

ಹೈದರಾಬಾದ ಕರ್ನಾಟಕ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ
ಶ್ರೀಮತಿ ಚಿನ್ನಮ್ಮ ಬಸಪ್ಪ ಪಾಟೀಲ
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3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years .

Years	2018-19
Total Number	5

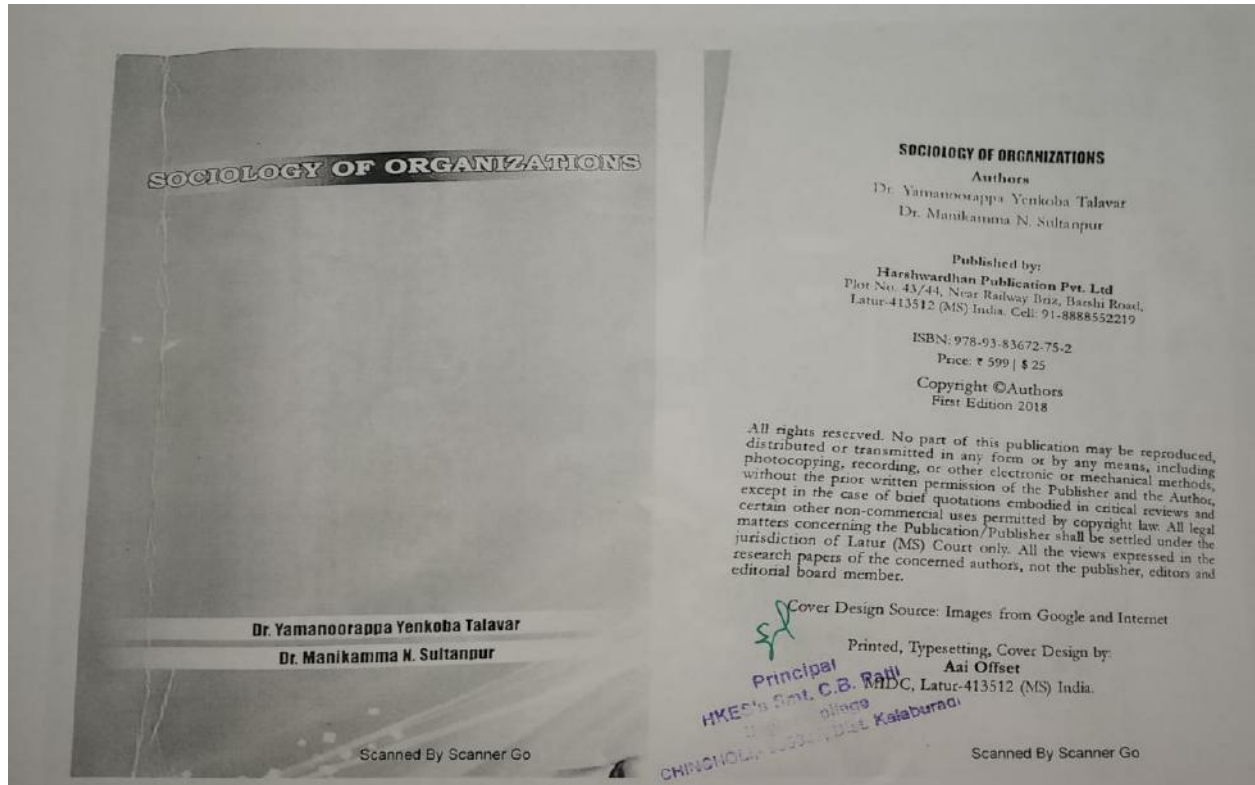

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3.2.2.1 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year 2018-19

Sl. No.	Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN/ISSN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher
1	Dr.Manikamma.N.S		ICT Brole in Improving the Quality in Higher Education	Qaeshe 2019 In Higher Education The Light New Frame Work Of Naac	Qaeshe 2019 In Higher Education The Light New Frame Work Of Naac	National	19-Feb	ISBN: 978-93-88237-47-5	Smt. C.B.Patil Degree College Chincho 	Excel India Publisher New Delhi www.gro upexcelindia.com
2	Dr.Manikamma.N.S	Household Women and their Societal Status				National	2018-19	ISBN: 978-620-2-30821-2	Smt. C.B.Patil Degree College Chincho 	Scholar's Press Publication
3	Dr.Manikamma.N.S	Sociology of Organizati ons				National	2018-19	ISBN: 978-93-83672-75-2	Smt. C.B.Patil Degree College Chincho 	Harshwar dhan Publication Pvt. Ltd
4	Siddanna M Kolli	Kannada Kathasangr aha				National	2018-19	ISBN: 978-93-87775-15-2	Smt. C.B.Patil Degree College Chinchol i	Sri. Siddaling eswara Book Depot&Pr akashana
5	Siddanna M Kolli		ICT Brole in Improving the Quality in Higher Education	Qaeshe 2019 In Higher Education The Light New Frame Work Of Naac	Qaeshe 2019 In Higher Education The Light New Frame Work Of Naac	National	2018-19	ISBN: 978-93-88237-47-5	Smt. C.B.Patil Degree College Chincho 	Excel India Publisher New Delhi www.gro upexcelindia.com


