



CHANGE OF TEACHING AND TEACHERS

Dr. Ajita Jagdishbhai Jani
M.A., M.Ed., M.Phil., Ph.D.

ABSTRACT

This paper centers around the part of various showing strategies both customary and current and the current PC based learning and educating in deciding and satisfying the requirements of the students particularly in Indian setting. In the meantime it additionally discusses the changing part of educators who help the students to procure additional standard abilities for work, citizenship and self-completion. This paper additionally characterizes the duty of an instructor to create and alter the prior arrangement of training deliberately in order to meet the student's requests. The point of this paper is to fortify dialog, incite thought and create intelligent reactions among every one of us since the present dialect classroom is not the same as that of the mid-to late twentieth century. By doing as such we the educators can distinguish the present and rising patterns in the field, viz legitimate instructor demeanors, grumbling about reductions and absence of subsidizing, appropriate utilize dialect labs, and so on. As a result the concentration in dialect instruction at introduce is no longer on punctuation, remembrance and gaining from repetition, yet rather utilizing dialect and social information as a way to convey and interface with others around the world.

KEYWORDS : citizenship and self-completion.

INTRODUCTION :

English involves a critical place in the instructive framework and life of our nation. It is overwhelming the national situation. In a large portion of the states, English is educated obligatorily. The majority of the schools have English as medium of guideline. It is the medium of guideline in specialized, medicinal, law and different organizations. It shapes the dialect of correspondence between the inside and the states.

The quantity of imaginative scholars in English is expanding. English has turned into an international ID for progress and work. It is proceeding to be prevalent in correspondence which opens overall shots for work and is in charge of social give and take. As English structures a window on the fast advance of innovation and logical learning that is continually occurring on the planet there is an incredible need of effective instructors with the goal that it is educated as a dialect of correspondence upgrading the understudies' employability. An instructor is the individual who educates the information about any subject of any sort. The instructing has been honed since a large number of years passing the significant learning of customs, subjects, religion, expressions, science, music, farming and mining. In any case, the showing English specifically, in 21st century has turned out to be basic according to the changing ways of life. The necessity of learning for appreciating English involves understanding the essential syntax and structure of dialect alongside vocabulary upgrade. The principle capacity of showing English in India today is informative; the auxiliary capacity is for expanding work potential and versatility of understudies.

CONDITIONS UNDER WHICH ENGLISH IS TAUGHT IN INDIA

The then examination gathering (1967) was neither content with the showing nor the learning of English. This gathering distinguished three noteworthy parts of English educating in India, which represent the falling gauges and called for medicinal activity. These are (a) Materials (b) Men c) Methodology. A) Materials I) Policies: According to the examination aggregate there is no particular/settled approach for instructing English. Numerous progressions happen all the time. There have been diverse perspectives from educationalists, heads and government officials on the need to learn English and at the levels of accomplishment in the dialect familiarity. All these clashing approaches gravely influence the foundations of schools, instructors, gear and a few different things. ii) Funds and Finances: The most minimal venture on training, i.e. around 3 to 4 % of GDP, thusly prompted the poor framework of schools, both government schools and nearby body schools, regarding structures, libraries and research facilities. As of late, outside help with the type of ODA and different organizations has been diverted for the change of grade school.

SHORTAGE OF TIME FOR ENGLISH:

The time distributed to educating of English at secondary school level has been chopped down to 6 periods for every week for a long time. Be that as it may, in the long run the span expanded a great deal. This is even isolated into hypothesis classes and lab classes. Over-Crowded Classrooms: The quality of the class in a school is around 60-70 today. The sorts of furniture gave too don't foresee instructing or learning English viably on the grounds that it requires understudies' dynamic cooperation and gathering work. Directly measures are being taken to restrain the class quality to 20-30 with enough arrangement of educating helps. Library and Audio Visual Aids: Previously we barely found a library in a few schools and junior universities. Indeed, even with fast

advancement of science and innovation we didn't discover any showing helps or varying media helps in schools. Be that as it may, now with the exception of in couple of universities/schools library has been incorporated into the course educational programs. vi) Text Books: Though the planning of course readings was nationalized long prior, by and large the standard of a reading material isn't up to the check. "There is almost no development in the substance of books, their print and get-up and delineations" (Shaik). Despite the fact that the syllabus in English recommends choice and reviewing of vocabulary and structure, the lessons are loaded with troublesome words and sentences. The quickly declining measures of educating and learning call for more straightforward perusing material a seemingly endless amount of time. The majority of the lessons are over the level of understudies and are not identified with their encounters or condition. The understudies are made to peruse stories, papers, biographic yet they can't talk or compose basic sentences in English. Honing educators ought to be counseled and engaged with course book arrangement.

