriculum enrichment is absolutely vital and has to be a dynamic process to be meaningful in any educational system. As we are aware that no matter how good the curriculum material is on paper and whatever theory or rationale that led to its development, the teacher makes the difference and plays a critical role in making the curriculum come alive in the classroom. It is also noteworthy that curriculum enrichment cannot take place in isolation or in a vacuum without the involvement of classroom teachers. The responsibility rests on the shoulders of teachers in shaping the destiny of students.

The enrichment of curriculum means giving it a greater value, by putting life into the overall education process. Enrichment describes activities which colleges provide in order to extend students’ education beyond their main course of study. The best session included opportunities for personal research, group projects, practical work, creative expression, discussion and brain-storm. This method generally adopted by the students and there is some evidence that increases their motivation.

The commitment to providing opportunities for broadening students’ educational experience is widespread throughout the further education sector. Successful enrichment programs enhance students’ life at school & college increase motivation, achievements and retention.

Curriculum enrichment is absolutely vital and a dynamic process to be meaningful in any educational system. The kind of society our children will inherit will be dependent on the quality of education they receive now. In other words, education could be used as a vehicle to shape individual destinies and that of the nation they will live in. In higher education, learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the program. It could be seen as desired outcome of learning process in terms of acquisition of skills and knowledge.

Enrichment describes activities which colleges provide in order to extend students’ education beyond their main course of study. The commitment to providing opportunities for broadening students’ educational experience is widespread throughout the further education sector. Successful enrichment programs enhance students’ life at college and increase motivation, achievements and retention. Such programs are one way in which colleges respond to the demands of employers’ organizations and higher education providers for people who are flexible, responsive and resourceful.

As we are aware that no matter how good the curriculum material is on paper and whatever theory or rationale that led to its development, the teacher makes the difference and plays a critical role in making the curriculum come alive in the classroom. It is also noteworthy that curriculum enrichment cannot take place in isolation or in a vacuum without the involvement of classroom teachers. The responsibility rests on the shoulders of teachers in shaping the destiny of students.

The enrichment of curriculum means giving it a greater value, by putting life into the overall education process. Enrichment describes activities which colleges provide in order to extend students' education beyond their main course of study. The best session included opportunities for personal research, group projects, practical work, creative expression, discussion and brain-storm. This method generally adopted by the students and there is some evidence that increases their motivation. The role of the institution is to identify and provide such experiences as to improve their learning through the all-round learning opportunities available to them.

Curriculum delivery and pedagogy should incorporate multitude of learning experiences so that desired outcome of learning process through acquisition of skills and knowledge will result in critical thinking, creativity and scientific temper among the students and transform them into life-long learners and innovators. This is also essential for developing younger generation into responsible citizens of the country with social sensitivity and general neutrality upholding values while at the same time employable and successful in their career. Various pedagogies are introduced to the students in order to make them learn easy and grasp the concept in a different manner. They are as follows:

Video lectures on Business Management, Social Science and Computer & IT are shown to the students periodically to enrich and supplement the Curriculum. Value Addition Classes: Each theory paper adds extra chapter towards the end, focusing on values and which is beyond the limits of curriculum offered by the University. Imparting Messages by Celebration of National/International Days: Days such as International Water Day, Health Day, Mothers day, Environment day, Human Rights day etc. are observed through conducting talks & community awareness processions. Encouragement to Take up Online University Programs: Free video online courses from accredited Universities in India or abroad are encouraged in order to enhance the global competencies of the students and faculty.

Some of the Faculty Development Programs are conducted outside the college to enhance the effectiveness of training. Blended Learning: In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, Video clippings, Audio system, online sources, Simulation software, communication lab and decision making games and field work conference to expose the students to combine advanced knowledge with practical learning. The following efforts are adopted by the institution to modify, enrich and organize the curriculum to enhance the experience of the students with needs of the dynamic employment market.

Case Study Development: Students are given opportunity to extract real life context from organizations where they visit either for field practicum of research project work or summer placement and these are worked out into case studies through group exercises under the guidance of the faculty supervisors. This enables to enrich and organize the curriculum beyond routine classroom learning through lecture, and improve the dynamism and competitiveness of the students in the employment market. Group Discussions: Topics of monotonous nature are divided to be discussed among students in groups and generate ideas in line with their experience and viewpoints. These discussions are guided by the faculty to retain the curriculum relevance. Ultimately, group presentations lead to the encouragement of student's initiatives and leadership qualities which are the focus in the employment markets.

Laboratory Based Learning: Students are encouraged to utilize various software applications in computer laboratory. They are also trained to develop reports using various statistical analysis and data management & interpretation packages through network based learning. Field Work Based Learning: Fieldwork has the potential to enrich the curriculum combining the experiences of the students with concept based theoretical learning. Exposure Based Learning: Through study tour, industry visits and interaction with resource persons, exposure based learning will provide the techniques of resource mobilization, quality

production, marketing strategies, customer satisfaction and Human resource management in business.

Research Based Learning: Undertaking research projects as part of course requirement enables students with adequate know-how on application of alternative solutions to social context. **Experiential Learning:** Brand programs are organized as a regular feature involving students giving them insights and providing them opportunity for experiential learning. **Student Forum Based Activities :** Various student forums like HR Forum, Marketing Forum, Finance Forum, IT Forum are also providing opportunity for students to creatively reflect their experiences and integrating with it curriculum.

Entrepreneurship Development Cell: A separate cell for entrepreneurship development is incorporated in the college. This cell creates awareness of need and relevance of entrepreneurship as career option among the students thereby strengthening their Entrepreneurship skills. **Digital Library:** The faculty must give assignments, which would require students to use the digital library. The digital library enables the students to get research reports, case studies and any other relevant information required to complete the given assignments.

The objective of Curriculum enrichment in higher education is to prepare the students for a career which gives them self fulfillment and social responsibility. The curriculum delivery should take into account the needs and wishes of the aspirants as well as interest and pace of learning. It provides excitement and restores fun in the curriculum. The ultimate aim is to enrich the learning environment, learning process and teaching approaches.

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19. Strategic Readiness to Inspire Culture in Higher Education

Prof.E.Ramganesh

Chair, School of Education and

Head, Department of Educational Technology

Bharathidasan University

Tiruchirappalli-23.

Introduction

In size India has third largest higher educational system in the world, next to China and to United States. It grows rapidly after independence. In terms of the number of educational institutes, India has an upper rank in the world. It consists of three phases as funding, philanthropic to public and then to private financing. Changing patterns have altered regulations, equity, efficiency and quality of higher education. India introduced university system to the world during 7th BC. From the ancient period Indian system of higher education is well known to the world. World famous university Takshasila in the 7th BC exists in India where scholars from all over the world come to learn. Nalanda also famous for its foreign students such as Huan Tsuang of china. During Vedic period India was the first country of the world that develop a very strong system of higher education. During this period education was completely free and gurus themselves arrange boarding and lodging of the students and get guru dakshana from the student after the completion of his education. The chief aim of the ancient educational system was development of the knowledge. Emphasis was given on adherence to social and national values and preservation and development of national culture. Salvation was considered to the ultimate goal of human life and to achieve it spiritual development was endeavored through education.

Einstein once said that no problem can be solved from the same level of consciousness that created it. Current needs suggest that we must learn to view the world and therefore education, in a new way. Higher education has in the past demonstrated its crucial role in introducing change and progress in society and is today considered a key agent in educating new generations to build the future, but this does not exempt it from becoming the object of an internal reformulation.

According to the *World Declaration on Higher Education for the 21st Century* (1998), higher education is facing a number of important challenges at the international, national and institutional levels. At the international level, there are two main challenges. The first is the role of supranational organizations such as UNESCO in advancing the prospection of trends and improvements, as well as in promoting networking and twinning programmes among institutions. The European Union (EC-JRC, 2010), for example, has stressed that higher education must change and adapt to economic and social needs, that institutional change is essential to educational innovation, and that information and communication technologies must form part of the teaching and learning process. The second international challenge is to encourage international cooperation between institutions in order to share knowledge across borders and facilitate collaboration, which, furthermore, represents an essential element for the construction of a planetary (Morin, 2009) and post-cosmopolitan citizenship (Dobson and Bell, 2006): the assumption of interdependence, “deterritorialisation”, participation, co-responsibility, and solidarity among all inhabitants of the planet. The NPE acknowledge the fact that higher education has to become dynamic as never before and recommends the series of steps including autonomy, specialization, vocationalization and emphasis is given on research and development. It is also certain that globalisation has steadily and severely influenced Higher Education (HE) in recent times. There have been tremendous changes taking place in the universities and in the higher

educational institutions especially during the recent past. Globalisation is one of the important forces that influence changes in higher education. Several researches have been done to understand the impacts of globalisation in higher education.

Promoting Quality in HE

Nowadays, the demand for quality in higher education is increasing. Quality happens when a Higher Education Institution cares enough to do it in all its components. The process of massification and internalization of Higher Education Institutions (HEI) require better performance in quality of teaching, academic research and other educational related activities. In this context HEIs in order to be competitive and successful in market they have to rethink their strategies and to be open to new leadership management approaches .

The following are the challenges faced by institutions of higher education:

- Changes in HEIs must be at the level of internal organisation. These changes should aim to improve the management of resources (human, economic, etc.) and be restructured to improve internal democracy. HEIs must continue their mission to educate, train and carry out research through an approach characterised by ethics, autonomy, responsibility and anticipation.
- Changes in knowledge creation. Interdisciplinary and transdisciplinary approaches should be taken and non-scientific forms of knowledge should be explored.
- Changes in the educational model. New teaching/learning approaches that enable the development of critical and creative thinking should be integrated. The competencies common to all higher-education graduates should be determined and the corresponding expectations should be defined. In a knowledge society, higher education should transform us from disoriented projectiles into guided missiles: rockets capable of changing direction in flight, adapting to variable circumstances, and constantly course-correcting. The idea is to teach people to learn quickly as they go along, with the capacity to change their mind and even renounce previous decisions if necessary, without over-thinking or having regrets. Teaching and learning must be more active, connected to real life, and designed with students and their unique qualities in mind.
- Changes aimed at tapping the potential of information and communication technologies in the creation and dissemination of knowledge. The goal of such changes is to create what Prensky (2009) calls *digital wisdom*.
- Changes for social responsibility and knowledge transfer. The work of higher-education institutions must be relevant. What they do, and what is expected of them, must be seen as a service to society; their research must anticipate social needs; and the products of their research must be shared effectively with society through appropriate knowledge-transfer mechanisms.

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. Most observers agree that Indian higher education, the significant and impressive developments of the past few decades notwithstanding, faces major challenges in both quantitative and qualitative terms. Hence the strategic readiness of HEIs in Curriculum, Teaching- Learning-Evaluation, Research and Extension is inevitable and imperative.

Inspiring Culture in Higher education

Higher education is extremely diverse and the challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books. It is also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. The HEIs are expected to inspire a CULTURE to face their challenges in the days to go, where 'CU' stands for Curriculum; 'LT' for Learning and Teaching and 'URE' stands for Utilization of Research and Extension.

We are aware that Curriculum means totality of experiences organized to meet the educational needs of students through objective oriented content, planned learning experiences and evaluation of outcomes. Curriculum issues in Higher Education, either in an explicit or an implicit manner, are inextricably linked to current thinking and action on educational concerns and reforms around the world. Experiences of educational reform almost all over the world have shown that curriculum is at the same time a policy and a technical issue, a process and a product, involving a wide range of institutions and actors. Hence Curriculum will have to be designed to develop successful learners, confident and creative individuals and active and informed citizens. More over the important component of a curriculum so called Evaluation is to be revitalized in such a way that students must deliver goods to the system in terms of knowledge, proficiency, skills and values etc. In fact students must be able to win the confidence of either job market or themselves as entrepreneurs. The Curriculum structure may be explored to facilitate the takers in all spheres as follows:

- Programme Outcomes
- Course Outcomes
- Instructional Objectives of each course
- Content details of each unit
- Practicals / Internship related to the contents of the course
- Instructional methods / techniques / strategies for each UNIT
- Appropriate Techniques for Evaluation of Students Performance
- Books, Journals and Learning resources including e-resources
- Other resources including expert human resources required

As we move towards a learning society, every human activity will require contributions from experts, and this will place the entire sector of higher education in sharp focus. The new technologies offer vast opportunities for progress in all walks of life. It offers opportunities for economic growth, improved health, better service delivery, improved learning and socio-cultural advances. The world is entering into an Information Age and developments in communication, information and technology will open up new and cost-effective approaches for providing the reach of higher education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast-changing nature of occupations, and lifelong education. Harnessing virtual spaces to enhance learning has been a focus of much research. King's work examines how fluidity between physical and virtual learning spaces can enhance student collaboration. Most significant in this regard are flexible, adaptable and customisable spaces that blur the relationship between social and learning spaces. Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops.