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Dr.Manikamma.N.S



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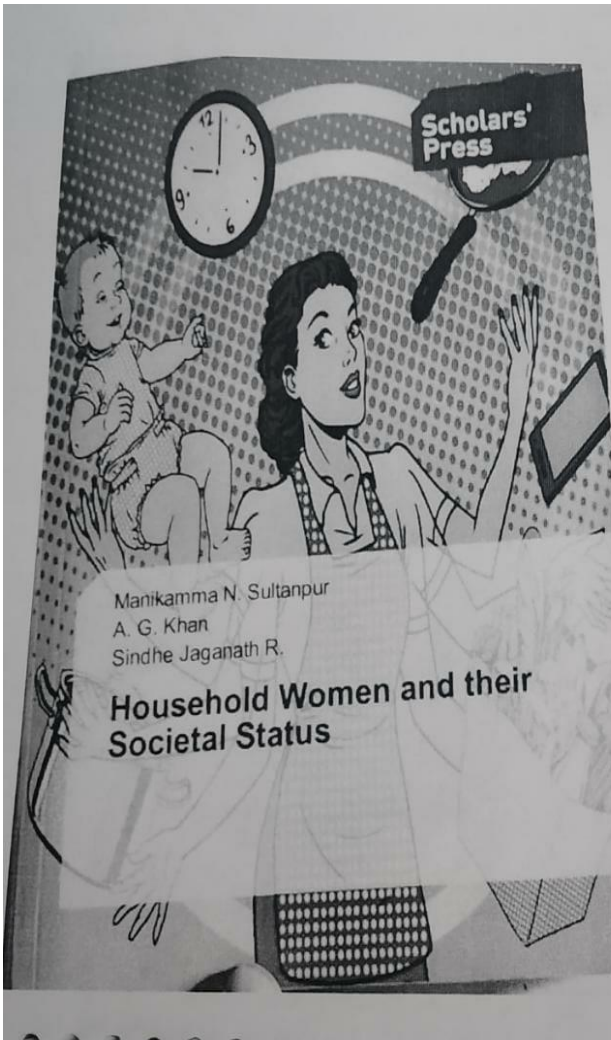

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1

INTRODUCTION

In sociology organization is understood as planned, synchronized and purposeful action of human beings to hypothesis or gather a common tangible or intangible product. Sociology distinguishes the term organization into planned formal and unplanned informal i.e., spontaneously formed organizations. Sociology analyzes organizations in the first line from an institutional perspective. In this sense, organization is a permanent arrangement of elements. These elements and their actions are determined by strategies so that a certain task can be fulfilled through a system of coordinated division of labour. An organization is defined by the elements that are part of it and its communication its autonomy and its rules of action compared to outside events. By coordinated and arranged cooperation of the elements, the organization is able to solve tasks that lie beyond the abilities of the single elements. The price paid by the elements is the limitation of the degrees of freedom of the elements. Advantages of organizations are enhancement, addition mixture of different features, and extension. Disadvantages can be lifelessness through co-ordination and loss


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Manikamma N. Sultanpur
A. G. Khan
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ICT Role in Improving the Quality in Higher Education

Dr. Manikamma N. Sultanpur¹, Dr. Siddanna M.K. Olf² and Kunnari K. Sudha³

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ABSTRACT—ICT in the higher education has profound implications for the whole education process. Because it provides a technology that has the capacity to promote and encourage the transformation of education from a teacher directed approach towards student centered models. Some of the important functions of ICT such as ICT as a change agent in learning process. It is a force that has many aspects of the way we live, and also an electronic means of capturing, processing, storing, processing, communicating information. According to Swati Desai, 2010 study. Quality education helps to empower the nation in all aspects. There are many ways to increase the learner's knowledge, and technology is the most effective way. The present paper attempt to review ICT Role in Improving the Quality of Higher Education, discussed. Methods: paper utilized secondary data sources to fulfill the objectives of the paper. It provides favourable learning environment so that students can participate actively and its learner centered in the sense that it can accommodate learner's needs and interests. The use of multimedia makes classroom interesting. Itcher and improve the student's achievement.

1. INTRODUCTION

Information and Communication Technology (ICT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today's education field. Kent and Facer (2004) indicated that school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. Increasingly, ICT is being applied successfully in instruction, learning, and assessment. ICT is considered a powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations (Lowther, *et al.* 2008; Weert and Tannah 2005). As Weert and Tannah (2005) have pointed out, learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge, which departs from traditional approaches. As time goes by, they will have to expect and be willing to seek out new sources of knowledge. Skills in using ICT will be an indispensable prerequisite for these learners. ICT tends to expand access to education. Through ICT, learning can occur any time and anywhere. Online course materials, for example, can be accessible 24 hours a day, seven days a week. Teleconferencing classrooms allow both learner and teacher to interact simultaneously with ease and convenience. Based on ICT, learning and teaching no longer depend exclusively on printed materials. Multiple

resources are abundant on the Internet, and knowledge can be acquired through video clips, audio sounds, visual presentation and so on. Current research has indicated that ICT assists in transforming a teaching environment into a learner-centered one (Castro Sanchez and Aleman 2011). Since learners are actively involved in the learning process in ICT classrooms, they are authorized by the teacher to make decisions, plans, and so forth (Lu, Hou and Hsing 2010). ICT therefore provides both learners and teachers with more educational affordances and possibilities.