SUPERVISION:

"The supervision staff don't get enough time for school supervision in view of additional work like arranging measurable reports, going to gatherings and so forth. They are not generally a la mode in their insight into changing procedures of instructing. The educators who search for scholarly direction feel baffled and loosen their efforts." (B) Men "A great instructor of English can ad lib and improve and compensate for any lacks in the framework. Prof. V.K. Gokak said "The foundational years for the educating of English in schools are in the hands of educators who neither know enough English nor know about the most recent and extensive improvements in the teaching method of English". The UGC Review Committee stated, "There is a lack of teachers. Those accessible have quite recently passed the school last, most decisive test. They have little thought of right utilization and elocution. Their vocabulary is constrained as in their perusing. "Numerous graduate educators would not have offered English as one of their uncommon subjects at the B.A. level, or as a strategy at B.Ed. course. In this way neither the pre-benefit preparing nor the ensuing in-benefit courses help them to end up authority instructors of English. They don't have a clue about the points of showing English as a moment or third dialect while English is an expertise subject, similar to history or material science. There is not really any activity explore embraced by the instructors. Today the determination of instructors depends on their scholastic accomplishments and the affirmation courses like PGDTE (Postgraduate Diploma in Teaching English), TEFL (Teaching English as Foreign Language), and so on. What's more, these educators are given numerous benefits.

I) Pupils: The understudies, who frame the most imperative part in educating, are from assorted foundations. They are not persuaded to take in a moment dialect, that too an outside dialect when they are assigned to an untrained educator. So they attempt alternate ways to pass the exams, which regardless don't test their dialect aptitudes.

There are no trial of communicated in English at all in an instructive organization. They rely upon repetition learning; utilize guides, bazaar notes and replicate them in exams. Indeed, even the target questions are finished by hit and miss mystery. Most instructors don't consider their adjustment work important and botches stay with the understudies uncorrected. Thusly, there are substantial scale disappointments and numerous squandered a very long time of tutoring. Just an all around prepared and very much prepared instructor can keep those disappointments by propelling the understudies to understand the significance of dialect procurement. The tests directed to them must survey the dialect abilities and help them to concentrate much on learning and rehearsing the dialect. (C) Methodology The techniques like perusing strategy, bilingual technique, open approach, sound lingual technique, and so forth of showing English include a great deal of oral work by the educators and less fall back on formal language structure of principles and definitions. All dialect material must be introduced through discourse and dialog at first and the educators are not prepared. The instructors embrace a portion of the reasonable and simpler techniques, however they truly don't prepare the youngsters to enhance their dialect abilities and take in the dialect viably. The aural-oral strategy requests the utilization of tapes and recording devices, the radio and TV as a major aspect of the everyday methods of educating yet in our not well prepared or stuffed classrooms, there is almost no of oral work by and by. There is a broad utilization of the primary language and the interpretation strategy for educating English. Youngsters don't have enough practice in the utilization of English, for it to wind up programmed and unconstrained. In the current circumstance instructors are demonstrating much enthusiasm for utilizing innovation based showing helps in and past the classroom to the most extreme. Keeping in mind the end goal to adapt to the ferocious rivalry they are longing to do investigate in related fields and are utilizing the systems in

Beforehand some saw that English ought not be an obligatory subject because of different reasons, viz, i) It is hard to learn, ii) If provincial dialects replace official dialects in the states, no compelling reason to learn English, iii) The investigation of English has nothing to do with one's later life, iv) English is in charge of the disappointment of numerous understudies in exams, and so on. In any case, numerous perusers now concur with the view that English must be an obligatory subject. For whatever length of time that English keeps on being the dialect of courts, organization, workplaces and so on., it will be selected by understudies to learn it with premium. In perspective of its worldwide significance and the openings for work, it is acknowledged to be gained obligatorily.