Quality depends on its all functions and activities: teaching and academic programs, research and scholarship, staffing, students, building, facilities, equipments, services to the community and the academic environment. It also requires that higher education should be characterized by its international dimensions: exchange of knowledge, interactive networking, mobility of teachers and students and international research projects, while taking into account the national cultural values and circumstances. The level of education and knowledge being imparted by many colleges...is not up to the mark. Instead of concentrating on quantity, these institutions should concentrate on quality. Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A few efforts made now and then are not rooted in the new global realities based on competition and increased mobility of students and workforce. Hence HEIs must be set to increase the research competitiveness as follows:

- External financing of academic research
- Industrial support of academic research
- Academic leaders holding considerably “Out of Box” perspectives about future patterns of concentration
- Strategic planning of HEI for implementation and revision
- Diffusion of Benchmarking practices leading to multiple institutes
- Increasing the Number, Size, and Quality of Research Proposals
- Inter-disciplinarity
- Collaboration with high research profile Partners
- Emphasis on Industrial and Applied Research
- *Bootstrap*” (Finding the resources from within the institution to build research expertise)
- *Catch a New Wave*” (Addressing the most intellectually exciting scientific and technological questions)

Conclusion

Higher education plays an essential role in society by creating new knowledge, transmitting it to students and fostering innovation. Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching needs higher education

institutions to ensure that the education they offer meets the expectations of students and the

requirements of employers, both today and for the future. Learning is at the heart of the educational purpose and process. Teaching is a good aid for students to learn. The assessment of teaching and measurement of learning have attracted the attention of researchers in education. It is not surprising to find volumes of research on what is being taught (curriculum), how children are taught (teaching process), teacher training and development, test and measurement of student learning, etc. The attention put on teaching is not surprising because that is the most important human resource in transforming the student in a learning environment. Further, teachers are the most essential and expensive input in the educational process. The research function of academia remains a prime source of knowledge and innovation at national, regional and international levels. Current issues facing the research function and its environment include equity; quality; relevance; ownership; and international networking. An ever-growing number of nations of varying size have now given priority to developing their knowledge base through higher education, research and innovation, and to commit the necessary resources to this goal.

Hence the HEIs should take cognizance of these domains and have strategic readiness to face the challenges for producing good human resources.

20. Library As a Learning Resource Centres In Modern Era.

¹. Mrs. P. Sujatha ². S. Rinaldi Amalraj

¹Asst Prof, Dept of English, Mahendra Arts and Science College, Kalippatti,
Namakkal.

²Asst. Prof, Dept of English, Mahendra Arts and Science College,
Kalippatti, Namakkal.

Abstract: The present education scenario is mainly motivated by technology which can expand the learning possibilities in a multiple way. Even though some novelty is needed for enhanced learning. The reason behind this is the learning community are tracking down a library and equipping oneself to meet the challenges in this competitive world. The library is a source which makes the senses to work in a progressive way by keen study and fresh learning in all subjects. So library is a Learning Resource Center (LRC). The Learning Resource Center's (LRC) mission is to facilitate and enhance learning by providing essential resources and services, access to innovative technology, instruction in library usage and access to adequate facilities and personnel. The library seeks to promote research activities that meet the informational, educational, societal and cultural interests of the faculties, student and researchers. This paper focuses on the exploration of multiple ways in the utilization of the library as a learning resource centre in this modern era.

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Learning Resource Centre

The Learning Resource Center's (LRC) mission is to facilitate and enhance learning by providing essential resources and services, access to innovative technology, instruction in library usage and access to adequate facilities and personnel. The library seeks to promote research activities that meet the informational, educational, and cultural interests of the faculty, students, and staff.

In recognizing the critical importance of support services and resources to the success of the education programs offered by the College, the Learning Resource Centers are designed, staffed, and evaluated efficiently to meet the needs and various ability levels of diverse student population.

To accomplish this mission, the Learning Resource Centers provide:

- Well-organized, developed, relevant collections of primary and secondary materials
- Organized and accessible collections of audiovisual materials and online databases

- Well-equipped facilities of adequate size to encourage maximum utilization
- Highly competent and professional staff to assist users and carry out the responsibilities of acquisition, organization, and disbursement of resources
- Adequate hours of operation to ensure accessibility to users
- Professional instruction in the utilization of all services and resources
- Coordination of the administration, faculty, staff, and students concerning library resources and services on each campus.

The library provides monographs (print and electronic), information literacy instruction, audiovisuals, on-line databases, computers, copier services, and equipment to support the education programs for students, faculty, and staff.

Library is one of those resources which are essential to support and strengthen the educational quality. Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process.

A library is a collection of sources, resources, and services, and the structure in which it is housed. Ogbebor (2011) defined library as an organized collection of published and unpublished books and audiovisual materials with the aid of services of staff who are able to provide and interpret such material as required, to meet the informative research, educational and recreational needs of its users. In the same context Adeoye and Popoola (2011) added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Ezeala and Yusuff (2011) added the electronic resources as: functional computers, photocopying machines, CD-ROM, microforms, microform readers, fax machines, internet, local area network, radio messages, telephone, lighting and computer workstations for library users which has to be measured periodically by librarians to ensure that the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library. Based on the above information, Library resources can be divided into two categories i.e., traditional printed material or resources and non-printed or electronic resources (Lance, Rodney & Pennell, 2005).

Resource management time

Resource management time is crucial for the teacher librarian to manage, facilitate and develop the library's resources. Resource management includes the following activities:

- Locating, selecting and ordering resources to support teaching and learning
- Employment of strategies to maximize access to print and electronic resources
- Original cataloguing (creating personalised, high-quality metadata)
- Collection analysis and weeding to ensure the library collection to meet the needs of the research community
- Development and administration of resource budgets and reporting administration
- Development, documentation and review of library resource centre policies to reflect the system priorities
- Day-to-day administration of the collection (when no library technician, assistant, or volunteer support is available). This includes loans, returns, losses, shelving, SCIS cataloguing, book covering, resource repairs.

OPAC

An online public access catalog (often abbreviated as OPAC or simply library catalog) is an online database of materials held by a library or group of libraries. Users search a library catalog principally to locate books and other material available at a library. In simple language it is an electronic version of the card catalogue. OPAC is the gateway to library's collection.

There are number of systems that share much in common with library catalogs, but have traditionally been distinguished from them. Libraries utilize these systems to search for items not traditionally covered by a library catalog. These include bibliographic databases—such as Medline, ERIC, PsycINFO, and many others—which index journal articles and other research data. There are also a number of applications aimed at managing documents, photographs, and other digitized or born-digital items such as Digital Commons and DSpace. Particularly in academic libraries, these systems (often known as digital library systems or institutional repository systems) assist with efforts to preserve documents created by faculty and students.

LIBRARY REFERENCE SECTION

The **reference desk** or **information desk** of a library is a public service counter where professional librarians provide library users with direction to library materials, advice on library collections and services, and expertise on multiple kinds of information from multiple sources.

Library users can consult the staff at the reference desk for help in finding information. Using a structured reference interview, the librarian works with the library user to clarify their needs and determine what information sources will fill them.^{[1][2]} To borrow a medical analogy, reference librarians diagnose and treat information deficiencies.

The ultimate help provided may consist of reading material in the form of a book or journal article, instruction in the use of specific searchable information resources such as the library's online catalog or subscription bibliographic/fulltext databases, or simply factual information drawn from the library's print or online reference collection. Information is also provided to patrons through electronic resources.^[2] Typically, a reference desk can be consulted either in person, by telephone, through email or online chat, although a library user may be asked to come to the library in person for help with more involved research questions. A staffed and knowledgeable reference desk is an essential part of a library.

The services that are provided at a reference desk may vary depending on the type of library, its purpose, its resources, and its staff.

SERVICES

Services that are often available at a library reference desk include:

- A sign up sheet for reserving computers with Internet access, or word processing software.
- The ability to place the book 'on hold', which prevents the person who has borrowed it from renewing it. The person who placed the 'hold' is notified when the book has been returned. (Some libraries provide this service at the circulation desk.)
- The ability to request interlibrary loan of books and other material from other branch libraries in the same library system, or from a cooperating library anywhere in the world. (Some libraries provide this service at the circulation desk.)
- The opportunity to recommend that the library purchase something for its collection that it doesn't have, which may be needed or of interest to other library users.

The librarian who staffs the reference desk can usually do the following by virtue of their professional training and experience:

- The librarian can look up a brief, factual answer to a specific question.
- The librarian can use the catalogue to find out whether the library owns an item with a particular title or author, or that contains a short story, chapter, song, or poem with a particular title, or to compile a list of books by a particular author or on a particular subject.
- The librarian can briefly teach the user how to use the catalogue and how to use its advanced features, or recommend the proper subject words or terms that are used in the catalogue for the topic the user has in mind.

- The librarian can often take the library user directly to the shelves with books on a certain topic without using the catalogue.
- The librarian is familiar with the contents of hundreds of reference books, and can recommend books that might contain the answer to a particular question.
- The librarian can teach the library user to use online databases such as magazine and newspaper articles, and recommend words and search strategies for the topic the user has in mind.
- The librarian can recommend reliable web sites, give advice on searching the Internet for information, and evaluate the reliability of the information on web sites.
- If the library doesn't have information on a given topic, or if the library user wants more information, the librarian can refer the library user to another library or to an organization that can be contacted by phone or mail.
- Offer aid with devices such as tablets and e-readers. This can range from general assistance with questions on how to navigate e-reader and tablet devices to instructing classes. Questions can vary from what devices are compatible with the library's e-book platform, how to check out books, and how to read electronic books.

ELECTRONIC REFERENCE SERVICES

With the development of the Web, digital reference services are beginning to take over some of the roles of the traditional reference desk in a library. There is disagreement over whether or not this development is desirable or inevitable.

AV ROOM

Audio and Video room is called AV room, this is used for the beneficiary reference for the students and faculties. In this room the faculty members are able to understand the nook and corners of concepts, theories and perception. This will be useful for the students to understand the perfect picture of the lesson they are studying. The present education mainly focuses on the practicality of things, so as to enhance the students for the purpose of world theorems. This room is more preferable by students and faculties for the extensive thinking and learning process.

In this present situation all the people are moving towards e-learning but whereas they are relaxing the habit of book reading. Even this will be modified by the modern libraries because they are providing both text and online book for learning. The above mentioned ideas are all useful for the institution and already in use at some colleges. So a institution should express this kind of formatic library in their campus which will facilitate and enhance learning by providing essential resources and services, access to innovative technology, instruction in library usage and access to adequate facilities and personnel.

21. Challenges of Curriculum Design and Implementation

Dr. K. Thamizharasi

Associate Professor, Dept. of English
Government Arts College (Autonomous),
Salem-636007

Abstract: Curriculum is designed after the process that includes identification of students' needs, formulation of objectives, selection of content, organization of content and determination of ways to evaluate. Despite the scholarly attempts taken by the educators for the curricular plan, some disputable problems pop out unavoidably while implementing the devised strategies and chiefly the teachers are the workforce to undergo or to forage for possible solutions. The paper analyses and highlights a few challenges among them and proposes solutions if any.

Key words: Teachers' challenges, teachers' problems, curriculum design.

