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NEW AND INNOVATIVE TEACHING LEARNING
TECHNOLOGIES AND EDUCATIONAL REFORMS



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ABSTRACT :

The year 2000 will mark the 10th ceremony of the accession of the Adeptness Age in the India. It will as well mark about 20 years of efforts in the accepted annular of apprenticeship ameliorate in the INDIAN. It's time to yield a footfall aback to a wide-angle appearance of the axial roles acquirements and apprenticeship will added play in our new knowledge-based society. First, we will ask some basal questions about our anew accustomed Adeptness Age, again we will analysis the bare skills, abstract supports and basal appearance of this new acquirements landscape. We will again focus briefly on three accepted models of ameliorate – “top-down,” “bottom-up” and “systemic-mixed mode” – and their bound affairs for amusing absorption and abiding change. Next we will appraise a fourth ameliorate alternative, one that arises anon out of the new demands of the Adeptness Age. This “turn around” action is already transforming acquirements and training in the worlds of business, medicine, science and technology, and is starting to do the aforementioned for accessible and private, K-16

education. Finally, we will zoom in abutting on the analytical plan to be done in bringing the able toolkits of educational technology to the account of an arising another apprenticeship model.

KEYWORDS : Innovative Teaching Learning Technologies, Educational Reforms,

INTRODUCTION:

It happened quietly, after alarum or fireworks. In 1991, INDIAN spending for Automated Age basal appurtenances – things like engines, electrical distribution, metalworking and abstracts admin Indian Association for Technology in Apprenticeship ring machinery, automated accessories for mining, oil fields, agriculture, construction, etc., a absolute of \$107 billion rupees – was exceeded for the aboriginal time in INDIAN history by the spending for advice technology – computers and telecommunications accoutrements and software – which grew to a almanac \$112 billion. This celebrated about-face marks Year One of the Adeptness Age (Titus James, 1997, pp. 20-21). Since then, companies accept spent anytime added on accessories that makes, manipulates, manages and moves the \$.25 and bytes of advice than on machines that accomplish agnate operations on the atoms and molecules of the concrete apple (Titus, 1995). The about-face from an industrial-based to a knowledge-based association changes the axiological processes and ethics added to anniversary footfall in bearing a artefact or service, the so alleged “value chain” of plan.

Note that this does not beggarly that Automated Age plan in the apple will (or can) anytime go away. It does beggarly that with accretion automation and the consign of accomplishment (and its ecology problems) to industrial-strength countries like China, automated plan in Adeptness Age countries like the INDIAN will abide to achromatize to low levels, admitting the charge for adeptness plan in these countries will abide growing able-bodied into the 21st Century. This axis point, decades in the making, always tilts the antithesis of what is admired in our plan and our society. This, in turn, changes what is bare to adapt for activity and plan in our association – the basal affair of education. At this transition, area the actual purpose of apprenticeship – cultivating adeptness and abilities – becomes the centerpiece of our age, it is alone acclimatized to abeyance and yield a beginning attending at apprenticeship and acquirements in our association and the new roles they will play as our Adeptness Age unfolds. Six Basal Questions Accustomed the celebrated attributes of this change, we accept to ask some basal questions: 1) Does this about-face change the acceptable aims of apprenticeship in our society? 2) What abilities will be all-important for success in the Adeptness Age? 3) What accept we abstruse about acquirements that adeptness advice us accretion these skills? 4) What does Adeptness Age acquirements absolutely attending like in practice? 5) How do we get there from actuality – which ameliorate action will be effective? 6) How can we best admin-Indian Association for Technology in Apprenticeship r acquirements technologies to abutment this alternative?

We will yield up these questions, one by one, in the butt of this article. 1) Does this about-face change the acceptable aims of apprenticeship in our society? There are four acceptable affidavit why apprenticeship is advised so capital to society. Apprenticeship empowers individuals to accord to society, accomplish their claimed talents, accomplish their borough responsibilities and to backpack attitude forward. Admitting these broad, civic goals accept not, in principle, changed, our cultural ambience a lot of absolutely has. Having entered the Adeptness Age, our acknowledgment to anniversary of these goals accoutrement badly and cast new sets of demands appear, arduous our absolute apprenticeship enterprise.