LATE SHIFT OF FOCUS FROM THE TEACHER TO THE LEARNER

For quite a while the way toward instructing in our formal instructive foundations has been instructor arranged. That is, the educator being the focal point of the classroom exercises assumed a dynamic part. The educating was overwhelmed by the instructor's execution totally through addressing, offering clarifications and making inquiries. Students assumed an aloof part as noiseless beneficiaries or safeguards of learning or data gave by the educator. The instructor was considered as a wellspring of information

and the student should get learning passed on to him or her by the educator without communicating his or her own particular remarks. The students were not permitted to make inquiries or questions in the class. There were events when instructors felt bothered by the inquiries raised by the students. As opposed to this regular conventional circumstance, as of late, looks into underlined that the whole procedure of instructing or learning ought to be student focused and student inviting. This brought about changing the instructor's part to that of a screen, a simple facilitator of learning and not a central operator spreading information generally. This move of center from the educator to the student was affected by a few elements.

Then again, the Cognitive Psychologists called attention to that dialect obtaining/learning happens regarding formative phases of psychological capacities of the student. This calculated or hypothetical introduction was additionally in charge of a recharged enthusiasm among the inquires about to research the part of student during the time spent dialect securing learning. Fourthly, various specialists and experts of dialect educating or learning upheld based on their individual research studies and expert experience that a student focused approach is more viable than an educator focused methodology especially with regards to instructing dialects. An exceptionally intriguing and valuable result of this circumstance is the new endeavor to think about the genuine means or systems utilized by the students amid the way toward learning. The student must create methodologies for utilizing dialect informatively.

DIALECT LEARNING/TEACHING:

A Change in Teaching English regarding Methodology

In the course of the most recent 50 years there has been a lot of research into the idea of dialect, the parts of different dialects, their likenesses and contrasts and the strategies for showing them. A strategy by and large incorporates what to educate and how to instruct. It additionally incorporates choice and evaluating of the material to be educated. A technique should serve the points of instructing a dialect. It ought to likewise identify with the conditions accessible in the instructive organizations (educators, students, types of gear, and so forth)". Give us a chance to discover the techniques and methodologies received by dialect instructors and the progressions that slowly occurred in applying the system from the past strategies to the present methodologies.

CUSTOMARY METHODS USED IN A LANGUAGE CLASSROOM

Syntax Translation Method:

This is the most seasoned strategy is as yet utilized as a part of Indian classrooms even today. There will be a fast development of vocabulary.

In this technique the structures of the objective dialect are best learnt when thoroughly analyzed with those of the primary language. The instructor interprets each word, expression and sentence from English into first language of the student. Further, the student is requested to make an interpretation of native language sentences into

English. These interpretations of activities are language structure based. This may not work in upgrading the talked and composed abilities of the students. As the above technique shows English by rules and not by utilize, the educators thought of another strategy called coordinate strategy.

Coordinate Method: In this strategy English is instructed through English. This strategy goes for setting up an immediate security amongst thought and articulation, experience and dialect. In spite of the fact that the students gain the familiarity of discourse the written work and perusing aptitudes are less accentuated. This technique requires prepared instructors and it is valuable for just cluster of understudies. This prompted another strategy called as perusing technique by Dr.West.

Present day METHODS

Bilingual Method:

This is an inconspicuous strategy, in which two dialects; the native language and the objective dialect are utilized. As indicated by Dr C.J.Dodson, the originator of the bilingual strategy, the points of this technique are: - 1. To make the student familiar and precise in the talked word. 2. To make the student familiar and precise in the composed word. 3. To set up the student in such a way, to the point that he can accomplish genuine bilingualism.

The Audio Lingual Method:

This strategy goes for expanding significance of perusing and composing, tuning in, cognizance and discourse also. This technique is otherwise called Aural Oral Method. The strategies of retention and boring in this strategy can wind up exhausting and repetitive. In addition it pre-assumes a homogenous gathering which isn't relevant in a class of understudies who have diverse mental states of mind and aptitudes.