The present era is gifted with the availability of a deluge of information readily available at hand. If colleges and universities have curricular programmes that are innovative and in demand in the local and global markets, students will be moulded to meet the emerging social challenges and demands in the regional, national and international levels. Though there is no definitive taxonomy for curriculum design, it is indisputably a powerful tool or an arrangement of materials prepared in advance. As per the observations of Kothari Commission of India, the objective of education is to equalize opportunity enabling the backward and underprivileged classes and individuals to use education as a tool for improving their social and economic condition.

The problem lies not in the formulation of educational policies and curriculum development but in its implementation to the fullest satisfaction. A coterie of educators observes various impediments in implementing well designed curricula that are grounded upon the principles devised by eastern as well as western thinkers namely Mahatma Gandhiji, Sri Aurobindo, Rousseau, Dewey, Tyler and Taba. The paper analyses some of the identified problems faced by teachers/institutions and proposes solutions if any.

As has been quoted by Odey Edward and Opoh, Offorma says curriculum is a programme which is made up of three components: programme of studies, programme of activities and programme of guidance. Obviously it integrates theoretical, practical and moral aspects of knowledge to be vested upon the learners (145).

The oft quoted model for curriculum development is historically associated with the ideas of Ralph W. Tyler who raises four key questions for the procedural development of the curriculum.

- What educational purposes should the school seek to attain?
- What educational experience can be provided that is likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?

John Dewey, an American philosopher and educator, is of the opinion that the main purpose of education is not concerned with the pre-determined set of skills but rather the realization of one's full potential and the ability to use those skills for the greater good. In *My Pedagogic Creed*, Dewey says that every student should develop his/her abilities to

potentially thrive in the society and opines that education is a regulation of the process of coming to share in the social consciousness and that the adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction .

Thus formulated curriculum demands the combined effort of teachers, learners, institution administrators, concerned Government departments and parents. No matter how well it is designed, the challenge standing forth is how to successfully operationalise it. While judging on the standards of its outcomes, though well-conceived is the curriculum, it remains in some cases virtually inert.

Well-orchestrated curriculum fails to produce intended output, if it is not feasible to be implemented. Asebiomo opines that no matter how well formulated the curriculum may be, its effective implementation is the desired goals of education. This emphasizes the fact that the foremost problem of deficient curriculum is as a result of implementation fault (140).

Unanimously students of colleges or Universities consume education expecting covetable and immediate employment opportunities. Today public as well as private sectors could not recruit as many number of students as required, because of the unemployable performance of the graduates. Institutions too are not proud of their products who lack the expected professional skills indicating implementation failure of the curriculum.

Though laudable efforts are undertaken by the curriculum designers, they have not yielded the desired result. What are the factors leading to the dormancy of the curriculum? Where lies the fault which fails to pass the educational blueprint? These questions are analysed in the paper through the perceptions of teachers who are the real motivational force operating with professional competence for the successful implementation of curriculum designed with a purpose.

Challenges:

1. Heterogeneous educational background

Students of variegated educational background possess knowledge and discerning ability of a particular topic at unequal levels. Balancing the educational background knowledge of the students demands more than the stipulated time of the semester. Although dedicated teachers are willing to handle the sessions with considerably slower pace, special attention to every student would be ideal which again reinforces the problem of shortage of time. In a way, induction programme and bridge course can be thought of as a feasible solution by which students, unexposed so far to the present level of topics, can be brought to rise up to the level of the remaining pack of students. Still the problem of ironing out the discrepancy of different levels of knowledge found in students persists because of short duration of these courses and hence students' individual efforts alone can be the best conclusion.

2. Inadequate funds:

This is a perennial problem especially in Government institutions. For the effective implementation of the curriculum , infrastructural facilities, equipments, tools and materials must be provided in adequate quantities. Appreciable efforts are made to design the curriculum appropriate to the present scenario and such efforts encompass hands on training, exposure to practicals and teaching through tours and trips. Rabindranath Tagore, founder of Vishwa-Bharathi advocates tours to important places for gaining first hand knowledge. Industrial visits and field trips are admirably embedded in the curriculum pertaining to the new goals and objectives. The crisis is inadequate money to make arrangements for the visits.

The inability to extend the required teaching sourced upon Information and Communication Technology (ICT) mars the effective implementation of the tertiary level curriculum because of scarcity of funds. A situation where teachers are not paid with regular emoluments, where money is grossly inadequate for the purchase of equipments, books, furniture and lack of infrastructure facilities may lead to frequent disturbances in imparting education.

3. Incompatible teacher-student ratio:

Overcrowded classes contrary to the recommended teacher-student ratio of 1:40 are burdensome to the instructors and attention diversion to the learners. When the strength of the classes crosses the recommended ratio, the instructor normally loses interest in developing the learning skills of the students and becomes an unsuccessful facilitator with increased work load. Practical sessions and language classes suffer predominantly from the poor teacher-student ratio. Teachers, to come over this difficulty, may get the help of bright students following the method of student teaching students. However, this cannot be practised in all situations.

4. Inadequacy of time:

Every graduate dreams of coming out with a successful career at the end of the course. Well planned curriculum too, has the same intention that is placed at the top of its objectives. However, the dream come true career is not achieved by every student. While lack of hard work on the part of the students can be attributed to the unsatisfied result, instructors too grudge the time they could not spend much to carve out the talent of all the students. Equally responsible factor for students' unemployability, is the high level expectation on the part of the recruiting employers. To equip the students with multifaceted talent, the teacher has to contribute his/her time beyond that which is required in the framework of the syllabus and this very often leads to the frustration of both the students and the teachers. A successful teacher should maintain

his /her skills honed and updated to cater to the needs of latest demands of the career world.

5. ICT enabled teaching:

Information and Communication Technology is the application of computer and other technologies to acquire, communicate, store and disseminate information. It includes e-learning through gadgets like CD and DVD players, mobile phones, laptops, projectors, and radio and televisions. ICT enabled teaching and academic processing has its own positive feature which is devoid of the burdensome paperwork. It feeds to the students besides the faculty, handy study materials and has no issues of missing documents. Though being a boon to the users, ICT enabled teaching requires anytime needed technological assistance to practise and learn through the teaching of Web- based instruction, virtual teaching, and computer assisted instruction. Weak infrastructure in the campus, lack of required skills on the part of the instructors, time consuming prior preparation before using ICT, high cost of the gadgets, lack of human resource to maintain it in working condition, and irregular power supply are the notable impediments of ICT usage.

An exceptional teacher is always found to be a person picking up the roles of a guide while leading, an instructor while giving information, a friend while supporting, a second parent while loving, a judge while being judicious, a counsellor while mentoring, and a techno wizard while using ICT, a clerk while working with files and records, a student while attending faculty training programmes and many more. Playing multiple roles may be the reason for considering the teaching profession as an ideal one among all the jobs found in the society. It can be concluded that the above quoted hardships of a teacher in successfully implementing the curriculum can be tackled to a certain extent with his or her self involved interest and dedication.

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22. Challenges of Higher Education System In India

Dr. V.VEERAMUTHU
Assistant Professor & Head
Department of Political Science,
Government Arts College (Autonomous)
Salem – 7.

Introduction:

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. Indian higher education has many challenges of expansion, excellence, equity, empowerment and evolution. Agrawal said that the biggest challenge to be faced by educationists in the coming years would be the availability of quality faculty at all levels and more so at senior levels.

The problem happened for a long time because we were happy with the public, government-owned system. Unfortunately, until a few years ago, India was in denial of the situation. While there was a government push to ramp up access in primary and secondary schooling, when it came to higher education, we were too focused on the few good institutions we have, such as the IITs which means Indian Institutes of Technology and the IIMs means Indian Institutes of Management.

Now the time has come to create a second wave of institution building and of excellence in the fields of education, research and capability building. We need higher educated people who are skilled and who can drive our economy forward. When India can provide skilled people to the outside world then we can transfer our country from a developing nation to a developed nation very easily and quickly.

Emerging Challenges in Higher Education:

Education, Commission, 1964-66 rightly pointed out, saying, 'The destiny of India is being shaped in her classrooms.' In fact, classrooms are the places where the future citizens of the country are reared, trained, educated and motivated to accept the new challenges and to face the changing situations. "Indian higher education, has grown dramatically in the past six decades but this expansion has been largely unaffected by the many plans and proposals to guide it. At the same time that expansion has been the hallmark of higher education and systemic reforms have largely failed, there has been much change in Indian Higher Education of this change has been negative deteriorating standards for much of the system, student political activism, they like and there is little doubt that there characterizations are correct.

The system of Indian Higher education is the second largest in the world which fulfills the educational needs of millions of students who come from different sections of the society because it is the student community that can help to generate healthy academic atmosphere in institutions of higher learning. No doubt that India faces today a number of problems pertaining to poverty unemployment disappearance of moral and spiritual values. But in the last few decades a nationwide problems/challenges have emerged in Higher Education system in India they are discussed as under.

Globalized economy:

In the globalized economy, the competence and the quality of our product have to meet the world standards. Globalization is progressing so rapidly that we have no alternative rather than to accept the fact and that the Higher Education has been playing crucial role in preparing ourselves for task.

Our heterogeneous education system, based on geographical, rural-urban, rich-poor set up has posed in great challenge for the educational institutions. Varieties of colleges, universities, technical institutions have produced and different types and quality of Education. Some of them are really imparting qualitative education while a few others are doing the dirtiest job.

Another challenge that Higher Education has to face is the teaching of English in the multilingual context. Language has been accepted as a major vehicle for conveying thoughts and feelings and there by storing our experiences and establishing relationship in the society yet, the teaching of languages in general and the teaching of languages of instruction in particular is taken for granted which is unacceptable in the multilingual milieu of globalized world. Therefore, the use of languages other than English in higher education needs to be viewed creatively. Most important of all, there is a need to improve language competence in general.

Interference of political factors:

Most of the Institutions, imparting education (Aided-non-aided) are owned by the dominant political leaders, now playing key role in governing bodies of the Universities. They have established their own youth cells and encourage students' organization on political basis. They exploit the students' energy for their political purposes. The students forget their own objectives and begin to develop their careers in politics.

Lack of Moral values:

Rapid growth of science and technology and subsequent industrialization has caused a great and danger to our old moral and values. The younger generation's dissatisfaction and revolt is the outcome of a decaying system of values.

Economic Difficulties:

Is one of the most troublesome changes that the present higher education system has imposed on the communities. The numbers of students are coming from the ordinary classes; many of them are unable to provide the minimum necessities of life for themselves. Economic miseries have grown due to the rising prizes, habits of wasting money on luxuries, increasing population, shortage of food supply, corruption, selfish etc. students hold part time jobs in order to pay for the their educational expenses and must divide their attention between a job and College/University education. Near about seventy five percent of the total students community today, have been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges.

Challenges of present higher educational system in India

Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our Education System. India recognizes that the new global scenario poses unprecedented challenges for the higher education system.

The University Grants Commission has appropriately stated that a whole range of skills will be demanded from the graduates of humanities, social sciences, natural sciences and commerce, as well as from the various professional disciplines such as agriculture, law, management, medicine or engineering. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes. Responding to these emerging needs, the UGC stated: "The University has a crucial role to play in promoting social change. It must make an impact on the community if it is to retain its legitimacy and gain public support". It seeks to do so by a new emphasis on community based programs and work on

social issues. Concepts of access, equity, relevance and quality can be operationalized only if the system is both effective and efficient.

Hence, the management of higher education and the total networking of the system has become an important issue for effective management. The shift can occur only through a systemic approach to change as also the development of its human resource, and networking the system through information and communication technology. There are many basic problems facing higher education in India today. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching.

Education in basic sciences and subjects that are not market friendly has suffered. Research in higher education institutions is at its lowest ebb. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. A series of judicial interventions over the last two decades and knee jerk reaction of the government – both at the centre and state level and the regulatory bodies without proper understanding of the emerging market structure of higher education in India has further added confusion to the higher education landscape in the country. There is an absence of a well-informed reform agenda for higher education in the country.

