

# Resources for Academic Beginners

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# Dedicated to

*My Guru Dr. H. N. Jagtap  
And  
My Family Members*

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**Dr. Ashok S. Yakkaldevi**

## Chapter – 1

### The Place of Education in India

#### 1.1 Introduction:

The present instruction framework in India primarily contains essential training, optional training, senior auxiliary training and advanced education. Basic instruction comprises of eight years of training. Each of auxiliary and senior optional training comprises of two years of instruction. Advanced education in India begins in the wake of passing the higher auxiliary training or the twelfth standard. Contingent upon the stream, doing graduation in India can take three to five years. Postgraduate courses are for the most part of two to three years of term. In the wake of finishing post-graduation, scope for doing examination in different instructive foundations likewise stays open.

India has a huge arrangement of advanced education. As per the most recent information accessible there are 196 university level foundations in the nation. They serve approximately 4.3 million students. The framework is essentially made up of affiliating and showing colleges and structures inherited from the provincial times. In any case, there are thirty post-freedom increments. These incorporate the agrarian colleges, and a scope of creatively organized foundations, for example, the Institutes of Technology, Institutes of Management, the Institutes of Medical Sciences, set up as focuses of greatness and considered to be colleges. At long last, there are a few bodies situated up to guide, screen and for the most part help the correct working of these establishments. Among these may be specified the University Grants Commission set up in 1956 and the All India Council of Technical Education set up in 1945. All these establishments, colleges, exploration organizations and bodies, for example, the UGC and AICTE, constitute our field of examination when we discuss the cooperation of ladies in the administration of advanced education in India.

Both the monstrous size and the structural enhancement of advanced education in India are post-autonomy phenomena. The initial three colleges for European instruction in the nation were situated up at Bombay, Calcutta and Madras in 1857. Very nearly after a century, when the nation obtained autonomy and set its First Five Year Plan into operation (1951), there were just 28 colleges. Today there are 146, and, also, alternate organizations specified.

In the progressive system of the association of advanced education, the top position is that of the Chancellor, on account of colleges, and the Visitor, on account of the foundations of innovation and a portion of the other deemed colleges. The Governor of the State and the President of India hold these positions individually. Next, in line of managerial power at colleges, are the Vice-Chancellors who are regulatory and also scholastic leaders of their colleges. The comparing position is held by the Directors, at the foundations of innovation and different organizations deemed to be colleges. At colleges, the Vice-Chancellor, is aided by a Pro-Vice-Chancellor in the bigger foundations. Next in the request of order, on the regulatory side, at colleges and at the considered colleges, are the Registrar and Finance Officer. At that point the Deputy Registrar, Assistant Registrar et cetera. On the scholastic side the order of administration goes through the positions of Deans, Faculty Heads, Heads of Departments, and Principals of the partnered colleges.

At the essential and auxiliary level, India has a vast tuition based school framework supplementing the legislature run schools, with 29% of understudies getting private schooling in the 6 to 14 age group. Certain post-optional specialized schools are additionally private. The private schooling market in India had an income of USD \$450 million in 2008, however is anticipated to be a USD \$40 billion market.

According to the Annual Status of Education Report (ASER) 2012, 96.5% of all provincial youngsters between the ages of 6-14 were selected in school. This is the fourth yearly

study to report enlistment over 96%. An alternate report from 2013 expressed that there were 229 million understudies enrolled in diverse licensed urban and country schools of India, from Class I to XII, speaking to an increment of 2.3 million understudies in excess of 2002 aggregate enlistment, and a 19% expansion in young lady's enrollment. While quantitatively India is creeping closer to general training, the nature of its instruction has been addressed especially in its administration run educational system. A percentage of the explanations behind the low quality incorporate nonappearance of around 25 percent of educators every day. States of India have presented tests and training evaluation framework to distinguish and enhance such schools.

In India's training framework, a noteworthy number of seats are saved under governmental policy regarding minorities in society strategies for the verifiably distraught Scheduled Castes and Scheduled Tribes and Other Backward Classes. In colleges, schools, and comparable organizations partnered to the national government, there is a base half of reservations appropriate to these burdened gatherings, at the state level it can shift. Maharashtra had 73% reservation in 2014, which is the most noteworthy rate of reservations in India.

## **1.2 Overview**

The focal and most state sheets consistently take after the "10+2+3" example of training. In this example, investigation of 12 years is carried out in schools or in universities, and then 3 years of undergrad training for a four year college education. The initial 10 years is further subdivided into 5 years of essential training, 3 years of upper essential, emulated by 2 years of secondary school. This example began from the suggestion of the Education Commission of 1964-66.

The National Council of Educational Research and Training (NCERT) is the zenith body for educational program related matters for school instruction in India. The NCERT gives backing and specialized support to various schools in



India and directs numerous parts of implementation of training approaches. Other educational program bodies administering school training framework are:

- The state government boards, in which the majority of Indian children are enrolled.
- The [Central Board of Secondary Education\(CBSE\)](#). CBSE conducts two examinations, namely, the All India Secondary School Examination, AISSE (Class/Grade 10) and the All India Senior School Certificate Examination, AISSCE (Class/Grade 12).
- The [Council for the Indian School Certificate Examinations \(CISCE\)](#). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/ Grade 10); The Indian School Certificate (ISC - Class/ Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12).
- The [National Institute of Open Schooling](#) (NIOS) conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education.
- International schools affiliated to the [InternationalBaccalaureate](#) Programme and/or the [CambridgeInternational Examinations](#).
- Islamic [Madrasah](#) schools, whose boards are controlled by local state governments, or autonomous, or affiliated with [Darul Uloom Deoband](#).
- Autonomous schools like Woodstock School, The Sri Aurobindo International Centre of Education Puducherry, [Auroville](#), [Patha Bhavan](#) and [AnandaMarga Gurukula](#)

### **1.3Primary education :**

The Indian government lays accentuation on essential training, likewise alluded to as rudimentary instruction, to youngsters matured 5 to 14 years of age. The Indian government has likewise banned tyke work so as to guarantee

that the kids don't enter risky working conditions.[18] However, both free instruction and the boycott on kid work are hard to uphold because of financial dissimilarity and social conditions. 80% of all perceived schools at the rudimentary stage are government run or upheld, making it the biggest supplier of instruction in the nation.

Notwithstanding, because of a lack of assets and absence of political will, this framework experiences huge holes including high student to educator degrees, deficiency of base and poor levels of instructor preparing. Figures discharged by the Indian government in 2011 demonstrate that there were 5,816,673 basic teachers in India. As of March 2012 there were 2,127,000 auxiliary teachers in India. Instruction has additionally been made free for youngsters for 6 to 14 years old or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.

There have been a few exertions to upgrade quality made by the administration. The District Education Revitalization Program (DERP) was dispatched in 1994 with a mean to universalize essential training in India by changing and vitalizing the current essential instruction framework. 85% of the DERP was financed by the focal government and the staying 15 percent was supported by the states. The DERP, which had opened 160000 new schools including 84000 option training schools conveying alternative instruction to give or take 3.5 million youngsters, was additionally upheld by UNICEF and other worldwide projects.

This essential training plan has likewise demonstrated a high Gross Enrollment Ratio of 93-95% throughout the previous three years in a few states. Critical change in staffing and enlistment of young ladies has additionally been made as a piece of this plan. The current plan for universalization of Education for All is the Sarva Shiksha Abhiyan which is one of the biggest instruction activities on the planet. Enlistment has been upgraded; however the levels of value stay low.