Situational Approach:

"Situational showing implies, watches June Derrick, in 'Instructing English to Immigrants', that both syntax and substance words will be educated and utilized as parts of entire articulations or sentences utilized as a part of significant circumstances". A significant introduction of dialect by an instructor encourages the understudies to learn it promptly and easily however the educators ought to make the circumstances that look unconstrained and genuine. Just effective instructors can embrace this approach in their educating easily.

Basic Approach:

It is an enhanced current way to deal with take in a dialect through structures. There are fundamentally three components in taking in a dialect - language, vocabulary and elocution. The student can talk the dialect consummately and fluidly just when they ace the structures of the dialect.

Open Approach:

This approach of 1970's is an enhanced auxiliary approach with an uncommon accentuation on the open capacity of the students. Students take in the proper utilization of dialect. They end up familiar speakers. Be that as it may, there is carelessness of perusing aptitude.

Principled Approach (PA):

Undertaking Based Language educating and endeavors to apply cerebrum research to instructing are momentum cases of this approach. For Brown, the term 'technique' is best supplanted by the expression "teaching method". 'Strategy' infers a static arrangement of systems while 'Instructional method' proposes the dynamic transaction between instructors, students, and instructional materials amid the way toward educating or learning. Dark colored portrays the premise of dialect showing instructional method as far as twelve rules that reflect momentum research and hypothesis about second dialect procurement. Before the finish of 1980s, this approach was obviously getting to be clear in showing hones around the world. In this approach-new understudies' needs are seen, creative academic methods are endeavored, and follow-up evaluation is done. The educator assemble input from real execution, and after that reshapes and alters their general comprehension of what realizing and instructing are-which thusly, may offer ascent to another knowledge and more creative conceivable outcomes, and the cycle proceeds.

Open Competence:

This is the objective of a dialect classroom, direction needs to point toward the majority of its segments: Organizational, down to business, key, and psychometric. Open objectives are best accomplished by giving due thoughtfulness regarding dialect use, to familiarity, to real dialect and settings. What's more, to the understudy's possible need to apply classroom figuring out how to up to this time unrehearsed settings in reality.

PC BASED LANGUAGE TEACHING AND LEARNING

This is the new approach which supplanted the old showing techniques and this is embraced by the greater part of the contemporary instructors who effectively make their classes' intelligent, enlightening, student cordial and fascinating. By and by sound taped base dialect labs are slowly being supplanted by dialect media focuses. Where the dialect students can utilize sight and sound C.D room and laser plates, get to outside dialects, archives from the World Wide Web and speak with the other. This technique known as CALL (PC helped dialect learning/CLT) has gotten a quick change the part of instructors and understudies. Educators liked to be minor facilitators as opposed to being a solitary source from which understudies could pick up learning. The facilitator part accentuates ways and modes that assistance understudies coordinate their own particular learning and to utilize genuine applications and issues as a premise to start new learning. As the outcome of this change, understudies in the 21st century are progressively winding up

more star dynamic and free students and they now have a huge number of intends to get to data and learning materials.

Indeed, even the moderate student enhances his/her dialect abilities without feeling timid or humiliated. This system (CLT) likewise urges quick students to learn past the endorsed syllabus without intruding on the class. Here the instructor would be a negligible facilitator most likely to give guidelines and illuminate the questions. This sort of instructing and learning enhance the certainty levels of the understudies and help them to concoct new routes/techniques in figuring out how to set up their own personalities. The instructor additionally has a chance to explore and create new techniques and methodologies in adjusting the framework. In addition this advances sound connection between an instructor and an understudy that prompts the improvement of better instructive system. In any case, this could happen just when the two instructors and students indicate enthusiasm for this sort of figuring out how to extend and develop. Indeed, even this technique has its own favorable circumstances and inconveniences. This could be effective just when the instructor is all around prepared in applying CALL in a classroom.