Conclusion:

The Higher Education system is witnessing significant transformations and reforms. The globalization of economic activities and development in science and technology accelerate the emergence of new types of higher education institutions. On several occasions, however, resources have been found to implement significant new initiatives in higher education. The establishment of the institutes of technology few decades ago is an example. The IIT have proved highly successful in terms of providing high quality higher education in specific fields.

They have, when compared to the traditional colleges and universities, been quite expensive. In general, however, funds have not been available for significant reforms in the mainstream sector of higher education i.e. the colleges and universities. The thrust of public policy for higher education in India has to be to address these challenges. However, one university can't make much difference. If the government welcomes more such initiatives, the future will be ours. We will be able to match and compete with other countries and the dream to be the world's greatest economy won't be difficult to achieve.

Higher education in India plays many roles. It is of extraordinary importance to many and reforms are often seen as significant threats to specific, social arrangements that provide benefits to powerful groups. The politics is the result and most often the changes are not implemented language has been a similar issues in which government attempted to solve in difficult social and political problem through policy relating to higher education. To conclude, Higher education in India is an extraordinarily important part of modern Indian society and it is intertwined in the political and social systems of the society. It is in need of change, development and important. In order to effectively plan for reforms and improvement, it is necessary to have in realistic perceptions of what is possible and what is not.

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23. Privatization of Higher Education in India- Issues, Challenges and Suggestions

Viswanath.V,
Research Scholar,
Dept. Of English And Communications,
Dravidian University, Kuppam, A.P-517426.

Abstract: In length India has one third biggest better academic device inside the world, next to China and to United States. It grows rapidly after independence. In terms of the quantity of educational institutes, India has an upper rank inside the world. It consists of three phases as funding, philanthropic to public and then to private financing. Changing patterns have altered guidelines, equity, efficiency and exceptional of better training. Indian society is a blended society such as a large wide variety of haves and an equal number of have-nots. So in Indian social shape, academic machine cannot be privatized as in the evolved states of the world. It is essential to allow the non-public players to enter within the discipline of higher education below such provisions that the simple idea of the welfare country ought to be protected and it stays inside the reach of every citizen. . The length of improved call for and its projected increase, absolutely imply the want of latest establishments imparting quality education within the difficulty regions of present day relevance and task possibilities.

Keywords: Indian Higher Education, Governance, Financing, Privatization, Equity, Efficiency, Quality

INTRODUCTION

From the historic period Indian gadget of better training is widely known to the sector. World well-known university Takshasila inside the 7th BC exists in India where scholars from all over the international come to analyze. Nalanda additionally well-known for its overseas students such as Huan Tsuang of china. During Vedic duration India was the primary u . S . A . Of the arena that broaden a totally robust machine of better schooling. During this era education was absolutely free and specialists themselves set up boarding and accommodations of the scholars and get guru dakshana from the scholar after the finishing touch of his education. The chief goal of the ancient academic system become improvement of the expertise. Emphasis become given on adherence to social and national values and protection and improvement of countrywide tradition. Salvation turned into considered to the last goal of human lifestyles and to attain it spiritual development turned into endeavored thru training. There are diverse structures of education stays effective in India once in a while in keeping with the nature of the rule over the nation, along with Vedic device, Buddhist system and Muslim gadget of training. But the Present gadget of better education turned into clearly introduced with the aid of the British.

In 1813 by using the constitution act, East India Company changed into pressured to just accept the duty of the training of the Indians. And act made a provision of annual provide of now not less than one lakh for the promotion of education in India. In 1833 a fourth member of the council of the Governor General changed into added to the council and Lord Macaulay got here to India because the regulation member on June thirteen, 1834. He became a learned scholar of English literature and a totally fluent orator. In February 1835 he produce a report for the Government referred to as Macaulay's Minute, in which he supported

Western Education via English medium in India and strongly rejected the Sanskrit , Arabic and Persian literature which become very plenty famous in India at that point. He vigorously recommended western system of education in English medium for the Indians. And proposed to stop the offers to the Oriental establishments and utilize the cash for opening English faculties to expand Western gadget of education in India.

In 1854 'Charles Wood' the president of the East India Company's Board of Control declared his education coverage on July 19, 1854 which was termed as Wood's Dispatch. By which employer changed into made accountable to prepare schooling for Indians under its rule. This enormous declaration proved that schooling is the duty of the Government. Department of Public Instructions became created and device of furnish in aid was advanced first time to assist financially to the academic establishments no matter their religious denomination. Dispatch also endorsed that universities may be set up one in Calcutta, Bombay and in Madras on the pattern of London University .With this statement basis stone of university schooling (Higher schooling) become laid down.

In 1899 Lord Curzon become appointed Governor General of India and had convened a conference at Shimla in 1901 for 15 days and declared his instructional coverage through appointing " Indian Education fee 1902" to suggest the government for destiny prospects and condition of universities in India . In 1904 Lord Curzon tamed his instructional coverage and it became the law as Indian University Act 1904. In September 14, 1917 Indian authorities appointed a 7 member Calcutta University Commission under the chairmanship of Sir Michal Sedlar Vice Chancellor of the Leeds University to take a look at the troubles of Calcutta college and different Indian universities. Commission gave guidelines for an entire revamp of the university administrative structure and the secondary training to raise the usual of schooling. In the words of Mythew - "The file of the Calcutta University Commission has been a consistent supply of concept and facts, its significance in the history of Indian education has been incalculable." On August 15, 1947 India have become impartial and become a republic, the system of reform and reconstruction started out in every field together with training. The authorities of India on the recommendation of C.A.B.E

(Central Advisory Board of Education) appointed a university schooling fee beneath the chairmanship of Dr. Saravapalli Radhakrishnan on November 14, 1948. To give tips approximately the restructure of university schooling and to discover measures to raise the usual of higher training.

Commission organized an extensive report and supplied to the government on August 25, 1949. Establishment of University Grants Commission is the biggest outcome of this file to regularize the better schooling. In November 1956 University Grants Commission was formally mounted as a statutory body of the Government of India through an act of parliament for co-ordination , willpower and upkeep of better requirements of higher training in India. In July 1964 Government of India appointed a fee to recommend at the country wide sample of schooling and on preferred standards and rules for the development of schooling at all levels below the chairmanship of Prof. D.S. Kothari realizing the want for a uniform machine of training. After Independence Indian training zone has been historically advanced at the middle principle that the schooling of the residents is the obligation of the nation.

According to this precept Government remains maintain to make investments and create new capacities and improving the existing centers inside the schooling region. But as the incredible growth of population, the present institutions falls less to provide education to all the residents. Then Government comes to a decision to reform its instructional policy and observe the country wide coverage on education 1986 and revised program 1992. The NPE well known the truth that better schooling has to end up dynamic as by no means earlier than

and recommends the series of steps which includes autonomy, specialization, vocationalization and emphasis is given on research and development. At present gross enrollment charge of better training in India is more or less 6% that allows you to be had to be doubled within the next decade. Which involves heaps of crores of rupees of funding. Government expenditure on higher education is 0.6% (Ernst and Young-FICCI(2009) that's stop much less than that of the alternative states which include China, United States and United Kingdom spent on consistent with scholar basis. Despite the massive call for of higher schooling and increasing populace of kids Government allowed personal players to enter the sphere of training. Most of the public expenditure on better training is used upon salaries and protection of existing institutions. Over the last decades a hastily developing Indian financial system has result in a massive demand for an educated and professional exertions force. To meet the incredible manpower call for there is a want of dynamic gadget of schooling, not tremendously non-public corporations have cropped as much as complement public instructional establishments. In reality over the past decade it has been private sector that has actually driven potential introduction in Indian higher training.

In 2001 whilst personal unaided institutions had made forty two.6% of all better schooling in which 32.8% of the students being educated there. By 2006 the proportion of private institutions went as much as 63.2% and fifty one.Five% of the students are enrolled there. In professional courses like Engineering, Business Administration and Medical in which majority of such programmes had been hooked up by the personal region. Engineering and Pharmacy related guides are actually ninety% run by way of the private universities. So we will say that privatization of higher training is now an irreversible trend in India. The Ministry of Human and Resource Development emphasizing the increasing use of statistics, verbal exchange and generation (ICT) , and has corresponding growth the expenditure through 53.2% to 340 crore for the 12 months 2013-14 inside the union price range and has proposed 4000 crore in the course of the 12th plan for national task in schooling via ICT. Government has an ambitious plan to introduce reforms within the schooling space as a way to encourage more personal investment to beautify the satisfactory of training. Laws which include Higher Education and Research Bill, Universities for Research and Innovation Bill, and National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010, Foreign Educational Institutions Bill, if surpassed can deliver tons wanted structural adjustments. Now at present India has one among the biggest higher educational structures in the global, and has been witnessing healthful growth in its number of institutions and enrollment within the previous couple of decades.

Until 1976 schooling turned into within the list of nation situation underneath the charter of India. Since 42nd modification to the charter in 1976 schooling has been placed to the concurrent list and henceforth both the union government and the states can body the laws for the improvement, regulation and promoting of the training. In trendy privatization refers to "Transfer of feature, interest of the organisation from the general public to private segment". (Cajucom, 2003). Privatization is the one of the hottest trouble presently being debated inside the region of schooling. It is rapid becoming a large trend whilst considering educational reforms are eases to make pressure at the Government to satisfy increasing call for of the expansive better training. In the developed countries the problem handy is provision and duty. Here privatization may be tremendous to the mother and father who are to given more freedom and alternatives when deciding on schools and schools for his or her children.

Positive components of Privatization of better training Increasing call for for higher first-class higher training in India can be most effective met as via non-public establishments complementing the colleges mounted with the aid of the kingdom. As the quantity of students going to better education goes to increasing rapidly. The handiest viable manner to offer

schooling to such a number of college students is the privatization of training. As the authorities with the constitutional responsibility to offer free and obligatory training to all had expanded funding in the primary schooling because the end result of which investment within the better schooling had decreased to satisfy the demand of developing younger population. So it's far the handiest manner that privatizes the better academic machine. (Talukdar, 2011) While India can boast of having the 1/3 largest better education gadget within the global, but the fact is that India is facing a extreme shortage of skilled human sources.

The cause for the sort of contrasting situation is the extraordinarily low quality of primary, secondary, and university-degree education in India. A viable way-out for this case is privatization of the training device, which is predominantly public at present. Privatization of schooling has the capability to enhance the quality of training in addition to to lessen the fee. However, to ensure access to training for all, the government ought to need to layout an effective transfer-payment gadget, so that the academic services may additionally reach each and each person. In case of shortage of educational infrastructure, privatization in training is inevitable. In 2011 handiest 5000 college students were given admission into IITs although three lakh students gave the entrance. What do you assume the rest to do? Either they ought to surrender the circulation of their choice or visit the private faculties or cross abroad if they are able to manage to pay for it. Yes, private faculties need to decrease the charges but that doesn't make privatization horrific. So non-public institutions will create extra alternatives for the aspirants to pick out the guides. In the private academic establishments there may be no political intervention which might be useful for the group.

