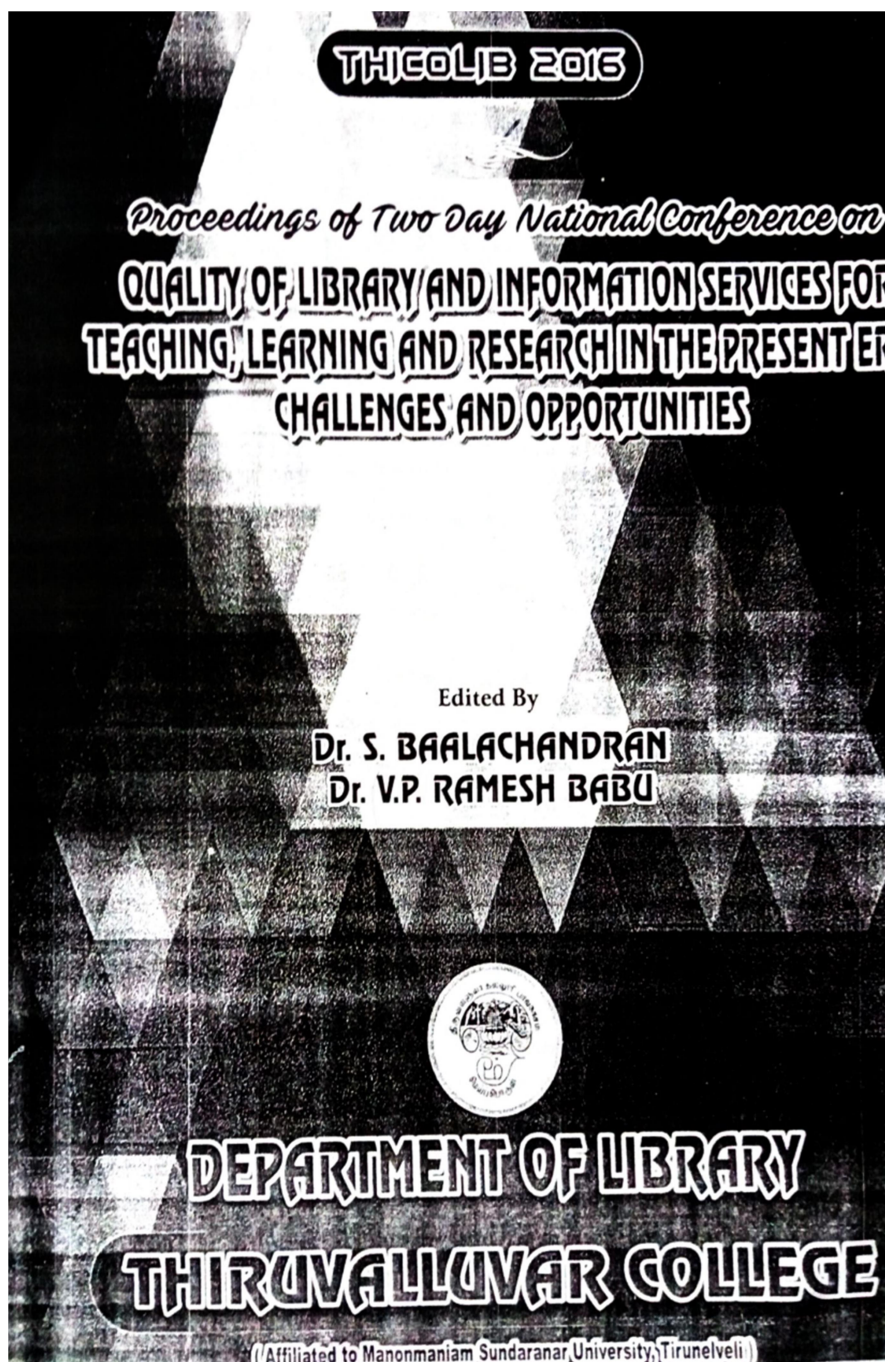


Sl.no in Excel Sheet	Name of the Teacher	Title	ISBN Number	Department
47	Dr. M Fathima Beevi	Rights and Responsibilities of Student in Library Users and Their Benefits	978-81-928495-0-8	<b>LIBRARY AND INFORMATION SCIENCE</b>



TECHNICAL SESSION - 4 ✓

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\*\*\*\*\*

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## D - 10 RIGHTS AND RESPONSIBILITIES OF STUDENT IN LIBRARY USERS AND THEIR BENEFITS

**FATHIMA BEEVI, M.**, Ph.D. Research Scholar, Manormaniam Sundaranar University, Tirunelveli  
(Assistant Librarian, Sadakathullah Appa College (Autonomous), Tirunelveli.)