CHOICE OF A VIABLE METHOD

The instructor ought to fastidiously choose the most reasonable technique in dialect guideline. The social foundation likewise adds to dialect examine. The technique chose might be appropriate for the understudies in urban regions yet not the one in provincial zones. The educator must choose for himself the best from among the techniques as indicated by the students' needs. The approach followed in showing English ought to be open, viable and very fathomable with the goal that the students are agreeable in learning it. In this procedure the entire showing philosophy has changed where the students' investment is greatly expected.

Late MODIFICATIONS IN DESIGNING TEXTBOOKS

To start with there was no arrangement in our formal instructive framework especially in educating English. On considering the course books of middle level, degree level and other expert degree levels; the basic thing that has been seen in these books is that the reading material comprises of two sections. They are verse and writing, other than maybe a couple non-point by point books. Toward the finish of each ballad or a composition lesson, there is vocabulary, appreciation and a few activities in light of syntax. The students have learnt English as a subject just to score stamps and to pass the examination. Till as of late students never endeavored to learn English as a dialect and the planned course books too never endeavored to see the requirements of the students, and additionally did not advance their dialect obtaining learning. Be that as it may, with the move of center from the instructor focused to student focused exercises, a great deal of validity is being given to require based courses. It has turned out to be less demanding to devise English for Specific Purposes (ESP) courses for the students joining proficient schools as their necessities of dialect are connected with its utilization in their

forthcoming callings. There is a minimal extension for the improvement of the four-dialect abilities: Listening, speaking, Reading and Writing. There is no mindfulness among the students about the learning procedures. "Targets are sets of conditions that must be satisfied before an objective can be accomplished," says Jones and Roe (1975). The objective in the proposed syllabus is to showing dialect as and for correspondence. To accomplish the objective the understudies ought to take in all the four dialect abilities and build up specific techniques or procedures to make learning impeccable and simple. "The essential point of the syllabus is to guarantee a move from the activity level of dialect in the classroom to the experience level of on the planet outside, valid dialect as it is being utilized must be brought inside the classroom and the understudies must be urged to go out and be in contact with this present reality. The course book can, along these lines, comprise of publications, commercials, transcripts of genuine exchanges and meetings, manuals, and so on. This sort of material can be utilized to animate genuine circumstances. The vital point to remember is to coordinate every one of the abilities in each instructing unit."

Scholarly Needs:

To peruse subject books, to peruse guidelines to errands, to peruse official notification, diary, daily papers, to get ready for selection tests and additionally aggressive examinations to show up in interviews; to compose assignments, work applications, to compose assignments, work applications, to take an interest in faces off regarding, aggregate talks and tests.

Individual Needs:

To peruse magazines, books and so forth for delight, to see English motion pictures; to speak with vacationers; to compose letters to companions, and so on.

Proficient Needs:

To complete one's obligations and to stay in contact with one's calling and realize what is going on in the field; it is future need which understudies are not ready to articulate decisively. For the most part the students focus on perusing, composing, tuning in, and talking, in a specific order. In the event that there is a requirement for reworking the materials, remembering the requirements of the students, it is additionally essential that instructors utilize a viable procedure for abusing these materials in the classrooms in order to augment the abilities the students require.

By and by the students attempt to get generally additional conventional abilities for work, citizenship and self-completion. Understudies today need to take in a dialect to impart, as well as a way to discover contacts, meet individuals and set up associations (Soontiens, 2004). The understudies understood that the administration and relational abilities are likewise important to make associations and create enduring organizations. What's more, this would be conceivable just by taking in a remote dialect. They need to wind up self-enabled, as well as to engage others. To accomplish these abilities

instruction assumes a vital part and it is the obligation of an educator to create and alter the prior arrangement of training deliberately in order to meet the student's requests. The educator is a trust commendable individual whom the students rely on. S/he should be imaginative, talented and very much prepared for the instructor needs to speak to a calculated system for understanding the developing difficulties and openings which help every one of the understudies to accomplish their contemporary prerequisites and exhibitions. That is prepping the student to meet all requirements for an alluring, prosperous employment and way of life. Instructors should likewise impact appropriate changes in the examination framework to test the abilities as opposed to the item learnt. In spite of the fact that an educator anticipated requirements profile can't be discounted a circumstance like our own, students should be offered opportunity to detail their own particular profiles so as to make learning successful. The two kinds of requirements are successful. The two kinds of necessities (those anticipated by the instructor and those broke down by the student themselves) have been named as 'Destinations' and Subjective needs, individually. In the previous, the examiner distinguishes students as far as age, and in the last mentioned, identity, states of mind, needs and desires, techniques, and so forth, are recognized (see, Nunan, 1988b; Brindley 1989). Both must go important and viable. Chiefly himself concedes this and he is clearly arguing for a far reaching examination of necessities (goals and subjective) that are significant for planning courses which are student focused and correspondence situated (see, Nunan 1988a, 1988b; Brindley 1989; Berwick 1989)