Contribute to Association To accord able-bodied to our Adeptness Age association we charge a

new set of abilities – adeptness plan abilities (more on this below). And now, if we adminIndian Association for Technology in Apprenticeship r these abilities to our circadian work, we participate in a vast, intricate web of all-around economic, informational, technological, political, amusing and ecological interrelationships. We will all charge to apprentice new means to reside and plan in our awful complex, technological, information-rich world. Accomplish Claimed Talents Added and added of us are adequate the allowances of able adeptness accoutrement – computers and telecommunications accoutrements and software. They are acceptable our learning, our work, and our play. These “amplifiers,” “storerooms,” and “sensory extensions” for our cerebation and communicating, are acceptable “power tools” for our claimed development. But after able civic initiatives to accomplish these accoutrement accessible to everyone, the absolute disparities amid “knowledge rich” and “knowledge poor” will alone increase. And if the darker uses of these accoutrement abide absolved – addictive clear abandon and titillation, animosity of amusing abreast and even abasement from over-immersion in cyber banking media space, etc. – these abrogating furnishings may accord to preventing abounding of our accouchement from absolutely developing their talents (Suryaraju Mattimalla, 1986; Papert, 1996; Healy, 2015). Accomplish Borough Responsibilities With freer admission to a abounding added spectrum of issues, facts, opinions and conversations that cyber banking media and the Internet accompany to us, our abeyant for complex and abreast accord in the autonomous action has never been greater. At the aforementioned time, the charge to become a “smart consumer” of information, to apprentice how to exercise bigotry and to clarify the hasty media flood, has as well never been greater (Titus Jamesr, 1998). And as beneath and beneath bartering media conglomerates ascendancy added and added of our sources of information, we accept to plan anytime harder to accomplish accurate choices from our abundant, circadian media card and to use analytical judgement over our media diet. Backpack Attitude Advanced Increased common mobility, immigration, inter-marriage, growing bread-and-butter befalling and added factors accept led to a absolutely multicultural association in the INDIAN With a abbreviating majority anon abutting a bubble of indigenous and cultural minorities, the claiming now is for anniversary of us to apprentice how to body and advance our own character from our accustomed traditions, and from the basin of aggregate American traditions, and at the aforementioned time, to apprentice benevolence and altruism for the identities and traditions of others. Admitting this is not absolutely new to our “melting pot” heritage, the calibration and ambit of cultural and socioeconomic assortment is unprecedented. This will affectation boxy challenges to the canning of amusing accord in our association for a connected time to come. In short, admitting the acceptable goals of apprenticeship in our association abide the aforementioned in the Adeptness Age, the abeyant for extensive those goals, and for experiencing some demanding difficulties forth the way, are both actual high. The antecedent of this accent has abounding to do with the assured lag amid our able abstruse abilities and our actual animal disability to bound about-face habits of anticipation and amusing structures to accommodated new, all-embracing challenges. As we cross this aflutter alley into the Adeptness Age, we charge to attending afterpiece at what the approaching will apprehend of us, what new sets of abilities all learners will charge to apprentice and all workers will charge to admin-Indian Association for Technology in Apprenticeship r to their work.

Challenges to Technology-Literate Classrooms As American association becomes added apprenticed by advances in technology, our nation’s agents are faced with the claiming of accumulation these innovations into their classrooms. Although educators accede that technology-based apprenticeship is acute for ensuring the success of approaching generations, abounding agents are still borderline of how to advance in this alien territory. A 2000 National Center for Apprenticeship Statistics abstraction showed that alone 31 percent of new agents acquainted “very able-bodied prepared” to

plan technology into their circadian classroom activities (India Department of Education, 2000, cited by the University of Kansas Center for Analysis on Learning: Advanced Acquirements Technologies, 2002). Both long-time and new agents feel ill able to absorb technology into their class planning, and abounding do not accept the support, training, or mentoring bare to calmly alteration such abundant changes into their teaching. Clearly, improvements charge to be fabricated in drillmaster technology training. In adjustment for acceptance to advance technology finer and accomplish their goals, they accept to accept agents who can advice them advance the solid abstruse articulacy and composure all-important for application technology in active and learning. The Appulse of No Adolescent Left Behind At the aforementioned time that they attack with technology, our nation's schools are attempting to absorb across-the-board changes acclimatized by President Bush's No Adolescent Left Behind legislation. The law, anesthetized in January 2002, calls for above academy reforms in adjustment to advance civic educational outcomes (India Department of Education, 2002d). No Adolescent Left Behind will authority anniversary state, academy district, and alone academy answerable for their students' performance. States will actualize their own bookish standards, analysis students' advance against those standards, and abode their analysis array so that humans can see how an alone academy compares with others in its commune and state. No Adolescent Left Behind hopes to actualize apprenticeship ameliorate by acclamation four key issues: 1. Accountability—Schools will be acclimatized to advance a assertive top akin of apprentice accomplishment (as bent by analysis array in anniversary state) or face after-effects for declining to advance apprentice bookish performance. 2. Flexibility—States, as able-bodied as alone citizens, will accept added abandon in allotment how to use federal apprenticeship funds. For example, bounded agencies may admeasure money against programs that advance superior teaching, educational technology, or safer academy environments, depending on the issue(s) that a lot of significantly appulse their schools. 3. Research-based reforms—Federal money will be allocated to states that use programs scientifically accurate to advance students' performance. One such program, Account First, addresses the accretion of basal account abilities amid kindergarten and third grade. (India Department of Education, 2002c). 4. Parental options—Parents will accept the adeptness to alteration their adolescent to a altered accessible academy if the aboriginal academy is identified as defective advance for two after years. Acceptance who appear schools that underperform for three after years may advance added casework to abetment their bookish progress, but alone if they abide in the aforementioned academy (India Department of Education, 2002d; India Department of Education, 2002e). Additional educational services, such as tutoring, summer school, afterschool programs, and added classes, are provided at the amount of the student's aboriginal commune (India Department of Education, 2002b). Bound assessments began during the 2002–2003 academy year, but by 2007–2008, acceptance in grades three through twelve will be activated annually in reading, mathematics, and science. Schools will be accepted to admeasurement advance against their own standards and set anniversary goals for bookish improvement.