#### **1.4 Secondary education**

Secondary education covers kids matured 14 to 18, a gathering involving 88.5 million youngsters as indicated by the Census, 2001. The last two years of optional is regularly called Higher Secondary (HS), Senior Secondary, or just the "+2" stage. The two parts of optional education are every an essential stage for which a pass declaration is required, and consequently are associated by focal sheets of education under HDR service, before one can seek after advanced education, including school or expert courses.

UGC, NCERT and CBSE orders state qualifying ages for hopefuls who wish to take board exams. Those no less than fifteen years of age by the 30th of May for a given scholarly year are qualified to show up for Secondary board exams, and those seventeen by the same date are qualified to show up for Higher Secondary declaration board exams. It further expresses that upon fruitful culmination of Higher Secondary, one can apply to advanced education under UGC control, for example, Engineering, Medical, and Business Ad-ministration.

A huge gimmick of India's auxiliary educational system is the attention on consideration of the hindered segments of the general public. Experts from secured organizations are frequently called to backing in professional preparing. An alternate gimmick of India's optional educational system is its stress on calling based professional preparing to help understudies accomplish aptitudes for discovering a work of his/her picking. A critical new peculiarity has been the expansion of SSA to auxiliary education as the Rashtriya Madhyamik Shiksha Abhiyan.

An extraordinary Integrated Education for Disabled Children (IEDC) project was begun in 1974 with a concentrate on essential education. be that as it may which was changed over into Inclusive Education at Secondary Stage Another remarkable extraordinary system, the Kendriya Vidyalaya task, was begun for the workers of the focal administration of India, who are dispersed all through the nation. The legislature began the Kendriya Vidyalaya extend in 1965 to give uniform

education in foundations after the same syllabus at the same pace paying little respect to the area to which the representative's family has been exchanged.

The National Policy on Education (NPE), 1986, has accommodated environment mindfulness, science and engineering education, and presentation of conventional components, for example, Yoga into the Indian optional educational system.

As indicated by present gauges, 29% of Indian kids are secretly taught. With more than half youngsters selecting in tuition based schools in urban territories, the offset has officially tilted towards private educating in urban areas; and, even in rustic zones, almost 20% of the kids in 2004-5 were selected in tuition based schools.

Most white collar class families send their kids to non-public schools, which may be in their city or at far off life experience schools. At such schools, the medium of education is regularly English, however Hindi and/or the state's official dialect is likewise taught as a mandatory subject. Preschool education is basically restricted to sorted out neighborhood nursery schools with some composed chains.

A lot of people exclusive and oversaw schools convey the designation "Open, for example, the Delhi Public Schools, or Frank Anthony Public Schools. These are designed according to British government funded schools, which are a gathering of moreseasoned, lavish and selective expense paying private free schools in England.

As indicated by some exploration, tuition based schools regularly give prevalent results at a different of the unit expense of government schools. In any case, others have recommended that tuition based schools neglect to give education to the poorest families, a specific being just a fifth of the schools and have in the past overlooked Court requests for their regulation.

To support them, it has been brought up that non-public schools cover the whole educational module and offer

additional curricular exercises, for example, science fairs, general learning, games, music and drama.[32] The understudy educator proportions are much better in tuition based schools and more instructors in tuition based schools are female. There is some difference over which framework has better taught instructors. As per the most recent DISE review, the rate of untrained educators (parateachers) is 54.91% in private, contrasted with 44.88% in government schools and just 2.32% instructors in unaided schools get in administration preparing contrasted with 43.44% for government schools. The opposition in the school business sector is extraordinary, yet most schools make benefit. Notwithstanding, the quantity of tuition based schools in India is still low - the offer of private establishments is 7% (with upper essential being 21% and optional 32%). Indeed the poorest regularly go to tuition based schools regardless of the way that legislature schools are free. A study found that 65% of schoolchildren in Hyderabad's slums go to non-public schools.

### **1.5 Higher Education :**

After passing the Higher Secondary Examination (the grade 12 examination), students may enroll in general degree programmes such as bachelor's degree in arts, commerce or science, or professional degree programmes such as engineering, law or medicine. India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by autonomous institutions established by the University Grants Commission. In India, education system is reformed. In the future, India will be one of the largest education hubs.

As of 2012, India has 152 central universities, 316 state universities, and 191 private universities. Other institutions include 33,623 colleges, including 1,800 exclusive women's

colleges, functioning under these universities and institutions, and 12748 Institutions offering Diploma Courses. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide strategic funding to State higher and technical institutions. A total of 316 state public universities and 13,024 colleges will be covered under it.

Some institutions of India, such as the Indian Institutes of Technology (IITs), Indian Institute of Science and University of Mumbai have been globally acclaimed for their standard of undergraduate education in engineering. The IITs enroll about 10,000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However the IIT's have not had significant impact on fundamental scientific research and innovation. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science (IACS), Indian Institute of Science (IISc), Tata Institute of Fundamental Research (TIFR), Harishchandra Research Institute (HRI), are acclaimed for their standard of research in basic sciences and mathematics. However, India has failed to produce world class universities both in the private sector or the public sector.

Besides top rated universities which provide highly competitive world class education to their pupils, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Indian Government has failed to check on these education shops, which are run by big businessmen & politicians. Many private colleges and universities do not fulfill the required criterion by the

Government and central bodies (UGC, AICTE, MCI, BCI etc.) and take students for a ride. For example, many institutions in India continue to run unaccredited courses as there is no legislation strong enough to ensure legal action against them. Quality assurance mechanism has failed to stop misrepresentations and malpractices in higher education. At the same time regulatory bodies have been accused of corruption, specifically in the case of deemed-universities. In this context of lack of solid quality assurance mechanism, institutions need to step-up and set higher standards of self- regulation.

### **1.6 Technical education :**

From the initial Five-year Plan onwards, India's attention was to create a pool of deductively slanted labor. India's National Policy on Education (NPE) provisioned for a zenith body for regulation and advancement of higher specialized education, which started to exist as the All India Council for Technical Education (AICTE) in 1987 through a demonstration of the Indian parliament. At the government level, the Indian Institutes of Technology, the Indian Institute of Space Science and Technology, the National Institutes of Technology and the Indian Institutes of Information Technology, Rajiv Gandhi Institute of Petroleum Technology are considered of national vitality.

The Indian Institutes of Technology are among the country's head education offices. Since 2002, Several Regional Engineering Colleges (Recs) have been changed over into National Institutes of Technology providing for them Institutes of National Importance status.

The Rajiv Gandhi Institute of Petroleum Technology : The Ministry of Petroleum and Natural Gas (MOP & NG), Government of India set up the foundation at Jais, Rae Bareli locale, Uttar Pradesh through an Act of Parliament. RGIPT has been agreed "Foundation of National Importance" along the lines of the Indian Institute of Technology (IIT), Indian Institute

of Management (IIM) and National Institute of Technology(nit). With the status of a Deemed University, the foundation grants degrees in it right. The UGC has interuniversity focuses at various areas all through India to advance regular exploration, e.g. the Nuclear Science Center at the Jawaharlal Nehru University, New Delhi. Other than there are some British built schools, for example, Harcourt Butler Technological Institute arranged in Kanpur and King George Medical University arranged in Lucknow which are essential middle of advanced education.