2. MEANING OF THE ICT

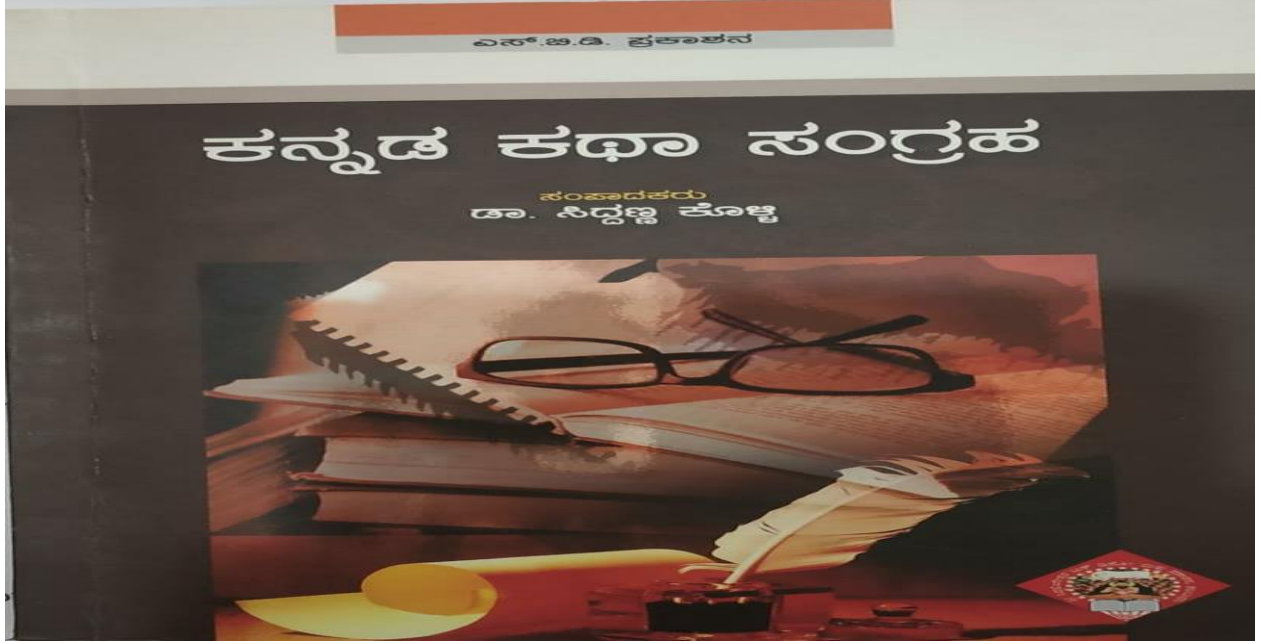
ICT includes radio, television, satellite, mobile phones, computers and the internet. It can be divided into two groups: traditional ICT namely radio, television and the new ICTs like internet and telecommunications. Learning through new ICTs is also called e-learning. All these media come under the overall umbrella of ICTs. In another way Information and Communication Technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information as well as related services.

2.1. According to UNESCO

ICT is a scientific technological and engineering discipline and management technique used in handling information in application and association with social, economic and cultural aspects. Appropriate use of ICT can transform the whole teaching-learning processes leading to paradigm shift in both content and teaching methodology (Anu Sharma *et al.*, 2011).


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Dr. Siddanna M Kolli



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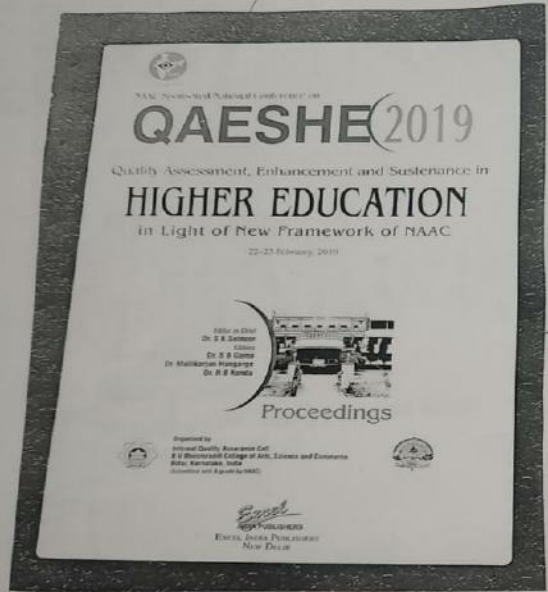
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