**MARTIN AROCKIASAMY, C. (Dr.)**, Librarian and Research Advisor, St. Xavier's College,  
Palayamkottai.

### ABSTRACT:

*Human resource management (HRM or simply HR) is the management of human resources. It is a function in organizations designed to maximize employee performance in service of an employer's strategic objectives. HR is primarily concerned with the management of people within organizations, focusing on policies and on systems. HR departments and units in organizations typically undertake a number of activities, including employee benefits design, employee recruitment, "training and development", performance appraisal, and rewarding (e.g., managing pay and benefit systems). HR also concerns itself with organizational change and industrial relations, that is, the balancing of organizational practices with requirements arising from collective bargaining and from governmental laws.*

**Keywords:** Human Resource Management (HRM), Authorization, Intellectual property rights.

### 1. INTRODUCTION:

How the students are using the library their rights and responsibilities are well discussed in this paper. HRM in libraries: An Indian perspective Libraries in all sectors are coming under increasing pressure from governments and other policymakers to cooperate. Various factors might give this call, including funding constraints in both the library and education sectors; calls for schools to improve links with their local communities; and the trend for public libraries to offer other community services to help attract nontraditional users. Although cooperation might take many forms, including resource sharing, reciprocal access arrangements, joint promotions, and collaborative learning activities, joint use libraries serving two or more client groups in the same building are, as Bundy (2002) has put it, "the ultimate form of co-operation."

### 2. OBJECTIVES:

- To know the Library users code of behavior
- To study about the rights and responsibilities of student.
- To know the advantages and limitations of HRM.

### 3. METHODOLOGY:

This paper is based on only secondary data. Which is obtained from various journals and website?

Libraries

What You Need to Know

Sl.no in Excel Sheet	Name of the Teacher	Title	ISBN Number	Department
48	Dr. M Fathima Beevi	Electronic Resources An Overview – A conceptual Study	978-81-928495-08- 2	<b>LIBRARY AND INFORMATION SCIENCE</b>

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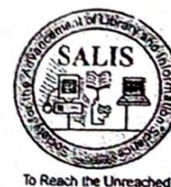
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## Electronic Resources : An Overview

<sup>1</sup>Fathima Beevi, M & <sup>2</sup>Martin Arockiasamy, C (Dr.)

<sup>1</sup> Research Scholar, M.S. University, Tirunelveli - 12.

<sup>2</sup> Librarian and Research Advisor, St. Xavier's College,  
Palayamkottai.

### Abstract:

The electronic resources (e-resources) available in a library play a vital role in facilitating access to required information to the users in an easy. The e-resources like CDROM databases, online journals, online books, OPACs, and the internet are slowly replacing the importance and usage of print media. The objective of the study is to know the types of e-resources, advantages and disadvantages.

**Keywords:** E-resources, E-journals, E-books, CD-ROM, OPAC.

### Introduction

Information technology has changed the world and acts as the important tool for retrieving information. Now a day, library collections are not limited to printed document but also electronic resources. Electronic resources have become the vital part of human life in 21<sup>st</sup> century. The availability of scholarly publications through electronic medium or internet has a greater impact on information requirements of the researcher. Now a days, majority of the print and Electronic scholarly publishers and information disseminators increasingly act globally to produce e-information includes full text database of journals, books, patents, standards or technical report, dissertations, theses, annual report etc of a particular.




### Objectives

- To know the advantages of electronic resources.
- To know the disadvantages of electronic resources.
- To study the impact of electronic resources.
- To know the types of electronic resources.

### Advantages of Electronic Resources:


- Accessible - can be accessed from any computer on campus and usually any computer off campus, any time of the day or night, so there is no need to make a trip to the library
- Easily searchable - each journal can be searched quick and easy often through the complete full text of articles and via online index
- Speed - Articles/issues appear online before printed version is available
- Interactive - Rapid turnaround time means articles can be read, commented by the readers, amended quickly and greater feedback thru the web
- Links - Hypertext format should be exploited and links to related articles, information on other web sites, stable URLs for individual articles and email alerts when latest issue loaded.
- Added Value - Advantages taken on the web is to add value by using animation, virtual reality and interactive mathematical charts.
- Inexpensive - savings can be made over printing costs, distribution costs and extra costs by new features.
- Flexibility - E-journals evolved quickly. They are not tied to a format, printer, and distribution network

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50	Dr. Abdul Azeez	Keeladi Tamilar Panpaattu Naagarikam Or Varalattu Ayvu	938597729-3	

**சதக்கத்துல்லாஹ் அம்பா கல்லூரி**  
(தன்னாட்சி)  
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(தேசியக் தரமதிப்பீட்டுக் கல்விக்குழுவால் 'A' மதிப்பீடு அளிக்கப்பட்டது;  
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இணைந்து நடத்தும்  
**தமிழ் மரபுகளை ஆவணப்படுத்துதல்**  
பன்னாட்டுக் கருத்தரங்க ஆய்வுக்கோவை