Focal Universities, for example, Banaras Hindu University, Jamia Millia Islamia University, Delhi University, Mumbai University, University of Calcutta, and so forth excessively are pioneers of specialized education in the nation.

Notwithstanding above organizations, endeavors towards the upgrade of specialized education are supplemented by various perceived Professional Engineering Societies, for example,

- 1) Institution of Mechanical Engineers (India)
- 2) Institution of Engineers (India)
- 3) Institution of Chemical Engineering (India)
- 4) Institution of Electronics and Tele-Communication Engineers (India)
- 5) Indian Institute of Metals
- 6) Institution of Industrial Engineers (India)
- 7) Institute of Town Planners (India)
- 8) Indian Institute of Architects
- 9) Birla Institute of Technology and Science, Pilani

That lead Engineering/Technical Examinations at distinctive levels(degree and confirmation) for working experts burning of enhancing their specialized capabilities.

### **1.7 Open and distance learning**

At school level, National Institute of Open Schooling (NIOS) gives chances to proceeding with education to the



individuals who missed finishing school education. 1.4 million Understudies are enlisted at the optional and higher auxiliary level through open and separation learning. In 2012 various state government likewise present "STATE OPEN SCHOOL" to give separation education.

At advanced education level, Indira Gandhi National Open University (IGNOU) co-ordinates separation learning. It has a combined enrolment of around 1.5 million, serviced through 53 local focuses and 1,400 studies focuses with 25,000 guides. The Distance Education Council (DEC), a power of IGNOU is co-arranging 12 State Open Universities and 119 foundations of correspondence courses in traditional colleges. While separation education establishments have stretched at an extremely quick rate, yet a large portion of these organizations require an up degree in their benchmarks and execution. There is an expansive multiplication of courses secured by separation mode without sufficient foundation, both human and physical. There is a solid need to adjust these uneven characters. Arjun Singh Center for Distance and Open Learning, Jamia Millia Islamia University was secured with the support of Distance Education Council in September 2002. Significant targets of the Center are to give chances to advanced education to the individuals who are not ready to draw advantages from formal arrangement of education. The Open Learning System permits a learner to focus his pace of learning and gives education at the doorstep of the learner. The mode of transaction is through self learning print material, supplemented by sound and feature programs. It has further extent of understudies getting to material through web and different other media.

### **The Representation of Women**

A standout amongst the most imperative discoveries from the exertion to addition data on the representation of ladies in these positions is that, despite the fact that bodies, for example, the University Grants' Commission and the Association of Indian Universities put out a mixed bag of detail on advanced education in India, there are barely any

information on the sexual orientation synthesis of the diverse scholarly and authoritative positions in the framework. This is a genuine inadequacy, especially in perspective of the national duty to development the investment of ladies being developed. Subsequently the first errand towards enhancing their support in the scholastic calling and in the administration of advanced education would be to take precise supply of their representation in the different scholarly and regulatory positions.

Information that can be collected uncover that ladies have held essentially every position in the chain of importance, with the exception of that of Visitor.<sup>2</sup> There has been no Visitor for the basic reason that the nation has yet not had a lady President. Anyhow, in their ability as State Governors ladies have been Chancellors of Universities. From 1981 onwards for a long time, the University Grants' Commission was going by a lady. Information from the most recent yearly handbook of the Association of Indian Universities demonstrate that today nine (5.77%) out of the 165 «university level» establishments, which constitute the participation of the Association, have ladies Vice-Chancellors. Out of the 598 officers, viz. Recorders, Finance Officers, Librarians, Deans, Directors of Student Welfare at these colleges, 21 (3.6%) are female. Out of the 4446 heads of Departments and Principals of Constituent Colleges 436 (10.82%) are ladies. We don't have data with respect to the subsidiary universities in the nation.

The Prime Minister is leader of the Government of India. Indira Gandhi held this Prime Ministership. Yet, the President is main leader of the nation, and, along these lines, leader of a percentage of the Central and All India foundations.

Despite the fact that ladies have held basically every position in the administration of advanced education, their representation is amazingly little. It is imperative to note that even the ladies' schools in the nation, which solely serve ladies understudies, don't generally have ladies principals. There are more or less 800 ladies' schools in the nation. Further, in spite

of the fact that it is essential that the colleges headed by ladies Vice-Chancellors cover the whole range of establishments, viz. the conventional colleges, the rural colleges and the «deemed» colleges. They don't speak to the controls tastefully. Out of the nine colleges headed by ladies, one works in Social Science and Social Work, one in Music and one in Home Science. All these three fields of study are generally confined to ladies. None of the five prestigious Institutes of Technology in the nation or the two new pinnacle organizations of medicinal sciences have up 'til now been going by ladies. Again five out of the nine colleges headed by ladies are solely for ladies. Just four are co-educational. Three of them are in Bombay and four in the district south of Bombay. Just two are in north India. In this manner not just is the representation of ladies in the administration of advanced education in India little, however it is profoundly skewed, as far as their control savvy circulation, and additionally their land area.

#### **Equality in Education :**

After independence both the education and the business of ladies picked up a new support. The Constitution of free India underlined their equivalent status as residents. Government plans and projects at the State and additionally the focal level underlined their education. With the upheaval of climbing desires and principles of life more taught ladies were ready to work. There were developing openings for work into which they were promptly assimilated. Then, both the idea of ladies' entitlement to work and the real occupation of taught ladies got a huge push from the women's activist development that had been social affair quality through the International Women's Decade somewhere around 1975 and 1985. By the Sixth Plan period, authority records were starting to discuss the "strengthening" of ladies and their entitlement to equivalent chance to work.

Today, in India, ladies are to be found in every circle of vocation at all levels. While most instructed working ladies keep on giving power to their obligations as wives, moms and

home-creators and subscribe to the thought that their vocations are to be obliged inside these obligations, the determined profession ladies is no more the uncommon special case. However, in the amazing heterogeneity of Indian life, shades of innovation coincide with aggregate universality and conventions in distinctive periods of progress. The circumstances of ladies in the administration of advanced education must be seen in the connection of this reality.

### **Women's in the Academic Profession :**

As has been specified prior, school showing and nursing were the occupations initially allowed to center and privileged and standing ladies in the Indian culture. School educating was especially favored, perhaps, on the grounds that it conveyed the unique admiration that Indian culture has customarily agreed to occupations including learning and instructing. At the point when ladies entered college educating, their status was altogether higher than that of teachers. Despite the fact that ladies now have entry to basically every calling, to autonomous business, and a few different streets of work that are exceedingly prestigious and lucrative, there are numerous who favor the scholarly calling. Since most positions in the administration of advanced education are given to scholastics who make an imprint as specialists, researchers or instructors it is vital to comprehend this inclination and to take a gander at how ladies who enter academe perform.

The information accessible on the issue demonstrate that there are some dedicated researchers and specialists who enter academe on the grounds that they accept that it is the main spot where they can look for fulfillment toward oneself. Anyway, they additionally uncover that numerous ladies join the scholastic calling for the straightforward reason that it consolidates more effortlessly than whatever other occupation with their obligations as home-creators. Schools and universities have long relaxes, and they find themselves able to utilize these get-aways to discover up with pending home-production assignments. In addition, it is useful to have the

same work hours and travels as the kids. Be that as it may, that is not all. In the complex methodology of India's move from custom to advancement, men have been dismissing from the scholastic calling to more lucrative and prestigious occupations. By and by, they appear to need their wives to enter this calling and to gain for the family the status that engagement in learning proceeds to bring.