In any case, the romanticizing (of information) of unexpected kind in comparison to that expected by for the most part would be required to fulfill the necessities of learning of English in India as well. There is a need to receive a syllabus that is, most likely, outlined around some anticipated circumstances yet it must can possibly take the students past these circumstances to eccentric headings, which he may experience in reality. Understudy's dynamic interest in the class is conceivable just when exhaustive investigation of requirements is attempted. There are a few reading material intended for a professional course at middle of the road level. It is seen that the course scholars Dr. D. Kanakadurga, Dr.M.Andal Manga Tayar and Dr.D.Vasundhara have planned an exceptionally helpful and viable content, which gives the students to create procedures in dialect procurement instructing and additionally urges students to learn English as a dialect of correspondence other than scoring marks. Be that as it may, the reading material intended for the expert courses also can be formed to the valuable reason based on the students' needs. An imaginative instructor can educate the substance of the course book likewise adjacent to offering extension to the advancement of dialect abilities and draw the dynamic cooperation of the students in the class. As the present world exists on focused tests which are choosing the goal of the students, it would be basic that the course essayists focus on those regions which shape the premise substance of the tests. Moreover, build up those regions in the endorsed syllabus in a way giving degree to embracing distinctive procedures that upgrade the understanding levels of the students. The reading material endorsed by for the expert courses, ex. A Textbook of

English for Engineering and Technology and Learning English-A Communicative Approach. Building course is better than average. This book encourages the understudies to conquer the linguistic blunders, to uncover their musings and conclusions precisely with no vagueness through appropriate accentuation, and structures a decent hotspot for perusing perception. This book additionally offers extension to inspire the reactions including different methodologies from every one of the understudies independent of their IQ.

We realize that the English dialect ability is considered as a characteristic of better instruction and opens business openings around the world. Contrasted with different graduates it is watched that building graduates are more disposed towards enhancing their English dialect to the best in all perspectives through PCs. The understudies of designing course are considered especially in the present contextual analysis since they can be formed effectively and enhanced their dialect aptitudes. Facilitate all most every one of the tests are on the web and they ought to be very much prepared in utilizing PCs to split the focused tests like TOEFL, GRE, GATE, IELTS, and so on without a hitch. As it is known all these aggressive tests survey the English dialect aptitudes which frames an essential piece of the inquiry paper and has meet weight time of imprints as that of math. The students ought to be prepared in enhancing their dialect aptitudes to score incredible checks and in addition spare time for understanding different bits in the exam. In addition these tests are the rungs of the step of achievement in influencing their fantasies to work out and accomplish more noteworthy statures in their profession. This examination causes an instructor to receive a showing strategy in which there is a considerable measure of extension for enhancing the dialect of the students.

CONCLUSION

A student focused approach is more viable with regards to instructing dialect. This prompted the investigation of the real means or systems utilized by the students amid the procedure of dialect learning. An inventive instructor ought to dependably recognize, energize the techniques, which his/her students utilize, and advance a successful utilization of new methodologies by the understudies. Through legitimate arranging and by embracing the best technique in instructing a dialect the objectives of this investigation specified beneath can be accomplished. That is a) to inquire about, create and scatter the imaginative strategies in Indian instructive framework that meet 21st century requests b) To produce and engender viable advancements for educating and learning c) To fortify instructive capacities of country and underserved students\learners. This would fill in as another methodology for the instructive change to address the difficulties of a quickly moving toward future very unique in relation to the prompt past. The educators must assume a cautious part in choosing the strategy that serves the above objectives overall.

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Dr. Ajita Jagdishbhai Jani
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