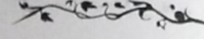
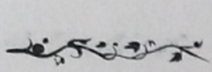
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கணினி அச்சாக்கம்	:	கா.மானேந்தியப்பன் காசி கணினிக் கலையகம் 41, தெற்குக் கடைவீதி, பாளையங்கோட்டை. செல்பேசி : 94436.4556

19	தமிழர் மருத்துவத்தில் கனிகள் மு. சாதிக்அலி, உதவிப் பேராசிரியர், தமிழ்த்துறை சதக்கத்துல்லாஹ் அப்பா கல்லூரி, திருநெல்வேலி.	106
20	இலக்கியங்கள் சுட்டும் வேளாண் பண்பாடு ஜெ. குமார், உதவிப் பேராசிரியர், தமிழ்த்துறை சதக்கத்துல்லாஹ் அப்பா கல்லூரி, திருநெல்வேலி.	111
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25	சங்க கால உற்பத்தி மற்றும் போர் கருவிகள் முனைவர். முகைதீன் பாதுஷா, இணைப்பேராசிரியர். வரலாற்றுத்துறை சதக்கத்துல்லாஹ் அப்பா கல்லூரி. திருநெல்வேலி க.ராஜேஷ் முனைவர் பட்ட ஆய்வாளர். வரலாற்றுத்துறை, சதக்கத்துல்லாஹ் அப்பா கல்லூரி. திருநெல்வேலி	134
26	கீழடி - தமிழர் பண்பாடு நாகரிகம் - ஒரு வரலாற்று ஆய்வு அ. அப்துல் அஜீஸ், உதவிப்பேராசிரியர், வரலாற்றுத்துறை சதக்கத்துல்லாஹ் அப்பா கல்லூரி, திருநெல்வேலி.	140
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## சங்க கால உற்பத்தி மற்றும் போர் கருவிகள்

<sup>1</sup>முனைவர். முகைதீன் பாதுஷா, <sup>2</sup>ராஜேஷ்  
<sup>1</sup>இணைப்பேராசிரியர். வரலாற்றுத்துறை <sup>2</sup>முனைவர் பட்ட ஆய்வாளர். வரலாற்றுத்துறை,  
சதக்கத்துல்லாஹ் அப்பா கல்லூரி. திருநெல்வேலி

சங்க காலச் சமூகம் பலவிதமான தொழிற் திறமையாலும், உற்பத்தி முறைமையாலும் மேம்பாடடைந்த, நாகரிகமடைந்த சமூகமாகவே விளங்கியது. சங்க கால இலக்கியங்கள் எல்லாம் 'உயர்ந்தோர் மாட்டே' பாடப்பட்டனவாதலால் பிறவகையில் வாழ்ந்து வந்த கடுமையான உடல் உழைப்பும், தொழில் திறமும் உடைய மக்கள் பற்றி அறிய போதுமான ஆதாரங்கள் இல்லை. ஆனால் அவ்விலக்கியங்கள் உயர் குடியினராகிய தலைமக்களை மட்டுமே பாடியிருந்தாலும், அவற்றில் காணலாகும் மரம், செடி, கொடி, புள்ளினங்கள் போல பிற மக்களும் காணக்கிடைப்பர்.

“வினையே செய்வது செய்ப்படு பொருளே  
நிலனே காலம் கருவி யென்றா.....”

(வேற்றுமை மயங்கியல்:29; தொல்.)

என்ற நூற்பாவானது வினையின் மூலம் செய்வோன் நிலவிய தொழில், அத்தொழிலால் பெறப்படும் பொருள், தொழில் நடைபெறும் இடம், காலம், கருவி ஆகியன அறியப்படும் என வினையின் இலக்கணம் கூற வந்தவிடத்து தொல்காப்பியர் குறிப்பிடுகின்றார். எனவே அக்காலத்தனவாக அறியப்படும் கருவிகளைக் கொண்டு, அதன் மூலம் உற்பத்தி தொழிலில் ஈடுபட்டோரையும் அவர்களை ஈடுபடுத்தியோரையும் அறிய முடியும். எனவே இங்கு உற்பத்திக் கருவிகள், போர்க்கருவிகள் என்ற பாகுபாட்டின் அடிப்படையில் இக்கட்டுரை அமைகிறது.

### தொழிற்கருவிகள்

பாணை என்பது குயம், குழிசி, கோய், சாடி என்று பலவாறாக சங்க இலக்கியத்தில் குறிப்பிடப்பட்டுள்ளது. குயம் (பொருந்: 242; அக.48-11; புற, 348-3) ஆகிய மூன்று இடங்களிலும், குழிசி(12) (பெரு. 99, 159, 366; நற் 12-1; அக 77-7, 393-14; புற 65-2, 168-9, 237-7, 257-12, 371-6, 393-4) இடங்களிலும், கோய் (புற - 300-6) ஓர் இடத்திலும் பயின்று வந்துள்ளன. சாடி (14) பெரு. 280; நற். 295-7 பதி. 77-9; பரி 20-54; கலி 52-4, 101-28, 105-33, 105-37, 106-20 அக 166-1; புற 258-9, 297-6, 319-3) ஆகிய இடங்களில் வருகிறது. குயம் என்ற சொல்லின் அடியாகவே குயவன் என்ற தொழிலைச் செய்வோனை குறித்து வந்தது எனலாம். குயவன் (நற். 293-2) குயவ (நற். 200-4) பாடல்களில் இடம் பெறுகின்றன.