In this circumstance, ladies who enter the scholastic calling are decently qualified, frequently preferred qualified over their male associates, at the time when they enter the calling. Be that as it may, not very many have the capacity do examination, or composing, gain doctoral or post-doctoral degrees or other scholastic refinements needed to be raised to positions of administration. The trouble of convey, all the while, their obligations as moms and home-creators makes it troublesome, a few times unimaginable, for them to make the additional venture needed. Besides, even the individuals who gain extra capabilities are not continually ready to move from an absolutely showing or examination position to one including regulatory obligations on the grounds that these include more of an opportunity at work. Absolutely regulatory and managerial positions, are even less prevalent, since these are regularly «non-vacation» posts which don't fit in with their obligations as home-producers. The fundamental issue therefore is by all accounts that most ladies in the scholarly calling consider their part as experts or as earners optional to that of the men in the family, and subsequently, fail to offer the drive to climb.

Obviously, this is quickly evolving. As specified prior, numerous ladies now accord square with imperativeness to their obligations as vocation ladies and homemakers, and some considerably consider their vocations more essential. In spite of the fact that this change is unmistakable, especially in urban areas like Bombay, the state of its effect is to a degree vague. Then, one can see that the development of the individuals who dare to climb is frequently limited in light of the fact that they

are unwilling and not able to do the pushing and politicking that is presently progressively needed to development to senior positions in the administration of advanced education.

## Chapter – 2

### *About College*

#### **Introduction :**

Institution that offers postsecondary education. The term has various meanings. In Roman law a collegium was a body of persons associated for a common function. The name was used by many medieval institutions, including GUILDS. In most UNIVERSITIES of the later Middle Ages, collegium meant an endowed residence hall for university students. The colleges kept libraries and scientific instruments and offered salaries to tutors who could prepare students to be examined for DEGREES. Eventually few students lived outside colleges, and college teaching eclipsed university teaching.

A college (Latin: collegiums) is an educational institution or a constituent part of one. Usage of the word college varies in English-speaking nations. A college may be a degree-awarding tertiary educational institution, a part of a collegiate university, or an institution offering vocational education. Generally, colleges are located in different parts of a state and all of them are affiliated to a regional university. The colleges offer program under that university. Examinations are conducted by the university at the same time for all colleges under its affiliation. There are several hundred universities and each university has affiliated colleges.

#### **College Accreditation**

Accreditation is a process of validation in which colleges, universities and other institutions of higher learning are evaluated. The standards for accreditation are set by a peer review board whose members include faculty from various accredited colleges and universities. The board aids in the evaluation of each potential new school accreditation or the renewals of previously accredited colleges/ schools.

In order for potential colleges to proceed with the accreditation process smoothly, they must meet the general standards set by the peer review accreditation boards. Each college is typically assessed using the following criteria:

- ✓ College Mission
- ✓ College Objective Goals
- ✓ Student Requirement for Admission
- ✓ Services available to student
- ✓ Quality of Education
- ✓ Reputation of Faculty

#### **What is need of Accreditation?**

An important factor in realizing a successful career is choosing a reputable college to student. Colleges that have been through the accreditation process are more likely to offer degrees that employers and recruiters recognize. After completion of degree/master degree when students are searching the job in government, non-government companies, the Companies want to know that student have a quality education and that student will have something to bring to the table when student join the company. The accreditation process also offers students a better chance of having their credits transferred to other reputable institutions should they decide to obtain a graduate or doctoral level education.

#### **Faculty Discipline**

It is very important to every college that their staff member should follow the disciplines, because the faculty/staff members are the role model for student community.

- ✓ Reporting for duties on time
- ✓ College working hours are, normally are morning and evening (depend on college time rules). However, those who have academic, administrative, examination or any



other such work shall follow the 8 a.m to 4 p.m or 10 a.m to 6 p.m timing or any other as directed by HOD/Principal.

- ✓ All college staff (Teaching & Non-Teaching) member staff should be at workplace before 5 minutes of their reporting time. This is called time discipline.
- ✓ All staff should avoid to go out of the college premises in working hours, if require they should take permission from HOD/Principal.
- ✓ College staff should wear college staff ID cards while in the college premises.
- ✓ Staff members shall compulsorily submit their investment details to the Account Section before year end (according to the national income tax period) in the prescribed form to enable them to deduct the tax at source, failing which Income Tax shall be deducted as per national rules. (This is depending on national year end. Every countries financial year end is different).
- ✓ Faculty members shall not use any communication device during their working hours. However, they may use them in their cabins/rooms.
- ✓ Faculty members are requested not to leave a lab session unattended, when students are present. In case of emergency, a faculty member shall make alternate arrangements either with other faculty or lab assistants to monitor the lab session during their absence.
- ✓ Before the instructional day starts, faculty shall collect their respective lab/ staff room keys from the key board which is in the central office and they shall be deposited back when they leave the College premises.

#### **Duties and Responsibilities of Laboratory In-charge**

- ✓ Reviewing and following relevant laboratory safety manual(s) (e.g., Radiation Safety, Biosafety, etc)
- ✓ Following oral and written laboratory safety rules, regulations, and standard operating procedures required for the tasks assigned
- ✓ Keeping the work areas safe and uncluttered
- ✓ Reviewing and understanding the hazards of materials and processes in their laboratory research prior to conducting work
- ✓ Utilizing appropriate measures to control identified hazards, including consistent and proper use of engineering controls, personal protective equipment, and administrative controls
- ✓ Gaining prior approval from the PI/Laboratory Supervisor for the use of restricted chemicals and other materials
- ✓ Consulting with PI/Laboratory Supervisors before using highly hazardous materials or conducting certain higher risk experimental procedures
- ✓ Promptly reporting accidents and unsafe conditions to the PI/Laboratory Supervisor
- ✓ Completing all required health, safety and environmental training and providing written documentation to their supervisor
- ✓ To find out the requirements for consumables for the laboratory and procure the same, before the start of every term.
- ✓ To organize the laboratory for oral and practical examinations.

- ✓ Informing the PI/Laboratory Supervisor of any work modifications ordered by a physician as a result of medical surveillance, occupational injury or exposure
- ✓ Laboratory personnel working autonomously or performing independent research are also responsible for:
  - a. Reviewing the plan or scope of work for their proposed research with the PI/Laboratory Supervisor
  - b. Notifying in writing and consulting with the PI/Laboratory Supervisor, in advance, if they intend to deviate from their scope or scale of work
  - c. Preparing SOPs and performing literature searches relevant to safety and health that are appropriate for their work
  - d. Providing appropriate oversight, training and safety information to laboratory personnel they supervise or direct.
  - e. Lab Assistants in turn shall note down the missing items in the respective Lab Register.