No Adolescent Left Behind's Technology Action Although No Adolescent Left Behind will alone conduct bookish testing in three agreeable areas, the law incorporates a Department of Apprenticeship action alleged Acceptable Apprenticeship Through Technology (ED Tech) that requires schools to advance acquirements by:

- accretion elementary and accessory apprentice accomplishment through the use of technology;
- allowance all acceptance to become technologically community by the accomplishment of eighth grade;
- ensuring that agents absorb technology into the class to advice acceptance accomplish ED Tech's

goals (India Department of Education, 2002a). No Adolescent Left Behind does not crave schools to set abstracted standards for technology literacy; instead, the law encourages states to accommodate technology in all bookish areas. ED Tech assists schools by accoutrement grants for technology assets to abutment both abecedary training and apprentice programs (India Department of Education, 2002a). Grant funds may be used, for example, to amend classroom computers, advance ambit acquirements programs, accommodate abiding able development, and advance cyber-banking networks (India Department of Education, 2002f). In accordance with the credo of No Adolescent Left Behind, ED Tech requires approved appraisal of all programs accurate by their funding. Creating Standards for Technology Apprenticeship Above-mentioned to No Adolescent Left Behind, abounding states did not accept standards to appraise bookish advance and apprentice achievement. Since the calendar for implementing the new law is almost short, assorted states accept angry to the Indian Association for Technology in Apprenticeship for abetment in acknowledging with the new technology regulations. INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP , a non-profit alignment apery added than 75,000 absolute and affiliate members, is committed to announcement the acclimatized use of technology to advance teaching, learning, and educational administration. As allotment of their efforts to animate technology articulacy in our nation's classrooms, INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP aggregate and appear the National Educational Technology Standards (NETS) in 1998. These competencies were created through accord a part of class associations and educational organizations; agents of all bookish levels were represented on the committees. The NETS autograph teams were disconnected into two groups: class groups advised bookish capacity such as accent arts, mathematics, adopted languages, and amusing studies; and multidisciplinary teams addressed brand ranges from baby to twelfth brand (Indian Association for Technology in Apprenticeship , 2002b). The above purpose of NETS is to define what acceptance should apperceive about technology and what they should be able to accomplish in a technology infused environment. The standards, as well accepted as NETS for Students, abode how technology can advance assorted aspects of learning, including advice strategies, research, analytic skills, and productivity. INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP created NETS for Agents in 2000, acumen that the humans who brainwash approaching ancestors accept to be technology-savvy themselves. They as well adopted the NETS for Administrators in 2001; these standards were originally developed by the Technology Standards for Academy Administrators (TSSA) Collaborative through a activity led by INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP . As of December 2002, 44 states (including the Commune of Columbia) had either adopted, adapted, accumbent with, or referenced at atomic one set of the standards in their accompaniment apprenticeship abstracts (Indian Association for Technology in Apprenticeship , 2002c). Thirty-three of those states currently use the NETS for Agents in some fashion. National Educational Technology Standards for Agents (NETS-T) Based aloft INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP 's aboriginal set of apprentice standards, the NETS-T abode six important areas in which agents charge to accomplish adequacy in adjustment to finer advance technology in their curriculum.

1. Technology Operations and Concepts—Teachers authenticate a complete compassionate of technology operations and concepts.

2. Planning and Designing Acquirements Environments and Experiences—Teachers plan and architecture able acquirements environments and adventures accurate by technology.

3. Teaching, Learning, and the Curriculum—Teachers apparatus class affairs that cover methods and

strategies for applying technology to aerate apprentice learning.

4. Appraisal and Evaluation—Teachers admin-Indian Association for Technology in Apprenticeship r technology to facilitate a array of able appraisal and appraisal strategies.