வணையக் காரணமான சக்கரம் திகிரி, சகடம், சாகாடு, எனப்பல பெயர்களில் குறிப்பிடப்படுகின்றன. சகடம் - (பெரு 50; நற் 4-9; குறு 165-3; பரி 10-17; அக. 136-5, 301-7, புற. 102-2), சாகாடு (அக 116-3, 140-12; புற 60-8, 185-2, 256-2, 313-5), சாகாட்டாளர் (பதி. 27-14) என வண்டிக்காரர் குறிக்கப்படுகின்றார். திகிரி (மலை 474, ஐங் 449-1; பதி 14-18, 24-4, 31-8, 35-4, 69-17, கலி 7-14, 104-78, 146-23, அக.53-2.



கீழடி - தமிழர் பண்பாடு நாகரீகம் - ஒரு வரலாற்று ஆய்வு

அ. அப்துல் அஜீஸ்,  
உதவிப்பேராசிரியர், வரலாற்றுத்துறை  
சதக்கத்துல்லாஹ் அப்பா கல்லூரி, திருநெல்வேலி

முன்னுரை

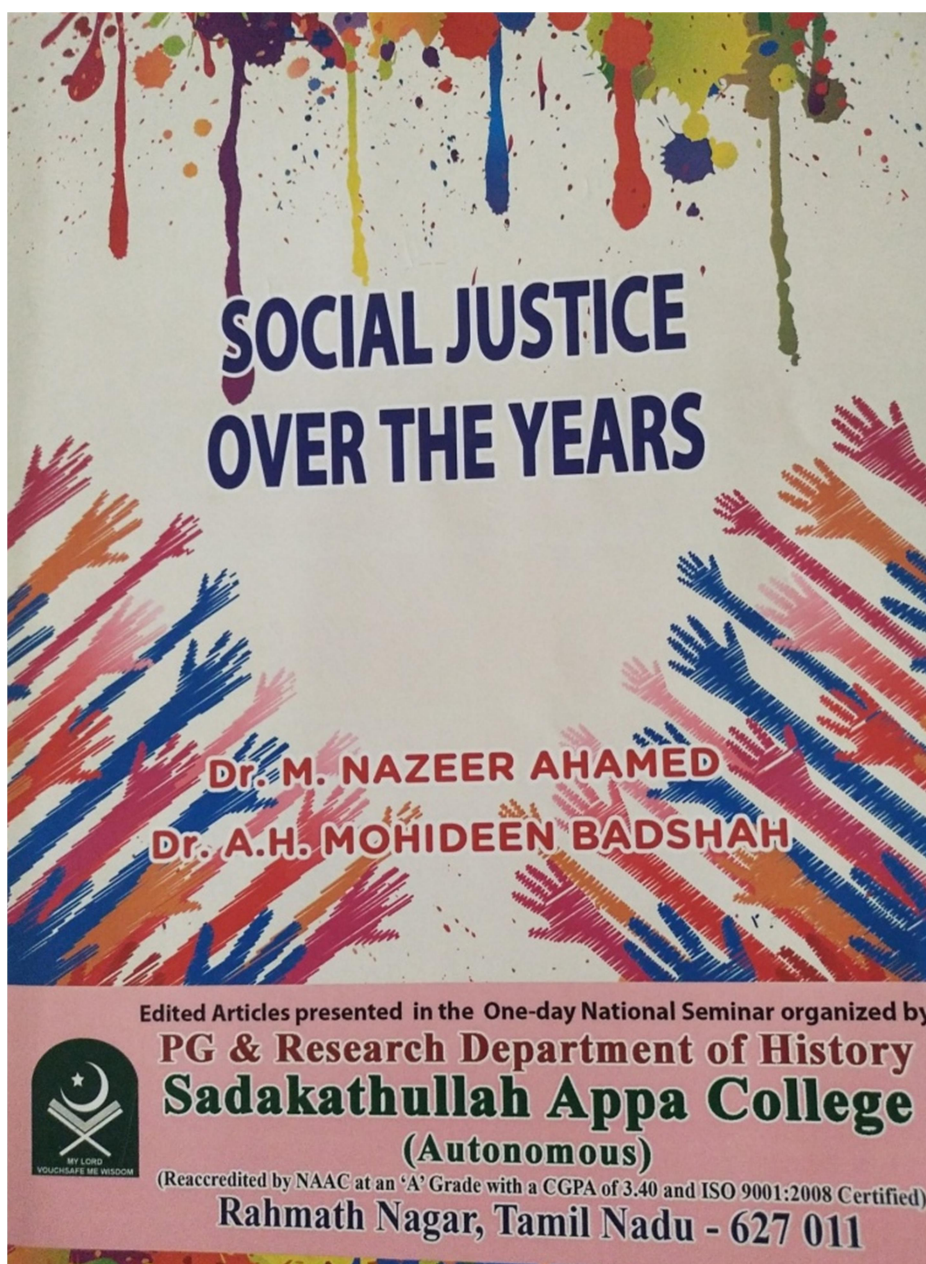
“நாகரீகத்தின் தொடரில் ஆறுகளே”