#### **Duties and Responsibilities of Lab Assistants**

- ✓ The Lab. Assistants are required to assist the respective Lab In-Charge for smooth functioning of the laboratories.
- ✓ Lab Assistants shall be available for maintenance and care of resources/services of the institute.
- ✓ All the Lab. Assistants, in coordination with the respective Lab In-Charge, are required to report matters, like maintenance/repairing, theft, damage etc. within the respective labs, to the HOD.
- ✓ Lab Assistants in coordination with Lab In-charge should display
  - a. List of Equipment's/software with cost

- b. List of Experiments
- c. Lab Time Table
- d. Names of Lab In-charge / Lab Assistants etc. on the Lab Notice board.
- ✓ Any other assignments as given by HOD/Principal/Director.

**Duties and Responsibilities of Faculty in respect of Labs**

- ✓ Faculty conducting practicals / projects shall be responsible for the respective labs during their practical hours.
- ✓ Faculty shall follow the guidelines/instructions as prepared by the Lab in-charge. However, faculty can suggest changes in these matters with the consent of the HOD.
- ✓ In order to prevent theft, faculty members are advised to take the following action.
  - Before starting the practicals/projects, students shall be asked to check the PCs/equipments etc. and report in case of any missing items/irregularity to the lab In-Charge.
  - As far as possible, allot the same PC to the same individual/same group of students (in case of projects).
  - Students shall not be permitted to carry bags into the labs.
- ✓ In case of any missing / damaged item, the matter shall be immediately reported to the Lab In-Charge.

**College Faculty/Department**

A faculty is a division within a university/college comprising one subject area, or a number of related subject

areas. Faculty is related with subject/topic, every university/college can have their own faculty, and different university/college has different faculties such as :

Department List		
Accounting	Exercise Science	Physics and Astronomy
Advertising	Extension	Plant Pathology
Aerospace Engineering	Faculty Senate	Plant Physiology and Molecular Biology(interdepartmental program)
African American Studies	Family and Consumer Sciences Education and Studies	Plant Sciences Institute
Air Force Aerospace Studies	Finance	Political Science
Agricultural and Biosystems Engineering	Food and Agricultural Policy Research Institute	Operations and Supply Chain Management
Agricultural Business	Food Science and Human Nutrition	Pre-health Professions
Agricultural Education and Studies	Foreign Languages (now World Languages & Cultures)	Provost Office
Agronomy	Forestry (now Natural Resource Ecology and	Psychology

	Management)	
Ames Laboratory	Genetics, Development and Cell Biology	Public Policy and Administration Program
Ames Lab research programs	Genetics, Graduate Program	Religious Studies
Animal Ecology (now Natural Resource Ecology and Management)	Geological and Atmospheric Sciences	Research and Evaluation
Animal Science	Gerontology Program	Research Institute for Studies in Education
Anthropology	Graduate Program in Sustainable Agriculture	ROTC: Air Force, Army and Navy
Apparel, Events and Hospitality Management	Graphic Design Program	Russian Studies
Applied Linguistics	Higher Education	Seed Science Center
Architecture	Historical, Philosophical, and Comparative Studies in Education	Sociology
Art and Design	History	Soil Quality Institute
Astronomy Program	History -- Agricultural History and Rural Studies	Software Engineering

Athletic Training	History of Science and Technology	Sponsored Programs
Biochem, Biophysics and Molecular Biology	Honors Program	Statistics
Bioethics Program	Horticulture	Supply Chain Management
Bioinformatics and Computational Biology Undergraduate Major	Hotel, Restaurant, and Institution Management	Sustainable Agriculture, interdepartmental graduate program
Bioinformatics and Computational Biology (BCB) Graduate Major	Human Development and Family Studies	Teaching English as a Second Language/Applied Linguistics
Biological/Pre-Medical Illustration	Immunobiology Graduate Program	Textiles and Clothing
Biology	Industrial Design Program	Theatre Program
Biorenewable Resources and Technology	Industrial and Manufacturing Systems Engineering	Toxicology -- Interdepartmental Program
Biotechnology, Office of	Industrial Technology	Transportation, Interdisciplinary M.S. Degree Program
Business Economics	Information	Logistics and

	Systems, Master of Science	Supply Chain Management
Botany	Information Technology Services	University Studies
Chemical and Biological Engineering	Integrated Studio Arts Program	Veterinary Biomedical Sciences
Chemical Instrumentation Facility	International Studies	Veterinary Clinical Sciences
Chemistry	Interior Design Program	Veterinary Diagnostic and Production Animal Medicine
Civil, Construction and Environmental Engineering	International Business	Veterinary Microbiology and Preventive Medicine
Classical studies program	Journalism and Communication	Veterinary Pathology
Coaching	Kinesiology	Virtual Reality Applications Center
Communication Studies	Lakeside Lab	Women in Science and Engineering program
Community and Regional Planning	Landscape Architecture	Women's Studies Program
Community and	U.S. Latino/a	World Languages &



Public Health	Studies Program	Cultures
Computational Fluid Dynamics Center (CFDC)	Library	Zoology and Genetics
Computer Engineering	Linguistics	
Computer Science	Management	
Culinary Science	Management Information Systems	
Curriculum and Instruction	Marketing	
Dance Minor	Materials Preparation Center	
Dance Program	Materials Science and Engineering	
Dietetics	Mathematics	
Distance Education	Mechanical Engineering	
Ecology and Evolutionary Biology Interdepartmental Graduate Program	Meteorology program	
Ecology, Evolution and Organismal Biology	Microbiology	
Economics	Microelectronics Research Center	

Education, School of	Midwest Agribusiness Trade Research and Information Center	
Educational Administration	Military Science	
Educational Leadership and Policy Studies	Molecular, Cellular and Developmental Biology Interdepartmental Graduate Program	
Electrical and Computer Engineering	Music	
English	Natural Resource Ecology and Management	
Entomology	Naval Science	
Entrepreneurial Studies	Neuroscience Interdepartmental Graduate Program	
Environmental Science	Office of Precollegiate Programs for Talented and Gifted(OPPTAG)	
Environmental Science Graduate Program	Performing Arts Program	

Environmental Studies	Philosophy	
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### **College Accreditation**

Accreditation is a process of validation in which colleges, universities and other institutions of higher learning are evaluated. The standards for accreditation are set by a peer review board whose members include faculty from various accredited colleges and universities. The board aids in the evaluation of each potential new school accreditation or the renewals of previously accredited colleges/ schools.

In order for potential colleges to proceed with the accreditation process smoothly, they must meet the general standards set by the peer review accreditation boards. Each college is typically assessed using the following criteria:

- ✓ College Mission
- ✓ College Objective Goals
- ✓ Student Requirement for Admission
- ✓ Services available to student
- ✓ Quality of Education
- ✓ Reputation of Faculty

### **What is need of Accreditation?**

An important factor in realizing a successful career is choosing a reputable college to student. Colleges that have been through the accreditation process are more likely to offer degrees that employers and recruiters recognize. After completion of degree/master degree when students are searching the job in government, non-government companies, the Companies want to know that student have a quality education and that student will have something to bring to the table when student join the company. The accreditation process also offers students a better

chance of having their credits transferred to other reputable institutions should they decide to obtain a graduate or doctoral level education.

### **About College Admission**

University admission or college admission is that the method through those students enters tertiary education at universities and colleges. Systems vary widely from country to country, and typically from institution to institution. In several countries, prospective university students apply for admission at the time of their last year of high school or junior college. In some countries, there are private organizations or government agencies to centralize the administration of standardized admission exams and the process of applications.