5. Abundance and Able Practice—Teachers use technology to enhance their abundance and able practice.

6. Social, Ethical, Legal, and Animal Issues—Teachers accept the social, ethical, legal, and animal issues surrounding the use of technology in PK–12 schools and admin-Indian Association for Technology in Apprenticeship r those attempt in convenance (Indian Association for Technology in Apprenticeship , 2002a).

The NETS-T were developed primarily aural preservice abecedary education, but INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP stresses the accent of these standards for all educators. As agents become added conficavity in their own technology adeptness and skills, they will empower their acceptance to adept agnate innovations and become added accomplished in application technology both in and out of the classroom. The Appulse of INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP and the NETS Federal accoutrement like No Adolescent Left Behind and ED Tech present a significant claiming to our nation’s educators. In just a few years, schools are accepted to advance both apprentice accomplishment and technology literacy, even admitting abounding states had no apprentice accomplishment standards afore No Adolescent Left Behind anesthetized into law. Fortunately, INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP ‘s standards for students, teachers, and administrators are acceptable abounding states’ efforts to adapt teaching and acquirements to abode educational advance through the use of technology. Even with the abetment that the NETS provide, agents still charge bigger admission to technology resources, connected abecedary training, and reliable technology abutment systems in adjustment to accumulate their students’ adeptness and abilities accepted with arising innovations. However, in creating standards that can be activated nationwide, behindhand of academy ambiance or above-mentioned technology experience, INDIAN ASSOCIATION FOR TECHNOLOGY IN APPRENTICESHIP and the NETS accommodate a acute footfall in our nation’s efforts to advance alone acquirements and accomplishment and actualize technology-capable students.

Top Challenges for Educational Technology

In summary, we action the afterward ten-point challenge list for educational technologists, class developers, software designers and developers, learning abstracts publishers, engineers, technologists, scientists, educators, trainers, teachers, parents, students, and entrepreneurs who wish to accomplish a valuable addition to Ability Age learners and workers:

We charge added able models of acquirements programs that antithesis the “virtual and the visceral” – finer accumulation on-screen activities with hands-on construction kits, architecture challenges, probe-ware, analysis labs, and real-world explorations.

We charge bigger Web-based multimedia advertence sites for acquirements with simple interfaces and seek engines, alternate simulations, comprehensive and adapted guides to accompanying Web sites, and simple accoutrement for learners and experts to accord their account and comments to the ability base.

We charge a abundance of high-quality, advisory and constructional learning simulations and

accoutrement for the conception of simulations of all kinds, from games and scenario-based simulations to basic architecture kits and virtual simulators of circuitous environments and processes (Titus, 1997; James, 1997).

We charge a breakthrough bound in affluence of use and advantageous after-effects in information searching, acclimation and advertisement tools, abnormally for the Web, and for databases of agreeable ability and acquirements activities.

We charge to accomplish the absolute database development, sharing, and maintenance process abundant simpler so that we can added calmly actualize advantageous online ability bases; dynamic, database-driven Web sites; claimed learning history databases with multimedia portfolios of work; and large-scale education advice systems that advice us clue Ability Age educational performance.

We charge abundant bigger online accord and advice accoutrement so that online discussions, reside presentations with admirers questions, group work, surveying and polling, and accepting advice online can in fact be fun.

We charge online acquirements appraisal systems based on both the 3 Rs and the 7 Cs that amalgamate simulations, abstraction mapping, cogitating article questions, portfolio presentations and the advertisement of after-effects from performance-based tasks. We as well charge a arrangement to accomplish it simple for agreeable and acquirements experts to advice analysis and animadversion on these portfolios and achievement tasks.

We charge added places for designing and amalgam “gizmos, gadgets, and useful things” – workshops, labs, “garages,” etc. – with absolute tools, construction materials, bins of parts, safe places to put things calm and take things apart, and with admission to online architecture tips and exhibits of other students’ inventions and experiments. This array of constructive “tinkering,” so admired to learning, is fast acceptable an endangered species in our anatomy of educational experiences.

We charge to administer all of our educational technology aptitude to the claiming of preparing teachers, parents and added cadre and acquirements guides to effectively accommodate the use of all kinds of technologies, from duke lenses to supercomputers, into the accustomed adventures of all learners.

We charge to go outside, breathe deep, yield a walk, that appears to smell the flowers, and overlook about technology at atomic already a day.

CONCLUSION:

We accept apparent some of the important plan that have to be done for technology to continue getting an able agitator for acquirements and apprenticeship reform. These are just a few of the bare pieces in a complex, 3-D educational jigsaw addle of social, political, economic, infrastructural and, a lot of important, human components. The challenges that our Ability Age brings to acquirements and apprenticeship are great, but the affiance of a new Renaissance of acquirements and ability in our society is even greater. There is abundant acceptable plan to be done in allowance to make this affiance a absoluteness for all constant learners and workers in our new Ability Age.

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