“கல் தோன்றா மண்தோன்றா காலத்தே முன்தோன்றிய மூத்தக்குடி தமிழ்க்குடி” என்னும் வைர வரிகளுக்கேற்ப தமிழ்ச்சமுதாயம் மிகவும் பழமைவாய்ந்த பண்பாடு கலாச்சாரம் நாகரீகத்தோடு தொடர்புடையது. உலக வரலாற்றில் நாகரீகங்கள் பல்வேறு பகுதிகளில், பல்வேறு கால கட்டங்களில் தோன்றி மறைந்துள்ளன. அவையாவையும் ஆற்றுப்படுகைகளிலே தோன்றிற்று. நாகரீகத்தின் பிறப்பிடமாகவும் ஆறுகள் உள்ளன. காடுகளில் வாழ்ந்த மனிதன் எப்போது ஆற்றங்கரையில் குடியேறினானோ அப்பொழுது நாகரீகம் தோன்றியது. மனிதனுடைய மாண்புகள் வெளிப்பட நாகரீகங்கள் அடிப்படையாக அமைந்தன. உலகில் தோன்றிய மிகவும் பழமையான நாகரீகங்களான மயன் நாகரீகம், அசிரியன் நாகரீகம், பாபிலோனிய நாகரீகம், மஞ்சள் நாகரீகம், எகிப்திய நாகரீகம், சிந்து சமவெளி நாகரீகம். ஆகியவற்றில் சிந்து சமவெளி நாகரீகம் மட்டுமே இந்தியாவில் சிந்து நதியில் தோன்றியது. மற்ற அனைத்து நாகரீகமும் உலகின் பல பகுதிகளில் தோன்றியவை. இந்த நாகரீகங்கள் யாவும் அகழ்வாராய்ச்சியின் மூலம் கண்டுபிடிக்கப்பட்டவை. தமிழகத்திலும் பல்வேறு பகுதிகளில் ஆற்றுப்படுகைகளில் அகழ்வாராய்ச்சி மூலமாக நாகரீகங்கள் கண்டு பிடிக்கப்பட்டுள்ளன. அவற்றில் அரிக்கமேடு, ஆதிச்சநல்லூர், அழகன் குளம், மாங்குடி மற்றும் தற்போதைய அகழ்வாராய்ச்சி இடமான கீழடி சங்க கால வசிப்பிடமாகும். கடந்த இரண்டு வருடங்களாக மத்திய தொல்லியல்துறை இரண்டு கட்ட ஆராய்ச்சிகளை மேற்கொண்டுள்ளது. இந்த அகழ்வாராய்ச்சி பல்வேறு உண்மைகளை வெளிக்கொணர்ந்துள்ளது. மேலும் இந்திய தொல்லியல்துறை கீழடி கி.மு. நான்காம் நூற்றாண்டை சார்ந்ததாக இருக்கலாம் என்றும் கூறியுள்ளனர். குறிப்பாக தமிழின் பழங்கால நாகரீகப் பண்பாட்டையும், வாழ்வியல் முறையையும் உலகிற்கு உணர்த்தியுள்ளது. ஆதிச்சநல்லூர் தொல்லியல் களத்திற்கு அடுத்து இந்திய தொல்லியல் ஆய்வு நிறுவனத்தால் மேற்கொள்ளப்படும் மிகப்பெரிய ஆகழ்வாய்வு இதுவே! இந்த ஆய்வுக்கட்டுரையின் நோக்கம் கீழடி அகழ்வாராய்ச்சியின் சிறப்புக்களை மற்றவரும் அறிய செய்வதாகும்.

அமைவிடம்

கீழடி - தமிழ்நாட்டில் சிவகங்கை மாவட்டம் திருப்புவனம் வட்டத்தில் பள்ளிச்சந்தை பஞ்சாயத்தில் அமைந்துள்ளது. பாண்டியநாட்டின் வளம்கொழிக்கும் வைகையாற்றின் தென்கரையில் அமைந்துள்ளது. தற்போதைய மதுரையிலிருந்து 12கிலோ பன்னாட்டுக் கருத்தரங்க அய்யங்க

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53	Dr. A .H. Mohideen Badusha	E Ve Ra Periyar In The Struggle For Social Justice	9788193519806	



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## AMY CARMICHAEL: PROVIDER OF SOCIAL JUSTICE FOR THE DANCING GIRLS

J. Jemi Merlin Rani

Assistant Professor of History,  
Sadakathullah Appa College (Autonomous), Tirunelveli

*"You can give without loving, but you cannot love without giving"*

These golden words of Amy Carmichael were practiced in her life as a provider of social justice for the dancing girls in the temples of south India. Two struggles were going on during the pre-independence period in India. The first was the struggle to free India from the clutches of British. It may be called the political struggle at the national level. The second was the struggle against the dominance of the Brahmins in all spheres of social life mainly administration, religion, education etc. As it was confined to Madras Presidency it may be called the social struggle at the regional level.