In phrases of being impartial the Hon'ble Supreme Court in view of the personal institutions held that "In professional establishments as they may be unaided there might be full autonomy in their management however the principle of benefit cannot be sacrificed, as excellence in training is in the country wide hobby" Therefore personal universities can enforce new innovative strategies independently which aren't feasible without the permission of the kingdom in case of the general public institutes. Private institutions are affiliated to the colleges are unbiased as for as management is involved. In case of institutions set up through kingdom there can be unethical practices. But non-public institutions that are affiliated to the colleges might run the threat of being stripped of their association if they're caught in such unethical practices by using the applicable government. The role performed with the aid of private institutions in transforming sectors including Information Technology, and Information Technology enabled offerings together with telecom and banking etc. Is obvious. Today IT's increase story has put India on the global economic map. These sectors are shining examples of the progress that may be made whilst private organisations are allowed to function in a unfastened and inspiring manner. The length of call for and its projected increase, definitely imply the need of latest institutions imparting quality education in the concern regions of current relevance and job possibilities. Post Privatization control measures

There is a few publish privatization degree in order that private instructional institutions made extra viable for the Indian society. Kapur and Mehta (2007), described the privatization of higher training the usage of a word "from half of baked socialism to half bake capitalism" He argued that a good deal of the big privatization has no longer resulted from the ideological dedication of key factors however is as opposed to disintegrate of the kingdom system resulting in weak ideological and institutional foundations. Within a small duration of duration from 2001- 2006 the unaided non-public higher schooling accounted for 63 percent (from forty three percentage in 2001) of the full better educational institutes and 52 percentage (from 33 percentage in 2001) of the total better training enrollment (FICCI,2011) To make the privatization famous and process orientated and protection of better wellknown of schooling,

There are some measures that ought to be carried out to the private institutions along with there is a need for extra and wider post privatization manipulate devices to safe shield great , access, affordability and equity to regulate fee and fee of the better training. Besides its quantitative limitations and qualitative deficits, Indian better training is also taken into consideration to be sub optimally prepared and drastically overregulated, proscribing initiatives for trade and moving or misdirecting private efforts. National Knowledge Commission concludes: “In sum, the prevailing regulatory frame paintings constrains the supply of appropriate establishments, excessively regulates current establishments in the incorrect locations, and isn't always conducive to innovation or creativity in higher education”. Pattap Bhanu Mehta, President for the Centre for Policy Research consents: “Our regulation is defective, as it contemplates little or no place for variety of experiments.” All then personal establishments are to be added below go out Policy (a) Shell now not to re duce the salary of the prevailing staff and make contributions to rate exemption and concession to socially or economically backward groups (b) Shall have opportunities to levy higher fee situation to recruitment of teaching and non-coaching personnel as according to Government tips and suggestions of the regulating authority. Devices to protect first-class and improve relevance

There should be precise institutional mechanism to tracking and regulating the nice of better schooling. Grant and withdrawal of affiliation, accreditation and everyday assessment of the group need to be made obligatory. At gift universities restoration the curriculum for their schools and colleges lack their autonomy in designing their curricula in keeping with the want of the students and in line with the wishes of the local place. Academic autonomy with the financial autonomy ought to accept to the faculties to mobilize the assets. Regulation of price and fee. All institutions ought to ensure transparency in all receipts and expenditure for development of the institution and development of the transport of the educational services. Appropriate mechanism can be devised by using the nation or the regulatory authority that there can be no capitation charge be charged and there's no profiteering tendency. Though an inexpensive surplus must be maintained for the development of the organization. There need to be a felony framework to regulate admissions and ensure transparency in the Institution. Need for community participation There is a need for greater participation of the local community, enterprise, old college students in the within the growing and auditing the performance of the non-public institution. Financial assistance can be generated by alumni associations, donations and subscriptions. So that there ought to be an effective mechanism for participation and co-ordination of the enterprise, local people and antique college students. Need of the opposition policy Since January,1995 India is a founder member of the World Trade Organization, under WTO (1998) category of offerings, academic services also are induced. A new manual of services negotiations was blanketed educational offerings in 2000. Therefore we are in opposition with all of the educational establishments of the World. So there may be a first rate want to increase a competition policy for better schooling in India as a put up globalization control tool. This can be carried out by way of enhancing export of instructional services from India to abroad.

Conclusion

As India is one of the largest, vibrant and oldest democracy and 2nd largest u . S . By means of population. World looks east for international leadership in financial increase, India has to pay regular attention to her better training as a source of boom in modern instances. As Indian higher schooling has a big wide variety of complexities in context of guidelines, get entry to, financing, fairness, efficiency, pleasant and internationalization. But ultimately we are able to say that privatization of higher schooling is the want of the hour, to a elevating number of newbies Government cannot provide exceptional training. So plenty of dialogue has take place on association, accountability and autonomy and all of us is agree that Indian

academic device desires a massive overhaul. Well come greater such projects, the destiny may be ours. We may be able to suit and compete with other countries and the dream to be the World's largest financial system received't be difficult to gain.

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24. Role of Library in Higher Education in India

L.Dheventhiran

Assistant Professor

Selvam Arts and Science College, Namakkal 637203

Mail id: dheva1705@gmail.com

Abstract : *“Library is a medium for the current exchange of ideas, not just for finished collected wisdom to be set down imperishably for posterity. It is way of talking to one another - important talking, but tentative talking nonetheless. Eventually, when the excitement is largely gone and the subject all wrapped up, then for the most part it will appear in books that are treatises.” Library is a service institution. Library services are one of the most widely used and accepted in the modern world. Academic community particularly in a university utilizes library services for research and teaching purposes. Academic work is supported by library. Therefore, library is rightly regarded as the heart of an academic institution.*

Keywords: *Higher Education, Library, University Library.*

Introduction

In human race and development of civilizations, Indian ancient cultural and educational tradition has a rich record in the history of civilization. From the very beginning, man has always been anguish to know about unknown objects (Sun, Moon, Sky, Stars, Planets, Air, Water, Atmosphere, Animal's Kingdom, Forestry Growth, Human Races, Basic Elements and All visible / invisible Atoms of the Universe etc.). In this regard to know the object's meanings, salient features and its usefulness for human race is called education. Education is one of the largest activities in the world. It is as important as any resource is for a nation's economic and industrial development because it is the key to human resource development. Through education we can achieve knowledge and information, which is power and this power, is very essential for the development of personality of individuals as well as the nations.

Historical Perspective of Education in India

Education in India has a long history and continuous tradition. In the past, education was restricted to Brahmins only. The young Brahmins were not only prepared for the education, he was trained for his practical duties in life as a priest and teacher but also was enabled to achieve self-realization and spiritual emancipation. Education is to guide man from falsehood to truth, from darkness to light and from death to immortality. Between 1882 and 1902 there was rapid growth in educational efforts. By 1902 there were 145 colleges. Though the progress of Women's education was slow, at the initial stages it gained sufficient momentum to demand separate Schools and Colleges for Women and different curricula were developed for boys and girls. In 1937 Mahatma Gandhi proposed a new system of Education in order to create a new social order during the struggle for independence. After independence the Government of India formed Indian Education Commission (1964-66) under the Chairmanship of Dr. D. S. Kothari, to examine the entire education system in India, in need for national system of education along with its other recommendation. In the meaning of education, “It is a total development of the personality. Education consists of all these experiences that affect the individual from birth till death. Thus, education is that process by

which an individual freely develops his self according to his nature in a free and uncontrolled environment. Education is a life long process of growth and development. Education is essentially a process of growth and development which goes on throughout the whole life.” “The real concept of education is a synthesis of a process will develop the child to the full according to his inherent tendencies with emphasis on concurrent development of society, of which he is an integral part. Such an education will develop both child and the society to higher and higher position of glory and cultural eminence.” Distribution of knowledge is found in a three-tier system of Muktabs and Madrasas, mosques and monasteries and private houses denoting three forms of education viz.

1. Primary education imparting elementary knowledge. Primary education aimed at teaching, reading and writing;
2. Secondary education as in grammar schools, high schools and private academies;
3. University or higher education is undergraduate and post-graduate courses. Higher education comprised teaching in religion, philosophy and medicine etc.

Purpose of Education

The purpose of education is essentially that of effecting desirable changes in individuals who in turn change different aspects of life of the society that is social, economic, political, technological or cultural in nature. Education directs and changes the people and enables them to change the society in the relevant ways so as to conquer its environment for the benefit of mankind. It is to bring out what is the best in a man, to develop his personality, to train him to be useful to the society so as to contribute to its culture, social and economic development, and to make him a better person to enable him to contribute in shaping the world. The basic task of education is to promote the powers of mind, acquisition of special skills and the advancement of knowledge but above all to generate in young generation a sense of purposefulness and maximum dedication, confidence, in themselves and faith in the country’s future. Human mind has wonderful resources of energy, but to bring out the best results from it, it has got to be tapped developed and canalized with the help of education. Education without library is like a body without soul, a vehicle without an engine and a building merely a collection of bricks without cement. Education and library service cannot live apart from the other. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The purpose of all education is to provide a coherent picture of universe and potentials in the most desirable form to young people in order to take up positions in the real life or an integrated way of life. Since education is both training of minds and training of souls, it should give both knowledge and wisdom.

Higher Education

The higher education is the basic need of the society for individual development. Education is to equalized opportunities enabling the backward and under privileged classes and individuals to use education as a lever for the improvement of their condition. Every society that values, social justice and is anxious to improve a layman and cultivate all available talent must ensure progressive equality of opportunity to all sections of the society. “After independence the first action of a real significance to be taken by the Government of India in the field of education was the appointment of the University Commission in 1948 under the chairmanship of Dr. Sarvapali Radhakrishnan, a distinguished scholar and former Vice-Chancellor of Banaras University, who rose to become the Second President of India.” It is on his name that the commission is known as Radhakrishnan Commission. The report of the commission is a document of great importance as it has guided the development of the

university education in India since independence. The commission made a thorough study of the problems of higher education in India.

The higher education is basically the University Education. After independence, the main emphasis was on the consolidation and expansion of facilities in the existing institutions. The revised National Policy on Education, 1992 in the field of higher Management of Higher Education The Indian higher education system is one of the largest such systems in the World. It is estimated that during the X Five Year Plan period (2002-07), there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace. As a result, the old structures of management established in pre-independent India and working during most of the twentieth century are now required to undergo drastic changes. Besides, the demands of the society for equity and accommodation cannot be neglected any more. The following five sub-sections cover important aspects of the deliberations, recommendations and action plans of UGC Golden Jubilee Seminars organized at different Universities in the country:

1. Public/Private Partnership in Higher Education, at University of Calicut, Kozhikode, Kerala;
 2. Governance of higher Education, at University of Jammu, Jammu, J&K;
 3. Access and Equity in Higher Education, at G.C.D .University, Bilaspur, Chattisgarh;
 4. Export of Higher Education, at J.N.V. University, Jodhpur, Rajasthan and
 5. Policy Planning for Higher Education under WTO and GATT regimes at North Bengal University, Darjeeling, West-Bengal.
6. Economics of Higher Education, at N. E. Hill University, Shillong, Meghalaya.

Concept of University In the modern era, the concept of higher education and university education clearly introduced in 16th century but in the Indian civilization we also read about Textla (Takshila), Maghda, and Patliputra universities. In India, the British established the first university in Calcutta in 1857, which is rich in its collection. After that Bombay, Madras, Aligarh universities were established. University is primarily a place of Role of Library in Higher Education in India 5 teaching universal knowledge. University is, “an autonomous body giving instructions and degrees for various courses recognized by the other such bodies of the world and area.” According to the ‘International Encyclopedia of Social Sciences, “Universities are organizations engaged in the advancement of knowledge, they teach, train, and examine students in a variety of scholarly, scientific and professional fields. Intellectual pursuits in universities define the highest prevailing levels of competence in these fields. The universities confer degrees and provide opportunities both for members of their teaching staff and for some of their students to do original research.”

The college and university libraries may be called academic libraries because in these libraries the students, research scholar and staff get help to fulfill their academic needs. So a good academic library is a national precious wealth, which cannot be compared with material and money. Such types of libraries are also associated with transactions of academic course books, textbook, curriculum, syllabus, and reference books. An academic library forms an integral part of a college, university or other academic institution for post secondary

education organized and administered to meet the information of students, faculty and affiliated institutions.

Conclusion

Information environments are very much alive including libraries in higher education and other research environments. For the most part...we can't make one decision for the future but individual decisions need to be made and the common decisions need to be identified.