### **College Admission Procedure:**

College admissions take considerable time and involve multiple steps, deadlines and choices, including fees, essays, college visits and interviews. Students file separate applications to each school/college, although the Common Application expedites the process in many instances. Most undergraduate institutions admit students to the entire college and not to a particular department or major, unlike many European universities and American graduate schools, although some undergraduate programs such as architecture or engineering may require a separate application at some universities.

New developments in college admissions include increased numbers of applications, increased interest by students in foreign countries such as Britain in applying to American universities, more students applying by an early method, applications submitted by Internet-based methods including the Common Application, increased use of consultants, guidebooks and rankings, and increased use by colleges of waitlists. Methods for funding students' college educations shifted during the past few decades from families to the students themselves via loans, although many of them are federally subsidized; as a result, many students graduate from

college with considerable debt, and future estimated indebtedness is increasingly becoming a matter of concern.

**Some important steps in college admission**

- 1) Many education specialists urge parents to commit to a child's college career as early as elementary school. This step alone generally insures parents will implement a college financial savings strategy as well as promote a child's study habits and motivation toward the college goal. Early preparation cannot be overstressed. I failed in this department. I never formed good study habits and by the time I reached high school it was too late for me to recover. I also did not have the type of support that many students require. In most cases, college is a family choice.
- 2) Motivated parents, students committed to college must engage education specialists early in their education. All other college-bound students are advised to do the same. School guidance, career and academic counselors are highly trained to provide direction for students, and to offer all the available options for a college career. Counselors can provide guidance to students lost in a quagmire of career indecision and, based on personality tests, may also make suggestions for type of college or university environment most suited to the student. In the section on "Kinds of Colleges" I explore the differences between the types of institutions and emphasize the distinguishing features that might be a pro or con based on student personality types and academic goals.
- 3) In light of the information you glean from your guidance counselor, you should begin early in your high school career to explore in depth the academic options and learning environments available to you. Part of this step

must include self-awareness of your career and academic goals. No, you don't have to know what you want to "be" the rest of your life. Plenty of students go to college without a solid career goal; others know their strengths and weaknesses and are open to exploring options. Most colleges don't require you declare a major until your sophomore year. However, a student sure about a career in medicine or in teaching is better able to focus his or her efforts on a college search most suited to those goals. Plenty of colleges specialize in a liberal arts education, one quite well suited to the undecided.

- 4) Usually your sophomore year of high school turns to talk of college and entrance exams. At this stage you should create a timeline or dated to-do list. Add big items such as PSAT, SAT, college visits, fill out applications, As time goes on refer back to this list/timeline and continue to fill in dates and tasks as they come up. For example you might find applicable scholarships; each will have an application deadline. Deadlines for grants and state-funded programs should populate the list as well. When you have your list complete to the best of your knowledge, review it with both parents and guidance counselor. (This step is related with entrance exam which conducted by national or sat level depends on country educational rule).
- 5) Four-year colleges and universities weigh student SAT/ACT scores to a varying degree. Some consider it to be the consummate metric of a student's abilities while others give it little credence as an indicator of your future potential. Then again, there are those that actually opt to rely on other distinguishing features of an applicant's academics and personal interests. However, the college

entrance exams are a milestone in your college prep process.

### **Participants**

- ✓ **Students:** Applying to colleges can be stressful. Many feel considerable pressure to perform well on standardized tests, participate in extracurricular activities and write authentic-sounding essays while maintaining high grades in rigorous courses. The outcome of the admission process may affect a student's future career trajectory considerably.
- ✓ **Parents:** The college applications process can be stressful for parents of teenagers, according to journalist Andrew Ferguson, since it exposes "our vanities, our social ambitions and class insecurities, and most profoundly our love and hopes for our children." College can cost tens or even hundreds of thousands of dollars over a four-year period.
- ✓ **High School/College Counselors:** Some high schools/colleges have one or more teachers experienced in offering counseling to college-bound juniors and seniors. They usually work in conjunction with the guidance department who assist students in planning their academic path. Counselors handle many students generally do not have a role of overseeing or managing a student's college applications. Advisors recommend that students get to know their school/college counselor. Counselors do not complete interviews or write essays or arrange college visits. Parents often meet with the school/college counselor during the fresher year. Most counselors have responsibility for helping many students and, as a result, it is difficult for them to provide

individual help to a particular student. Only about a quarter of high schools have a counselor devoted to college counseling issues full-time. A report suggested that private school counselors have substantially more contact with university admissions people than public school counselors.

- ✓ **Consultant:** Generally fee-based consultant services are hired by affluent parents who place a high premium on education and who have a strong interest in helping their child gain entrance to the "right" schools. However, there are some free programs to help underprivileged youth learn how to fill out applications, write essays, get ready for tests and work on interviews. There is the possibility that hiring a professional admissions consultant can make an application appear artificial; for example, admissions personnel may suspect adult coaching when one part of an application is polished, while other parts aren't, such as varying quality regarding writing samples. Another risk in hiring a consultant, which can happen if parents become too involved in the process: what Mamlet and Vandeverde term "overpackaging", meaning that the applicant appears so smooth, so perfect, that admissions officers suspect the person is not real but a marketing creation. Generally, when hiring a college admissions counselor, parents and students try to understand the counselor's philosophy, learn what services are provided and whether any help will be offered regarding advice about financial aid or scholarships. Mamlet and Vandeverde suggest that it is improper for an admissions counselor to tamper with a student's "authentic self." According to their view, ideal counselors have experience with college admissions,



meet regularly with college admissions officers, visit campuses regularly, and belong to professional affiliations. Independent counselors can help a student select schools to apply to, counsel on test taking strategies, review scores, help with essay preparation (but not writing), review applications, conduct mock interviews, provide logistical planning, and collaborate with others such as athletic coaches.

- ✓ **College Admission Staff:** A typical admission staff at a college includes a dean or vice president for admission or enrollment management, middle-level managers or assistant directors, admission officers, and administrative support staff. The chief enrollment management officer is sometimes the highest-paid position in the department. They are chosen for their experience in admissions, aptitude for statistics and data analysis, experience in administration and marketing and public relations. They serve dual roles as counselors and recruiters, and they don't like to think of themselves as marketers, according to one view. Many colleges and universities work hard to market themselves, trying to attract the best students and maintain the best reputation for overall academic quality. Marketing brochures and other promotional mailings can arrive every day in the hope of persuading high school students to apply to a college.

#### **College Staff & Their Committees**

To increase potential efficiency at work and build those functioning cordial and smooth, therefore on reach college goal to “Develop Entrepreneurs /Industry Leaders with integrity. Numerous committees are formed within the college for the graceful and economical management of activities. It also provides the

opportunity to the faculty to grow and develop in their extracurricular activity/field and administrative skills. The committees are planted by the Principal in consultation with HOD's for one year or till new committees are constituted.

**Class/Student Co-ordinator Committee**

- ✓ To show the session arrange and portion on the various Notice Board/College web site.
- ✓ To guide the students about rules of attendance (general), college different activities, sports activities cultural activities, leaves etc...
- ✓ Try to resolve student queries.
- ✓ Arrange student parents meeting, scholar and offender student of the college.
- ✓ Arrangement of alternate faculty and practical when faculty is absent & inform to the HOD's.
- ✓ Update the daily attendance with leaves of any staff of college with coordination of attendance committee.
- ✓ Collect information regarding weaker students from the subject teachers and arrange corrective classes, counseling sessions in discussion with the HOD.
- ✓ Identify scholar & offender student and motivate them for better performance.
- ✓ Update students' data regarding achievements in academics, sports, extracurricular activities etc..
- ✓ Other duties may assign by Director/HOD/Principal of the college.
- ✓ **Literacy Committee**
- ✓ To arrange competitions for literary events like debates, elocutions and so on within the college.