A galaxy of social luminaries like P. Thiyagaraja Chetty, T. M. Nair, Dr. Nadesan and Vaikom hero Periyar steer headed the struggle. They were able to achieve something substantial when the Justice Party which was founded by them was in power. Unfortunately the death of P. Thiyagaraja Chetty and T. M. Nair was a bolt from the blue. Lack of co-ordination made a dent in the struggle as most of the leaders were from the areas other than Tamil Nadu. Thereafter Periyar had been continuing this struggle. He was against the ill - treatment meted out to the women and their exploitation by the high cast people. His speeches had an electrifying impact on the women. As a result there emerged great women like Dr. Muthulakshmi Reddy, Moovalur Ramamirtham in Tamil Nadu who fought tooth and nail against the *Devadasi* system. Theirs was a great achievement. Meanwhile foreign women like Amy Carmichael were doing a lot to the socially discarded women and their children. Tamil Nadu's achievement in rendering justice and giving dignity to the socially downtrodden was great. However we cannot rest on past laurels. We have miles to go. This paper entitled Amy Carmichael: Provider of justice for dancing girls, is an attempt to highlight the role of a few achievers and their achievement.

Young girls and boys were dedicated to the temples at a tender age. In case of illness in the home parents sometimes vow to give one of their children to god. The *Devadasi* - servants of the God - who subsist by dancing and music, and the practice of the oldest profession in the world are partly recreated by admissions and even purchases from other classes<sup>1</sup>.

"Sacredness with allurements, religion with lust, art with sensuousness, have combined" wrote Santhosh Chatterjee in an old book, "*Devadasi*". "Thousands of young innocent children are condemned to a life of immorality and vice of suffering and disease and finally - of death resulting from infections and venereal diseases contracted in the pursuit of their profession as Hindu religious prostitutes", wrote Dr. M. Reddi.



**M. Shahul Hameed,  
Assistant Professor of History, Sadakathullah Appa College.**

**Introduction:**

In 20<sup>th</sup> century is vital role in Tamil nadu history. So, many drastic social changes happened in Tamil nadu. Especially in social justice. Indian society is an unique society the great Indian historian Ramachandra Guha point out that the Indian society face five important social conflicts that are caste, language, religion, class, gender. <sup>1</sup> A best measure of civilized nation is whether its women are treated with respect, dignity, and equality but in Tamil nadu. In beginning of the 20<sup>th</sup> century our women faced many social discrimination by our social custom. They didn't rights, education, and dignity. But after the emergence of justice party and Periyars self respect movement struggled for women cause. In this paper we will see about a multi faced personality Dr. Muthulakshmi Reddy was one of the outstanding and role model personality for contributing to social justice of her time.

**Early Life:**

Muthulakshmi Reddy was born on 30<sup>th</sup> July 1886 in pudhukottai, a princely town in Tamil nadu. Her parents were Narayanasamy and chandirammal. Her father worked a principal of Maha Rajas College. In her childhood, she was frequently suffered by diarrhea and severe cough so she looked weak, petty and pathetic. In those days women were going to school was a rarest one girls didn't allowed to school after the age of 8. In Tamil nadu women were married before the age of 12. But Dr. Reddy fought against these social customs with support of her father, she completed her school education. Her mother always insisted her marriage. But she neglected her mother's idea. After passing her matriculation examination she was admitted there as its first female student by the Maha Raja of Puthukottai himself, against severe resistance which included the college principal. <sup>2</sup>

**The First women Doctor in India:**

In 1907 went to madras and joined the medical college. In 1912 she became a first women doctor in India. While her convocation occasion Dr. Colonel Jeopard who delivered presidential address, he said that Dr. Muthulakshmi Reddy achievement is a great milestone in medical college history. Reddy and her husband return to puthukottai. Both were rendered the whole hearted medical service to the people.

**Marriage life and Higher Studies:**

Muthulakshmi Reddy married by Dr. Sunda Reddy, before her marriage she got a important assure from her husband that "always respect me and equal and never cross my wishes. She got two male children. Finally she went to London for Higher studies.

## 6

## E. VE. RA. PERIYAR IN THE STRUGGLE FOR SOCIAL JUSTICE

**Dr. A. H. Mohideen Badsha,**

*Assistant Professor of History, Sadakathullah Appa College, Tirunelveli – 627 011.*

Justice is treating people in a just and honest way. People live in groups. That is called society. Every individual is a part of that society. Every member of the society must get benefits and rights due for him. That is called justice.