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25. 21st Century: The Progress and Prospects of Technically enhanced Mode in Higher Education of India

Vinoth.M^{1&2}

¹Ph.D Research Scholar (P/T), PG & Research Department of English,
Government Arts College (Autonomous), Salem-7

²Assistant Professor, Department of English,
Jairam Arts and Science College, Salem-8

The aim of this paper is to create awareness on adopting indispensable technical tools and modes in Higher education system. The term “Education” is highly challengeable to fit either in definition or theory. Education is universal in itself; it ignites the mind of the learner, hones his skill sets and helps him to make the world a better place to live in. Conventional methods of teaching and learning helped the learners to acquire knowledge but to stimulate the interest of the learner, sustain the amount of interest and retain the learned content for longer period is still debatable. Since internet is catching up everywhere, radical changes are taking place in the education sectors too. There are some innovative initiatives taken in formal education system like ICT, E-learning, M-learning, e-gadgets, etc. Even, the advent android mobile phones via applications, social networks create an informal platform for the learners to acquire and share knowledge. This paper also recommend the adaptation of MOOC in formal Higher education, the concept of BYOD and stress the significance of framing mobile based curriculum will make the system of Higher education desirable and fruitful. The effective uses of such modern technologies and digital curriculum give the students and faculties to enjoy the new horizons of knowledge.

Key Words: MOOC, e-gadgets, E-learning, M-learning, BYOD,

The efficacy of education in the human development is indispensable. The term “Education” is highly challengeable to fit either in definition or theory. Education is universal in itself; it ignites the mind of the learner, hones his senses and skill sets which eventually helps him to be rightly called as Human. The constitution of India has made education as fundamental rights irrespective of gender, racial, cultural or linguist difference which has brought a healthy development in the Indian society. The Right of Education stipulate the compulsory and free education within the age group of 6 to 14 eventually has provide avenues for higher education

India as a developing nation has been systematically progressing on various front especially in the post-independent era. The establishment of UGC is an epoch-making event enforces the standard of education and coordinating between Centre and State government. Furthermore, National Policy on Education ignites the innovations in the system of higher education gradually. It emphasizes the application of educational technology to improve the standard and quality of education at all levels.

The conventional methods of teaching and learning like Chalk and Talk, lecture method, oral recitation, and rote memorization both in primary and higher education were practiced up to 19th Century. Such system helped the learners to acquire knowledge on various disciplines like arithmetic, philosophy, science, literature etc. for centuries. However, the biggest responsibility of stimulate the curiosity of the learner, comprehend the core of the content,

sustain the amount of interest and retain the learned content for longer period is questionable. On the other hand, the outcome is not up to the mark and to retain the students interest in the subject matter is an arguable one.

The process of conventional method of education is merely filling the empty receptacles of the mind of the learners. It has kept the learners as passive player and obviously active role by the faculties. It seldom allows the learner to make logical queries or independent thinking of their own. The implementation of technology enhanced learning would be the solution for the transformation of the conventional model into modern which propel the growth of India in various sphere in the forthcoming years. As an initiative Government of India has constituted the National Knowledge Commission in 2005. Dr. Manmohan Singh, former Prime Minister of India articulated the vision of NKC, “The time has come to create a second wave of institution building and of excellence in the fields of education, research and capacity building.” One of the primary terms of the National Knowledge Commission is to build excellence in the education systems to meet the knowledge challenges of 21st Century and increase India’s competitive advantages in the fields of knowledge.

Furthermore, a couple of years later the 11th Five Year Plan (2007 - 2012) termed as “India’s Educational Plan” by placing high priority on education for achieving rapid and inclusive growth. It also enables to provide access, equity and quality education for the citizens of India. In such scenario the avant-garde concept of Education technology is introduced; helps to utilizes all kinds of modern media to widen the learning experience. Experts suggested that such technological adaptation proves effective and efficient in the field of higher education. Since internet is catching up everywhere, radical changes are plausible in the education sectors too. There are some innovative initiatives taken in formal education system like ICT, E-learning, and MOOCs etc, and in informal system of education by using M-learning, e-gadgets, etc. Even, the advent android mobile phones, social networks like Whatsapp, facebook created an informal platform for the learners to acquire and share knowledge.

Information and Communication Technology (ICT) enable the modern gadgets in the process of teaching and learning. It provides a chance to the learners to have a better knowledge in a different climatic condition to learn a desired subject and allow the enthusiastic faculties to implement the innovative ideas into practice. ICT has opened new avenues like online learning, e-learning, e-coaching etc. The live wire of ICT in teaching and learning is Computer, which is a precious gift of Science and Technology in the Modern-Techno era. Computers are playing a dominating role in various fields and even in the streams of education too, it spreads its wings to present innovative measures in teaching-learning process. The purpose of ICT in education is generally to familiarize students with the use and working of computers and related social and ethic issues. The development of ICT and Computer gives birth to – Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Programmed Instruction (PI), Web Based Instruction (WBI) and Computer Based Instruction (CBI) etc.

National Mission on Education through Information and Communication and Technology (NMEICT) is one of the major projects of Ministry of Human Resource Development, Government of India. It enables to provide quality educational content to the learners across India. It has assumed that the content and connectivity are the two sides of the coin for hasten the technology enabled Higher Education. It also offers high quality training/ orientation programs for the teachers to learn about advancement in their domain.

The concept of MOOCs is a buzz word in the opening of 21st Century in the foreign nations and a bit alien for developing country like India. MOOC stands for Massive Open Online Course, a web based platform provide chances for the students across the globe to learn from the faculties of the best-in class institutions. The idea of MOOC is an evolved form of correspondence/ distance education courses of yester years. It is entirely different from the parent form - correspondence study, with the support of technology provides virtual Learning experience with options to listen to lectures, download notes and sharing the learner's view in the form with peers and experts. Juliana Marques in his article *A Short History of MOOC and Distance Learning* rightly called that MOOC is a place where knowledge meets network.

MOOC has brought the idea of “education for elite” into “education for everyone” with the up scaling of communication and technology and the advent of the internet. The interested candidate need go all way to Oxford University, Massachusetts Institute of Technology, Trinity College or University of Melbourne to study the desired discipline in abroad. Some renowned institutions of the world offer courses through MOOC providers like Open2Study, Coursera, edX etc.

MOOC gaining momentum in India with an indigenous initiative of Government of India by the project named SWAYAM. The acronym SWAYAM stands for “Study Webs of Active-learning for Young Aspiring Minds”, with three credential principles of Educational Policy i.e. access, equity and equality. It has brought a great seismic shift in the higher education of India. The course of SWAYAM has four layers of modules with video lectures, downloadable reading materials, self-assessment tests such as quiz and online discussion forum. SWAYAM courses are available free of cost to the learners, if the candidate wants the certificate, it would be after successful completion of the course with a little fee. National Coordinators like University Grants Commission (UGC) for Post-graduation programs, CEC for Under-graduation programs, National Council of Education Research and Technology (NCERT) and National Institute of Open Schooling (NIOS) for school education, National Programme on Technology Enhanced Learning (NPTEL) for engineering, Indian Institute of Management Studies Bangalore (IIMB) for management studies and IGNOU for out of school students appointed to produce best quality content.

Apart from throwing lights on the massive development in the higher education in 21st Century India, this paper also recommends the concept of Bring Your Own Device (BYOD) to be implemented at least on the experiment basis. The phrase BYOD is coined by the computing technological giant Intel in the year 2009. The idea of BYOD has done drastic positive impact in the working environment. Even similar measures of BYOD have initiated in many institutions across. Such idea would prove to be an indomitable relief to govern and allocate funding on institutions. The boom of Computer technology and evolution of Mobile has made everyone a techno-savvy. Since, Mobile Phones, tablets, Laptops are ubiquitous and the users are outnumbered every year, it is high time to put it in a proper use for education.

BYOD movement allows faculties and students to bring their own devices to the learning environment. It would help the blend the innovative learning of m-learning and conventional method. Institutions would allow access/ limited access of the devices. One of the informal initiatives of m-learning by RIN career ready academy in the year 2015 with British Council offers mobile modules on rudiments of communication skills, Interview Training and Office dressing for free. Interest volunteers can make a call to toll free number which immediately call back with course ready. The content of the module presented in the form pre-recorded lecture, candidate can listen to it as many times as he can, and at the end of each module

assessment is there. The questions are asked in the form of objective, instructed the candidate to press anyone of the desire buttons of options 1, 2, 3 and 4 based on the answer. Similar mobile based curriculum to be framed in the regular higher education stream too with some IT experts, at least at the initial level of higher education. Government bodies should enact policy, curriculum framework for adopting BYOD into regular learning environment and analysis the pros and cons.

The effective uses of such modern technologies and digital curriculum give the students and faculties to enjoy the new horizons of knowledge. It enable Learner-centered paradigm, keep students as a live wire in the learning environment and has made the faculties as facilitators rather than an instructor. Such methods increases the student involvement, widen the opportunities of acquiring knowledge also paves way for the self-learning, learning from peers and offers obtaining guidance from the facilitator which eventually makes the learning ambience more desirable and fruitful. Significantly, employing technology, gadgets with proper human resources eventually will make India as educational hub in 2030 as envisioned by FICCI Higher Education summit 2013.

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1. Nutrient Status of Vermicompost of Different Waste Processed by Two Earthworm Species – *Eudrilus Eugeniae* and *Eisenia Fetida*

¹M. Anbalagan, ²S. Manivannan

¹Lecturer, Department of Zoology, GAC(A), Salem -7

²Assistant Professor Department of Zoology, Annamalai University.

Abstract: *The present society, with its high population densities, heavy industrialization and intensive methods of agriculture produces ever increasing quantities of solid wastes, which poses a serious problem of disposal. However, if handled and treated properly, this could provide useful organic manure for agricultural application. This problem can be solved by combination of effective technologies like composting and Vermicomposting (incorporating earthworms for the production of vermicompost). In India, Sugarcane mills mainly use activated sludge process for waste water treatment, which generates huge quantity of sludge commonly known as pressmud. Similarly, 80 million metric tons of fly ash is generated annually from thermal power stations with only a minor part used now for preparing bricks, ceramics and cements. Unclaimed fly ash occupies an additional 100ha of land every year. In the present study different proportions of press mud (PM), crop residue (CR), fly ash (FA) and cow Dung (CD) processed by two species of earthworms namely *Eudrilus eugeniae* and *Eisenia fetida*. The results indicated that there was a decrease in pH, and increase in EC, Total Kjeldhal nitrogen (TKN), Total phosphorus (TP) and Total potassium (TK) content in all the treatments after vermicomposting. Moreover, the vermicompost produced by *E. eugeniae* possessed higher nutrient contents than that of *E.fetida*. This study suggests that the press mud and fly ash could be effectively converted into highly valuable manure that can be exploited to promote crop production.*

Key words: *press mud, fly ash, earthworm, vermicompost, nutrient content.*

2. Toxic effect of Lead Nitrate on the finger lings of Indian Major Corp, *Labeo Rohita*.

¹S. Eswari, ²P. Senthil Kumar

¹Lecturer in Zoology, Government Arts College (Autonomous), Salem - 636 007.

²Professor & Head PG & Research Department of Zoology,

Sir Theagaraya Arts College,

Chennai - 600 021.

Abstract : *The fresh water fish *Labeo rohita* was exposed to sub lethal concentration of heavy metal compound Lead Nitrate (350 ppm) and observation were made on 4th, 7th, 14th, 21st and 28th days after calculating the sub lethal values (LC50). Significant decrease in the total protein, total carbohydrate and total lipid in the tissues namely; muscle, liver, brain and kidney were observed with reference to total carbohydrate content. Liver alone showed an increasing trend when compare to control.*

3. A Paradigm Shift from Academic to Online Libraries in Learning

Dr.T.Gangadharan, Ph.D.,

Associate Professor of English,

Government Arts College (Autonomous), Salem-7

Abstract : It is no gainsaying that libraries act as the chief nodal point of learning. Since the early times, classroom learning is supplemented by usage of library. Academic libraries and Public libraries are the most used libraries since the last century. In those days, a student used to get his doubts clarified by referring to manuals, reference books and encyclopedias. Since the beginning of IT revolution and Web, the usage of libraries has gone down in comparison with the previous century. In America, there was a decline of 2.2% of library users between 2002 and 2004. The status of academic library users in the developed countries is reduced. In the developing countries like India, the same kind of decline of library users is found. The maximum time a student spends is only with mobile phones and laptops. In this context, a learner now gets easy access through Internet. Libraries are now replaced by electronic libraries on the web. About 93% of students make use of online resources to find information for their projects, records and other academic purposes. Online libraries such as Google Scholar, Online Computer Library Center, WorldCat, LibraryThing, Amazon and others do provide a lot of information through Internet. It is a need of the hour to realize the real potential of online libraries to be combined with academic libraries in learning process

4. Library – A Store House of Knowledge.

Mrs. Geetha Rajagopal,

Assistant Professor of English, PG and Research Dept of Eng

Government Arts College (Autonomous), Salem - 636007.