- ✓ To display notices regarding inter and intra literary events.
- ✓ To encourage students to attend literary events outside college.
- ✓ Other duties may assign by Director/HOD/Principal of the college.

#### **Attendance Committee**

To keep track of students' attendance and to determine whether there's any correlation between their attendance and performance and if so, to what degree.

#### **Faculty Role**

- ✓ Attendance must be taken for each lecture/practical/tutorial preferably at the beginning of each lecture/practical/tutorial.
- ✓ Faculty might grant attendance to a student up to ten minutes late for the primary instructional hour of the day. However, faculty may additionally exercise their own discretion for allowing any latecomer to enter the class by giving/withholding attendance, just in case of practical/workshop, attendance shall incline for the next hour.
- ✓ Absence shall be indicated by 'A'. For every lecture hour the student is present, attendance is marked cumulatively. (Eg. 1-2-3-A-4-5...).
- ✓ After due verification, if absence is found to be due to a legitimate college activity, the same shall be indicated by encircling the letter 'A'. All such attendance shall be added and written under the extracurricular activities attendance column. To get the total attendance, the extracurricular attendance shall be added to the regular

attendance. Then the percentage of attendance shall be calculated. Faculty shall grant this attendance, only if the students bring this to their notice well in advance in the prescribed format.

- ✓ Submit daily attendance filled sheet at the end of the attendance period to the HOD or college assigned staff.
- ✓ After the display of the offender students' lists, in case of any inconsistency, verify the same and rectify if necessary within two days of display through brought by the student.
- ✓ To encourage participation from students in College activities, 15% attendance shall be given for event coordinators and 10% to others, who participate, provided they submit necessary permissions granted by the concerned authorities for the same and fulfill 75% attendance criteria at the end of the academic semester/year in the concerned subject.
- ✓ Other duties may assign by Director/HOD/Principal of the college

#### **Committee Role**

- Prepare in advance the students' attendance period for the academic year/semester.
- The subject lecturers should inform as to and to whom the attendance sheets are to be submitted.
- The attendance list shall be displayed within two days of receiving the attendance sheets.
- Prepare the offender students' list and hand over one copy to the Examination Cell so as to mail them to respective parents /guardians.

- One copy of the same shall be handed over to the respective class coordinator.
- Prepare a subject wise list of the final attendance, practical and lectures together and make it available on share-on for subject teachers' ready reference.
- Other duties may assign by Director/HODs'/Principal of the college.

#### **Class Co-ordinator Role**

- ✓ To announce offender student names in the classroom and collect their signatures as well as the class representative's.
- ✓ To meet guardians of students defaulting in more than 50% of heads. Explain the importance of attendance and other college activities and collect the undertaking from.

#### **Time Table Committee**

To prepare smooth and effective time table for the academic semester/year for all faculties of the college.

- ✓ To prepare the category timetable at the start of every semester (shall be done by respective department's Timetable Committee).
- ✓ To collect the following information from each departments HOD:
  - Teaching load distribution (Individual faculty's teaching load in the department).
  - Sharing teaching load from other departments.
  - Lab-wise subject allotment.
  - Assigning of classrooms and tutorial rooms.
  - Assigning of common resources (classrooms, labs, tutorial rooms which are shared by other departments).

- Department-specific requirements (e.g. lectures to be arranged only in morning slot, tea break and lunch break times etc.).
- If modification is needed, prepare the specified templates for the timetables /Academic Calendar and find them approved by the box and Principal.
- To prepare the educational Calendar and obtain it approved from the Principal.
- With the knowledge gathered, prepare a draft of the category timetables. (ASC Timetable package is accessible with the Network Administrator).
- Prepare the category timetables within the predefined stand out Format.
- Referring to the class timetables, prepare the timetables of individual faculty and labs. Mail all the timetables of the individual faculty and labs to any or all the employees, giving them 3 days to correct any discrepancies.
- Prepare the ultimate class, individual and laboratory timetables and obtain them approved from the HOD and Principal.
- Display the class timetables on the staff and student notice boards/website and build the soft copy available on share-on library.
- With reference to the individual faculty and laboratory timetables, submit one signed copy every to the HOD, Principal and the concerned faculty member/ laboratory guilty. the original set shall be retained with the Timetable Committee.

- A copy of academic calendar and every ones time tables are to be mailed to the Director.
- Make the class timetables available within the Documentation room for students' reference.
- To show the academic calendar for the data of students and staff. Also, a soft copy shall be created on library and textual matter shall be kept in the Documentation room.
- To prepare document and report as per the university requirement.
- Other duties may assign by Director/HODs'/Principal of the college.

#### **Cultural Committee**

To encourage and arrange extracurricular activities to bring out the talents of students in the performing arts.

- ✓ The Cultural Committee will responsible for all intra and inter collegiate cultural events in the college.
- ✓ To plan and schedule cultural events for the academic year.
- ✓ The Convener of the committee shall conduct a meeting of the committee to discuss and delegate tasks.
- ✓ Procedure to conduct cultural events.
  - To prepare the Annual/activity Budget for different cultural events for all intra or inter collegiate cultural event.
  - To get legal permission from the College authorities to arrange cultural event/program.
  - To decide agenda for cultural events.
  - To inform all staff member and student about the events.

- To arrange venue and all require material related to the event.
- To invite the Chief Guest and other dignitaries.
- To arrange mementos for guests and gifts/certificates for the participants.
- ✓ The committee shall display information about festivals to be celebrated on the Notice Board/Website.
- ✓ Event arrange for student in collaboration with student committee are...
  - Fresher's Day
  - Teachers Day
  - Festival Day
  - National Republican Day
  - Cultural Day
  - Annual Day
  - Sendoff Day
  - Women's Day
- ✓ To arrange events for college staff
  - Picnic
  - Birthday Celebration
  - Family get-together according to national festivals or events
  - Felicitation program for staff for their achievement
- ✓ Other duties may assign by Director/HODs'/Principal of the college.

#### **Sports Committee**

Manage/Organize all sports activities related to intra or internal college. Following are the responsibilities of sports committee



- ✓ To make coordination with student sports coordinator
  - Maintaining stock & stock report of previous and current sports related goods.
  - Ordering non available stock with prior consultation of deputy director or board of directors.
  - Arranging the venues for sports events in consultation with the Deputy Director.
  - Arranging intra or inter college computation for student.
- ✓ Coordination with directors
  - To get the permission for arranging sports event at college campus.
  - Motivate/recommend student to participate/permission in the intra or inter college sports activities.
  - To recommend sanction for Entry/Registration Fees to participate in various sports events.
  - To recommend attendance to students who have taken part in sports events.
- ✓ Sort out any issues taking place during matches (team selections, objections, quarrels etc).
- ✓ Maintaining discipline in all events happening in and outside the college.
- ✓ Holding sports events for staff members.
- ✓ Maintaining records of sports events attended by students outside the college, within the University and outside. This is especially important from the Annual Day point of view, as the information is required for the Principal's Report and Prize Distribution Ceremony.