Providing equitable justice to all sections of the society, abolishing inequalities, establishing equality are called Social Justice. Discharging social responsibilities as per the dictates of the law with conscience and in a principled way is Social Justice. One of the important reasons for the ills of the society is denial of justice to the people and thereby putting them in to hardships. In this aspect E. Ve. Ra played a vital role in social Justice.

E. Ve. Ramasamy Naicker is one of the important leaders of Tamil Nadu. He fought tirelessly for Social Justice. So he is fondly called as Periyar. He was born in Erode on 20<sup>th</sup> September 1879. He joined in Madras Presidency Association on 20<sup>th</sup> September 1917. Then he joined in Indian National Congress in 1919 on the request of Rajaji. He was the state President of congress in Tamil Nadu. He participated in many reformatory struggles such as Non – co operation Movement in 1920, courted arrests for demonstration against toddy shops in 1921 and Vaikom Sathyagraha. He expressed his views openly and directly. He didn't mince his words. His views were considered unpleasant to some. Some were enraged by his daring frankness. But the words and views uttered by him were apparently authentic and truthful.

#### **His principles**

- 1) Equality and Self respect are the two eyes of men.
- 2) Man should not enslave a man.
- 3) We should make use of our reasoning.
- 4) Humanism and humane attitude should be safeguarded cutting across the boundaries of castes, race, religion, language and country.
- 5) Women should be educated.
- 6) Women should not be slaves to men.
- 7) Widow marriages should be supported.
- 8) Remember man and forget God.
- 9) Reforms should be made in Tamil language.
- 10) Opposing Hindi.

#### **Movement for Reservation and against Superstitions**

He fought daringly against false beliefs, superstitions, traditional customs of Indian culture. He converted Tamil Nadu in to the bastion of reasoning. In 1919, he resigned from Municipal Chairman of Erode in protest against Jalianwala Bagh Massacre. He played a great role in the inclusion of reservation policies in the Indian Constitution. He worked hard for the social and educational advancement of down-trodden people. He started Self Respect

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The diagram illustrates the Quality Assurance cycle with five interconnected stages:

- 1. PLANNING**
  - Analysis
  - Project Triangle
  - Design Plan
  - Project Resources
  - Agreement
- 2. DESIGN & DEVELOPMENT**
  - Research
  - Design
  - Prototype
  - Peer Review
- 3. PRODUCTION**
  - Usability
  - W3C Standards
  - Media
  - Training
  - Virtual Learning
  - Environment
- 4. IMPLEMENTATION**
  - Faculty Support
  - Pedagogy
  - Technology
  - Research
  - Student Support
- 5. EVALUATION**
  - Student Evaluation
  - Feedback & Review
  - Mixed-method Evaluation
  - Instructions notes & Reflections
  - Faculty & Student Satisfaction

At the center of the cycle is **QUALITY ASSURANCE**.

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## Challenges and Role of Teachers in the 21<sup>st</sup> Century

*P. Jeslin Kanaga Inba<sup>1</sup> & J. Jemi Merlin Rani<sup>2</sup>*

### Introduction

**“Teaching is not a service, profession or a job. It is a pillar of the society”**

Teachers have crucial role to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility. The new challenges facing education are to contribute to development, to help people understand and to some extent come to terms with the phenomenon of globalization, and to foster social cohesion. The challenges of the coming century to eliminate poverty and ensure sustainable development and lasting peace will fall to today's young people. Educating the young to meet these challenges has become a priority objective for every society. The young generation is entering a world which is changing in all spheres: scientific and technological, political, economic, social and cultural. The outlines of the 'knowledge-based' society of the future are forming. The status of education is changing. 21<sup>st</sup> century teaching carries with it a complicated mix of challenges and opportunities. Challenges include the issues of teacher turnover, accountability, changing student populations and student expectations, mounting budget pressures, and intense demand to build students' 21<sup>st</sup> century skills. Teaching is getting more and more complex and challenging these days because the patience level of students is decreasing while rudeness, argumentation, disobedience and short temper is on the rise. It is due to modern age competition, stress, availability of alternate sources of knowledge like internet or violence shown in movies, TV series etc.

The role of teacher is changing so fast that no amount of pre-service or in-service teacher education can probably cope with the expectations of the society. The scope of education is far and wide and cannot really limit it to a specific field or trade. Education is the most powerful weapon which you can use to change the world. It was the teacher who was inculcating the long lasting values and carrying the responsibility of preserving our culture. Today, when we see the turmoil and disruption around us, education can not only be used as a weapon but also as a most effective medium to channelize today's vibrant and enthusiastic youth.