Abstract: Libraries store the energy that fuels the imagination. They open up windows to the world and inspire us to explore and achieve, and contribute to improving our quality of life. Libraries change lives for the better. A library spreads knowledge. It is a heaven for a student, a teacher and of course for all those who are fond of reading even it be only just for the sake of reading. Library is the place where one can spend hours of time fruitfully and filled with interest. One can learn so much by reading books authored by eminent writers and thus become knowledgeable. A library is thus a storehouse of knowledge open for all to take advantage and touch the horizon.

A library's collection can include books, periodicals, newspapers, manuscripts, films, maps prints, documents, microform, CDs, cassettes, videotapes, DVDs, e-books, audiobooks, databases and other formats. Libraries often provide public facilities for access to their electronic resources and the Internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building, by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing very large amounts of information with a variety of digital tools.

Advances in hardware and software for digitization of information have made electronic publishing a viable format for scholarly communication. The rapid success of

these technologies led to the development of many types of electronic resources. Electronic Resources like database, e-Journals, e-books, project reports, reading lists, lecture materials, reading materials, web pages, etc., are available in digital form. The learning aspect is also put in advance, with ICT literary programs and language self-learning areas. In a nutshell, libraries help in enhancing the knowledge of the individuals and of course there is no friend as loyal as a book.

5. Modern Technology and Curriculum in Teaching

¹H. Gowthami,²Dr. V. Kundhavi

¹Ph. D Research Scholar (Full-Time)

²Associate Professor, PG & Research Department of English, Government Arts College (Autonomous), Salem – 636 007

Abstract: The modern role of technology in the college curriculum is to develop intended learners, the curriculum must go beyond facilitating students to gain knowledge. The curriculum and the co-curriculum according to the board should provide numerous paths by which students can accomplish broad profuse education outcomes together with specialized knowledge of one or more chastisements. If students have succeeded these results, they will surpass at,

- *Interactive well in diverse settings and groups, using written, oral, and visual means;*
- *Retaining both quantitative and qualitative analysis to designate and solve problems; and*
- *Occupied well in teams, including those of diverse composition, and building consensus.*

These outcomes achieved through strategies such as writing assignments required and critiqued oral presentations; and problem-based learning. Students need mastery in areas that include knowledge of human imagination and expression, global and cross-cultural communities, and modeling the natural world. This mastery can be obtained through the most basic level, effectively using computer technology is itself a skill that we want students to develop. The uses of technology can be applied to undergraduate research and can contribute to students making reasoned linkages among seemingly discreet pieces of information, therefore integrating knowledge for deeper learning. The paper gives a study of the use of modern technology to enhance students the knowledge and concludes with the idea of developing a sense of implementing modern technology to reach even for the first-generation student, so they overcome the obstacles that students come across in the uneven path of life.

Key Words: Computer Technolgy, Curriculam knowledge learning.. etc.

6. Discussion of the core aspects of tenses in learning process

1Lissy. R & 2Abinaya. P

1Assistant professor, Department of English, Sri VidyaMandir Arts and Science College,
Uthangarai - 636902

2M. Phil Research Scholar, Dept of English, Sri Vidya Mandir Arts and Science College,
Uthangarai – 636902

Abstract: *Even though tense and aspect reside in a major part in the language teaching materials, several EFL (English as a Foreign Language) learners carry on creation mistakes in those areas even when they are in advanced level studies. Tense only cannot discriminate between expressions, particularly when the expressions are in the same tense. Accordingly, understanding the aspect is essential in order for the language users to use expressions properly. Traditional EFL grammar books have disregarded lexical aspect. As a outcome, many EFL learners aspect is semantic problems as they attempt to produce the target language. This article witnesses some problems which may inconvenience learners' attempt to master tense and aspect, and emphasizes that language Teachers and teaching materials must also focus on the lexical aspect so that learners can be aware of meaning apart from the system and the purpose of an expression.*

Keywords: *Language, tense, discrimination, EFL, expressions.*

7. A Important Study Of Current Evaluation Process Of Examination

1Manivannan. G, 2Dr. C. Govindaraj,

1Ph D., Research Scholar, (F/T)

2Associate Professor & Head i/c, Department of English,
Periyar University PG Extension Centre, Dharmapuri.

Abstract: *It has been said that the method generally produces robots that possesses a remarkable facility for storing facts and churning them out at the press of the exact button. Individuality like independent thinking, problem solving skill, idea leadership skills and social fitness fall by the pavement as getting high grades becomes their only goal. In this article tried to force at the heart of the problem that whether current day evaluation system in examination is following the set norms o The students are not capable to understand something, no skills are enhanced. Evaluation is something more than the examination. It includes quantitative description, qualitative description and value judgment, but in the examination we never do the qualitative judgment or the value judgment. In this paper I have focused attention on teacher – student relation also because of effective use of communication skill makes the teaching effective and conveys the knowledge of the teacher to students. It is the students who are a better source of information about the communication skills of a teacher than anyone else. Consequently assessment structure should be planned.*

Keywords: *Remarkable, Pavement, Norms, Boycott, Assessment*

8. Implementation of advanced amenities in Indian Higher Secondary Education System

¹Manjula. M, ²Dr. C. Govindaraj,

¹Ph D., Research Scholar, (F/T)Department of English, Periyar University PG Extension Centre, Dharmapuri.

²Associate Professor & Head i/c, Department of English, Periyar University PG Extension Centre, Dharmapuri.

Abstract: *It is said that India's higher education system is the third largest in the world, next to the United States. Here arises a big question how better it works. There are number of universities, Government Colleges and private institutions in India. The new challenge before the country at the beginning of the twenty first century is to become a developed society by the year 2020, which requires not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer only nation centric. The development of handy tools of information and communication technologies as well as of other scientific innovations, competition has become a hallmark of growth all over the World. Therefore, India has to rise to the occasion and reorient its higher education system to be vibrant, competitive and purposeful; Therefore the Government is in the situation to implement the advanced materials for the Higher Education Institutions and for the researchers for their future research for the development of the country.*

Keywords: *Vibrant, Challenges, Justice, Development, Innovations*

9. Building the Curriculum in Higher Education

M.Moviyal

Guest Faculty, P.G & Research Department of English
Govt. Arts College (A), Salem- 636007

Abstract : *The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum. Curriculum exists for students. It is concerned with both content and process. Content refers to what we want students to learn and process refers to how the content is managed. Curriculum must be characterized by a balance of knowledge, skills and attitudes. It must be organized in a logical and sequential manner while making provision for special interest development. The process of curriculum development in India lies between the two extremes of centralization and decentralization. From time to time, the national government formulates the National Policy on Education which includes broad guidelines regarding content and process of education at different stages. Curriculum development involves a variety of activities namely the creation of planned curriculum, pedagogy, instructional material, delivery methods and evaluation for making the student learning process effective. The curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components.*

Keywords: *Curriculum, Evaluation, Pedagogy, ICT, Objectives, Models, Teaching-Learning process etc.*

10. Testimonio and Future of the Human Race

A.Nazira Begam

Asst.Prof of English, Govt Arts College For Women, Salem-8

Abstract: Testimonio the new genre promises to be an authentic representation of the subaltern's voice in Latin America and other indigenous people. The silenced voices, given access to the written word by sympathetic scribes, have the opportunity to make their particular and collective plights which may include poverty, exploitation, imprisonment or genocide known to a wide reading public and possibly to garner that public's support and solidarity. Since the genre emerged in The human race is on the brink of destruction. Will it sustain itself? What are we going to bequeath the generations to come: Misery and Earth filled with ruins? The spiritual forces have failed to raise the doomed human race. The answer lies with Literature the future Religion of which guidance is essential for human existence. Testimonial literature has always been seen as a kind of writing from the margins. Those privileged to belong to the dominant class, race, and gender write Scripture, literature, auto-biography, or ethnography but the testimonial has been seen as the means by which those who are not privileged tell about themselves and particularly about their struggle against the powers that claim privilege over them.

11. Enhancing Pragmatic Learning in Higher Education

¹NanthaKumar. A, ²Dr. C. Govindaraj,

¹Ph D., Research Scholar, (P/T), Department of English,
Periyar University PG Extension Centre, Dharmapuri.

²Associate Professor & Head i/c, Department of English,
Periyar University PG Extension Centre, Dharmapuri.

Abstract: The purpose of the education is to develop the self thinking. Traditional educational instructions are deductive, beginning with theories and making progress through applying those theories in their livelihood. The learners those who are containing self thinking and innovative thoughts are more impatient to learn. The method of learning has to change to studying from reading. Those who know the differences between the two words are become a strong introspective person. Current scenario needs batter methods of teaching to the modern learners. The paper is an attempt to explain the need of implementing new methods the field of teaching. An alternate teaching method is promote the learners in the next level of accruing skills and strengthens their Competence.

Keywords: Progress, Theories, Scenario, Skills

12. Curriculum Enrichment
M.Sandhiya, M.Phil Scholar
Mahendra Arts & Science College.

Abstract: This paper mainly relay a focus on Curriculum enrichment in educational system. It is absolutely vital and has to be meaningful in any educational system. It is evident that no matter how good the curriculum material is on paper and whatever theory or rationale that led to its development, the teacher makes the difference and plays a critical role in making the curriculum come alive in the classroom. The most important decision a school makes is what to teach.

Curriculum enrichment is divided into two main aspects. One is the visible curriculum and the other the invisible. The visible curriculum is the academic content, meaning the standard written and spoken English, Mathematics, Sciences, History, Geography, Accounting, Economics, Technical subjects, etc. The invisible curriculum is the school's expectations about students' behavior, honesty, reliability, respect for others, courtesy and attitude towards self, others and work. The enrichment of curriculum means giving it a greater value, like the icing on a cake, by putting life into the overall education process.

13. Multisensory Teaching as AaTool of Teaching English to Learning Problematic Children
B.Sangavi

Assistant Professor Of English
Kongunadu College Of Engineering, Thottiyam, Trichy

Abstract: Now- a- days learning is a serious and stressful issue for all. Learning difficulties is common for all school going children. In that case in extreme level of difficulties make the children to learning disabilities. In most of the government as well as privates schools are failed to identify the learning disabilities as special children. They are treated as like a stupid one. But they possess some extra cognitive power rather than normal children. These are the problems faced by learning disabilities. This research paper helps to give a solution to such problems by multisensory teaching and some approaches which are given by researcher. This paper is mostly guide who is dealing with learning disabilities in school level.

14. Role Of Library In Educational Development

Dr.S.Saravanakumar

Assistant Prof of Political Science

Gobi Arts & Science College, Gobichettipalayam

Abstract The origin of the first libraries can be traced to human efforts in the document collection. Favorite topics would depend on accessibility, acquisition, identifying the tools for arrangement in appropriate order, the trade in books, getting hold of materials, their physical properties, their language and its distribution, the part they play in education, the level of literacy and the finances. Other factors would include the areas of staffing, targeting special audiences, its inseparable role in the development of the cultural heritage of the country involved, not to speak of the involvement of private sponsorship, the Church or the government in its affairs. Digitization and computerization started playing a major role since its advent in the 1960s. The earliest library records could be traced to cuneiform script 2600 BC clay tablets, the papyrus temple records from ancient Egypt, the Nippur libraries of 1900BC and the thirty thousand clay tablets from 700 BC in a classified library system in Nineveh, highlighting the scrupulous work on religion, administration and literary skills of the Mesopotamian scholars that will mesmerize the modern enthusiasts. Among these tablets was also "Enuma Elish" or the "Epic of Creation" that presents the Babylonian concept of the "Epic of Gilgamesh."