We have forgotten that the teacher is the real sculptor of our future generation. Education that does not review and rethink its content and processes, soon loses its relevance. From the individual point of view, the fundamental function of education should be to stimulate learning, to enhance thinking, to develop personality, to provide avenues for self expression and to liberate human potentialities. This report considers the situation of the teachers. It considers the emerging challenges for teachers and teaching posed by the introduction into education of the new information and communication technologies. In this article, we have discussed some of the challenges faced by the teacher and also the role of a teacher.

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### Implementing Quality Education for Women

Dr. A.H. Mohideen Badshah<sup>1</sup> and S. Insha Amir<sup>2</sup>

India was depleted of most of its resources by the Britishers, but humans keep multiplying and education has to play a vital role in the human resource development. The 6<sup>th</sup> five year plans envisaged a fourfold perspective:

- To prepare individuals for assuming their role as responsible citizens.
- To develop in them scientific outlook, awareness of their rights and responsibilities as well as a consciousness of the process of development.
- To sensitise them to ethical, social and cultural values which in turn make an enlightened nation
- To impart to them knowledge, skills and attitudes which would enable them to contribute to the productive programmes in the national development. In the realisation of these objectives, educational system and programmes have to be directed towards the following tasks and goals in particular:
- To establish, dynamic and beneficial linkages between education, employment and development with due regard for the economic and social aims of the country;
- To promote respect for and belief in the values of the national interaction, secularism, democracy and dignity of labour;
- To sensitise academic communities to the problems of poverty, illiteracy and environmental degradation through extension services and organized participation in poverty reduction and environment improvement programmes and to facilitate development, mobilisation, organization and utilization of the youth to involve and participate in the process of national development.

#### The New policy of education

Now a new policy of education is emerging. Education being a national responsibility, based on the previous experiences, educational planners, considering the views of intellectuals, teachers and parents work to arrive at and implement strategies that could universalize elementary education.

Co-education which was recommended long back by the national committee on women's education is already implemented. The arguments in favour of co-education are as follows:

- Fuller utilization of infrastructure from the point of view of economy of resources.
- Provision for equal type of men and women towards contents, internal efficiency and standards of education.

Suggestions for the contemporary higher education:

The country now is at the threshold of the 21<sup>st</sup> century. If the new generation entering the 21<sup>st</sup> century finds itself ill-equipped, it will hold the present generation responsible for its inadequacies. History has established beyond doubt the crucial

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The diagram illustrates the Quality Assurance cycle with five interconnected stages:

- 1. PLANNING**
  - Analysis
  - Project Triangle
  - Design Plan
  - Project Resources
  - Agreement
- 2. DESIGN & DEVELOPMENT**
  - Research
  - Design
  - Prototype
  - Peer Review
- 3. PRODUCTION**
  - Usability
  - W3C Standards
  - Media
  - Training
  - Virtual Learning
  - Environment
- 4. IMPLEMENTATION**
  - Faculty Support
  - Pedagogy
  - Technology
  - Research
  - Student Support
- 5. EVALUATION**
  - Student Evaluation
  - Feedback & Review
  - Mixed-method Evaluation
  - Instructions notes & Reflections
  - Faculty & Student Satisfaction

**QUALITY ASSURANCE** is the central focus of the cycle.

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### Implementing Quality in Higher Education

Dr. R. Ajaz Haja Mohideen<sup>1</sup> and Dr. M.N. Mohamed Abu Shali Sheik<sup>2</sup>

**Abstract:** Progress of a nation is possible only when its citizens are dynamic, enterprising and responsible. Without such citizens, a nation cannot achieve progress in any field. Education is the most important tool to create such types of citizens. Higher education plays a vital role in the overall development and growth of a nation. Higher education is no longer a luxury, it is essential for survival. The core mission of higher education is to educate, to train, to undertake research and to provide service to the community. In the context of globalization, the scope and demand for higher education is increasing day by day and this demand can only be fulfilled by the quality higher education. The quality in higher education is the biggest need of the hour as our country is progressing towards becoming the educational hub of the world. But, Indian higher education system does not stand anywhere among the world higher education systems in terms of quality. Poor quality of higher education depends on various factors such as favorable environment for teaching and learning, infrastructure, teachers, curriculum, effective feedback and monitoring system etc. Present paper focuses its attention on the ways to improve the quality of higher education in India.

**Keywords:** Implement, improve quality, Higher Education.

#### Introduction

Higher education is a powerful tool to build modern, value-based, knowledge-based, culture-based, and peaceful society which can lead the country towards becoming super power in the world. It is also considered one of the important and strong tools for the development of any country. Primary education is necessary for creating base, while, higher education is extremely important for providing cutting edge. Higher education contributes to the growth of nation by providing specialized knowledge and manpower.

#### India's Higher Education

India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology.

But in spite of all these developments and growth, quality of higher education remained the main concern for all the stakeholders in the education system i.e. students, parents, institution management, faculty members, policy makers and society as a whole because poor quality of higher education effects the overall progress of any nation. Indian higher education is far away from the global

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