Educational efforts over several years have seen the positive involvement of libraries in education by offering their referral services, information and teaching resources. Individual tutoring programs and educational classes, besides their outreach to specific people's groups with educational handicaps taken up now by libraries, alludes to their active and enhanced involvement in education. Distribution of resource materials to institutions, including hospitals, prisons, homes for the disabled and aged, rehabilitation centers and groups with education related problems and adolescents involved in crime, unemployment and the like, makes a visible impact on their education. Now a days, some libraries invite uneducated parents to learn interactive language skills that help them to teach their young ones, while others invite whole families for book talks and reading classes. From the dawn of civilization to the contemporary age, the accumulation of information is a direct result of man's insatiable pursuit of knowledge, and ever since the invention of writing paper and the advent of the computers, Libraries have taken on an aggressive role in the preservation of information written by wise men, with a vigor and enthusiasm in furthering the cause of academic research and education, and catering to the needs of millions of aspirants for information.

15. Creative Teaching and Learning Methodology for Faculty Empowerment Strategies

Dr.L.Senthilvadivu

Principal,

Mahendra Arts & Science College, Kalippatti, Namakkal.

Abstract: Faculty empowerment is one of the most needed reforms in this present scenario. Most of the institutions are providing so many programs and activities for improving the ability of their faculty members. It should be very much helpful for maintaining a healthy relationship between faculties and students. The modern way of teaching has made the students to enjoy advanced learning possibilities. It creates a base for an ordinary student to become extraordinary one by using E-Learning methods. So the faculty should explore more and more for giving sources to their students. They should use modern techniques and methods for a better teaching and learning process. This paper explores the ideas of creative teaching and multiple learning methodologies.

16. Vermicomposting of Sugarcane Bagasse Using Earthworm

Eudrilus Eugeniae

¹Suresh. T., K.Balamurugan , ²P.Vasanthi

¹Lecturer, P. G & Research Department of Zoology, Government Arts College (A),
Salem - 636007.

²Associate Professor and Head, P. G & Research Department of Zoology, Government Arts
College (A), Salem - 636007.

Abstract: Soil environment is also benefited by earthworm while vermicomposting by way of reducing the noxious qualities of organic wastes, eliminating and reducing the harmful microorganisms and pathogens, converting agro-industrial wastes into nutrient rich organic fertilizer, humic acid, vitamins, enzymes, antibiotics and growth hormones and producing beneficial soil microflora. Earthworms also modify the physical, chemical and biological properties of soil and it is believed that they enhance nutrient recycling by ingestion of soil and humus and by production of casts. The present study deal with primarily microbial decomposition of sugar cane waste bagasse is carried out and the partly decomposed and *Eudrilus eugeniae* worms are introduced, which converts into vermicompost. Finally the raw and vermicompost is analyzed the levels of soil parameters such as pH, Electrical Conductivity (EC), the essential plant nutrients such as Nitrogen (N), Phosphorous (P), Potassium (K) and OC(Organic Carbon). Hence it can be concluded that the study clearly indicates that the bio- remedial recycling of waste will meet a part of agricultural input in terms of plant nutrients and also it acts as source of organic matter, which is considered as "The life of soil" besides providing a clean environment. The present macronutrients analysis proved beyond doubt that bagasse and cow dung serve as best raw materials for the production of nutrients rich organic fertilizer namely, vermicompost. Vermitechnology can be a promising technique that has shown its potential in certain challenging areas like augmentation of food production, waste recycling, management of solid wastes like Sugarcane Waste, Flower waste etc. There is no doubt that in India, where on side pollution is increasing due to accumulation of organic wastes and on the other side there is shortage of organic manure, which could increase the fertility and productivity of the land and produce nutritive and safe food. So the scope for Vermicomposting is normous.

Keywords: Vermicompost, *Eudrilus Eugeniae*, Baggasse, pH, Plant Nutrients.

17. Women in Higher Education: Issues and Perspectives

¹B. R.Venkatraman,²S. Parvathy

¹Post Graduate & Research Department of Chemistry,
Periyar E.V.R.College,(A), Tiruchirappalli-23

²Department of Chemistry, Government Arts College (A), Salem-636 007,

Abstract: *Women make almost 50% of the total world population. Biologically speaking, it is a proven fact that the female race is superior to the male. Due to domination over the centuries by men over women, women are suppressed a lot. Various discriminatory practices have been done to women by men all over the world. India is no different. This paper was intended to analyze the role of women in higher education. This paper aims to examine the status of major issues related to women in higher education. Over the years, as the secondary education enrollments increase, the access of women to higher education has improved significantly. However, progress is still possible, notably their participation in fields such as science and technology has yet to gain momentum. Despite widespread awareness of the issues in higher education, the level of initiative or action needed to make higher education possible for more no of women is still lacking. Also, a number of cultural barriers still exist which seriously impedes their development as citizens and professionals. Clearly rapid change must occur and the role of education, notably as an investment in human capital is an essential aspect of this challenge where men and women have equal responsibility.*

Keywords : *Higher Education, Women Education, Secondary Education.*

18. Mother Language Education is the Right of Humanity

Dr. J.Premalatha

Associate Professor, Department of Tamil,
Government Arts College(A) Salem - 636007

Abstract: *A weapon will kill many people. A nuclear bomb will kill thousands of people. Will destroy millions. But if you want to destroy a nation that has lived for thousands of years and its future, it is sufficient to destroy the language of the language that speaks its mother tongue. Today we cannot even see a man who speaks in Latin, Greek and Sumerian languages. Mayan civilization has become drowsy. People of this civilization who have the best in science, technology, personality, land area, and social economy have gone today. This is the destruction caused by the lack of knowledge of the destruction of one language. A language is the identity of the species. The use of people is essential for a language to remain. During the Hindi language impediment of one of the Indian languages, anti-Hindi struggles were conducted and the pure unity movement against the mixed language (Sanskrit-Tamil) created and created new Tamil words. Hindi is the only language for all. The great opposition has been the heirs of the Tamils who do not know anything other than English, the foreign language. I know Tamil speaking. They do not know how to read. In the 16th century, the priests in Kerala called the 'Thambiran Wanakam', the first book printed in 'Ambalakadu'. It was published in Tamil, the language of the people who spoke there. From this point till the 16th century, Tamil is said to have been spoken there. Then Tamil and Sanskrit were discussed by the trustees and considered by the political influence. But the language is Tamil. English priests started using the political influence of the trustees and started their religious campaign with the language.*

These trustees are the Tulu language and the Tamil-Sanskrit Mixed Brahmins are spoken dialects. In the schools and magazines conducted by the priests, the language was followed by the language of trustees. But until the 18th century, the lame people have been engaged in the dialect of pure Tamil. As the number of educated students grew up in the school and increasing the press reading, gradually being ignored by the Tamil language students, the Malayalees became Malayalee. The anti-Hindi and private movement has escaped the Tamil language with awareness meetings and struggles in Tamil Nadu. Unlike the Malayalam story in Kerala, 'Thalaiyad' would have evolved in Tamil Nadu. But today the language of the language of martyrs and the language of the language is so that the speaker has got English. If the 'Tamil Tiger' now exists, people should feel that the future of Kerala is the state of Tamil Nadu.

The bipartisan attack of schools and magazines today has taken the dimension of many of the 'schools and media'. The media is spread over mobile, radio, television, cinema and the Internet.

The English passionism that began in the 1970s has made the minds of the people of the minds of the minds of the mother tongue. Education is the 'knowledge' and the position of 'work' has changed. These English schools have changed the value of a society because of this English course. When a student is educated in his native language, he will question his thoughts. They do not know how to listen when they do not understand what they do in education.

The curriculum development, time and time, the threat of choice and scoring, the quick-term environment of the English language has led to the velocity of the students. The disturbance of the lesson, the morbidity of mind, the morality of the minds, the language of the native language, and the alienation of the alien language and the alienation of the foreign language. Even giving education to society that is unthinkable is even a violation of human rights. RK of the President of India Narayanan said, "The great tragedy of Indian education is the curse of the stupidity."

Until the twelfth century, English was not known as 'a dialectic'. Latin is the best language; Knowledge of the language. Jeffrey Sausser, a native of the English language, who was short-lived as a regional language, lifted the battle against the Latin language imposed by the school's first college

Though English is a regional language, it is the language of a language of the people that the mother tongue education is the best, and the struggle to be taught through English. English is not a standalone language at any given place.

English is the language of a mixture of many languages, including Greek, Latin, French, Celtic and English. John Wycliffe, John Haus, Thomas Lenager, William Dindel, the native speakers of the language, jumped into the battlefield. John Hall, John Rogers, and Thomas Granermer were also killed by ethnic Albanians. However, in the aftermath of this struggle, the English Elizabeth I, in the year 1563, allowed the English mothers to "learn the language of their own language". The struggle of the mother tongue of English speakers, beginning in 1320, ended in 1563.

When the English-speaking English-language breeze began to breathe, Michael Baradett (electrostatic), George Stephenson (drone), John Dalton (nuclear) Joseph Wilson Swann (the carbon monster) gave the world the world. The English "Mother tongue" is

widely considered to be a "university language" for science today. These are the children of the poor English.

Their findings are the result of the study of the English language in English. If the English language is in Tamil language, Tamil man will be the forerunner of the world in many innovations. Because the scientific techniques in Tamil are Tamils' arrogant assets. He has already gone to science fields, forgetting all about English forget about his mother tongue and experiences science findings. This has to change. Science, philosophical and historical perspectives in Tamil literature should take place in the curriculum from school to college. The program must be replaced by the techniques and science in Tamil and other science students. Tamil literary programs should be designed for universal purpose. Today, Tamil education is spreading in countries such as Singapore, Malaysia and Canada. They Need Tamil Teachers also.

19. LIBRARY AS A LEARNING RESOURCE

Ms. R. Jaisri, Assistant Professor

Department of English, Government Arts College, Salem - 8

Abstract: The library as a learning resource lies at the very heart of the education process – both teaching and learning. In recent years, the cutting edge in teaching and learning has been obtained by those who choose to go beyond the text book. This is applicable to the process of learning and teaching. And there could be no better resource than the library to ensure this vital aspect of education. As all teachers would agree, the use of the library has come down, except for research purposes. Ideal education results when library usage becomes a habit, not a resort for research alone.

There may be two reasons for this - lack of awareness about the resources available and hesitation on the part of the learners to use library resources – conventional and electronic. Since higher education is itself a distant dream for many of our students, the very step of coming to the college is a big leap for them. In such a scenario, they do not tend to think of going beyond the textbook or the classroom. The library and especially e-resources are the biggest boon for such students.

The use of electronic resources in the form of ICT tools, applications, networks, and media has grown worldwide dramatically in the field of education. Once they are launched on the road to knowledge, there will be no looking back.

20. CURRICULUM ENRICHMENT AT UG FOUNDATION ENGLISH LEVEL

AT GOVT COLLEGES

*Dr. R. Srividya, MA.MPhil,PhD, Associate Professor & HOD ,Dept of English
Dr. Ambedkar Govt Arts College, Vyasarpadi, Chennai 600039*

ABSTRACT:

This paper analyses the English curriculum at foundation level at Government colleges and speculates on the possibility of improving the same through a sympathetic understanding of the kind of pupils who join Government colleges. Most of the Government colleges are autonomous and can function fully well to reach out to students in a benign manner. Whether this happens is the question that needs to be checked, If the saints residing in forests wear orchre robes, they look holy. However, true holiness is not just in their mere attire but in the evolution of their mental states to higher planes. Similarly, a high grade foundation English syllabus with a choice of difficult prose, poetry drama not even remotely communicative may give an impressive look for people who check the college syllabus. It becomes worthy only when students find relevance and meaning in it. It becomes effective when it promotes the desire and urge for self-reading. For this not only the broad curriculum but also the syllabus for foundation English should get more students centric.

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Head Office

R2/29, Gurudwara Road,
Laxmi Nagar, Delhi, 110092, INDIA
Mobile: +91 9452878456
journalboard@gmail.com

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