- ✓ The schedule of events for the whole academic year shall be finalised well in advance in consultation with the Students' Sports Committee.
- ✓ On working days, sports and games are to be held after college hours. On non-working days, permission from the Director is necessary.
- ✓ Other duties may assign by Director/HOD's/Principal of the college.

#### **Examinations Committee**

To assure honesty and fairness at examinations

It shall be the responsibility of Exam Supervisors (University Exam/Class Test) to report in writing any malpractice or anomaly found during the examination to the Principal. The Principal in turn shall hand over the matter to the Discriminatory Means Committee of the college.

The Examination committee is an apex body of the Institute which is headed by Examinations In-Charge (EI) and shall be facilitated by three sections: Examination, Record Maintenance and Administration. The main function of this Committee is to execute examinations, publish results and award certificates (provided by the University and Institute) to the students who pass the final examinations. Keeping the record of each and every issue related to the examination and organizing workshops and seminars for the improvement of the examination system.

#### **Roles and Responsibilities of Examinations Committee**

- ✓ Committee coordinator shall convey the members and discuss the complaints received from the Principal, in college staff/board meeting.
- ✓ The Committee member may call the candidate to investigate an explanation and hear him/her. Explanation shall be taken in writing.

- ✓ The Committee members shall make necessary enquires from Exam Supervisors and other related witnesses.
- ✓ After committee member meeting, they shall report their findings in writing, along with punitive action (if any malpractice was detected) to the Principal according to the University guidelines/norms.
- ✓ Shall prepare Class Test Time-Table at least 2 weeks before the Class Tests and shall display it on the Notice Board/ Website. It shall also put up a notice one week before the Class Tests, regarding details of submission of question papers to Senior Supervisors. A copy of the notice shall be kept in the Exam Cell.
- ✓ Shall display Block Arrangement and Supervision Duty List. One copy each shall be kept in the Exam Cell for ready reference.
- ✓ Shall ensure that adequate stationery (answer sheets, trays, threads etc.) is made available.
- ✓ Shall prepare a file containing the following documents, which shall be kept in the Exam Cell.
  - ✓ Attendance sheet.
  - ✓ Answer sheet handed over to the teacher.
  - ✓ Duty swapping form.
  - ✓ Other duties may assign by Director/HOD's/Principal of the college.

#### **Examinations In Charge**

- ✓ The Examination In charge is a faculty member (Associate Professor level) of the Institute / college and is appointed for a academic year. Depend according to the institute/college rules.
- ✓ The Examination Committee shall function under the guidance of the Examination In-charge.

- ✓ The Committee shall involve 5-6 members & for perform Class Tests and University Exams.
- ✓ The Committee shall meet at least thrice in a semester and record minutes of the same and submit a copy to the Principal.
- ✓ The EI shall follow the class test schedule as per the Academic Calendar.

**Roles and Responsibilities of Examination In-charge**

- ✓ Responsible of take care of the records related to his/her work.
- ✓ Shall have administrative control over the members working under him/her.
- ✓ Shall conduct the Examinations and thus create all different arrangements and be answerable for the due execution of all processes connected therewith.
- ✓ To ensure that final year mark sheets are issued only to such students who produce a clearance certificate from the concerned authorities.
- ✓ Any other duty/responsibility assigned by the Principal / Director

**Duties and Responsibilities of Laboratory In-charge**

- ✓ Reviewing and following relevant laboratory safety manual(s) (e.g., Radiation Safety, Biosafety, etc)
- ✓ Following oral and written laboratory safety rules, regulations, and standard operating procedures required for the tasks assigned
- ✓ Keeping the work areas safe and uncluttered

- ✓ Reviewing and understanding the hazards of materials and processes in their laboratory research prior to conducting work
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  - Before starting the practicals/projects, students shall be asked to check the PCs/equipments etc. and report in case of any missing items/irregularity to the lab In-Charge.
  - As far as possible, allot the same PC to the same individual/same group of students (in case of projects).
  - Students shall not be permitted to carry bags into the labs.
- ✓ In case of any missing / damaged item, the matter shall be immediately reported to the Lab In-Charge.

**To conduct smooth and successful examination at college/institution.**

**✓ Responsibility of the Principal**

- The Principal is the Chief Coordinator of University Examination.
- To appoint Examination In-Charge (EI) in consultation with the Director.
- To appoint Examination Committee in coordination with HODs and EI.

- To appoint Supervisors and other human resources for conducting of smooth examination in the College in coordination with EI.
- To interact with University for exam related works.
- To head Unfair Means Committee during examination.
- To appoint internal and external examiners/moderators for paper assessment in coordination with HODs and EI.

✓ **Responsibility of HOD**

- To appoint coordinate with examination body for smooth conducting of examination.
- To appoint internal, external examiners and moderators for practical /oral /written examination.
- To monitor University practical/orals and other examination.
- Member of Internal Flying Squad.
- Any other duties the Director / Principal may assign.

✓ **Duties of Exam Cell**

- The Exam Cell shall distribute the Exam Forms of the University to regular students and collect them back after having them duly filled in. After verification, the Exam Cell shall forward the same to the University within the stipulated time period.
- The Exam Cell shall put up notice inviting previous exam fail students to have the exam form collected and returned in due time.
- The Examination Committee shall prepare relevant time tables for College/institute based on the Examination Time Table of the University.



- The Examination Committee shall make the Block and Seating Arrangement and display them on the concerned Notice Board/Website and Blocks.
- Though the teaching faculty is entitled to vacation if eligible, it's expected that they're available for examination duty at least for 2 weeks. Hence they shall provide their vacation preference dates to the examination Committee.
- The exam Committee shall prepare and display an overall supervising Duty List similarly as Daily supervising Duty List on the staff Notice Board/College web site.
- The examination Committee shall hold a pre-exam meeting to transient the members of college with reference to the examination procedures and also the role and responsibilities of supervisors. A report of same shall be submitted to the Principal.
- The related HODs shall submit 5 Examiners name for assessment and moderation for each subject to the Examination In-charge.
- The Exam cell in consultation with the Examination In-charge shall contact members of the panel (provided by the HOD) and shall prepare the list of the Examiners depending upon their availability.
- The Examination In-charge shall ensure that the evaluation and moderation process is completed on time and the same is sent to the University for Necessary Approval before last date of the final examination date of the university.
- The Examination In-charge along with Exam Cell shall be in touch with the University for obtaining necessary approvals on time.

- All the results (First Year to Final Year) shall be displayed on the Notice Boards/College Website.
- Under the guidance of the Examination In-charge, the Exam Cell shall analyze the exam results and the same shall be verified by the respective HODs. After due verification, copies of the result analysis shall be sent to HODs, the Principal and Director.

✓ **College Curriculum**

The curriculum is the heart of a student's college expertise. The curriculum may be a college's or universities primary means of adjusting students in directions valued by the college. Curricula should be reviewed and, if necessary, revised on a daily basis, better to serve the changing wants of each students and society broadly. Today, however, we are being urged to reassess particularly rigorously the standard of our curricula. Faculties are responding to the present challenge by turning their attention to what are in several cases long neglected curricular matters. They're doing so as a practical of each attracting and retaining a lot of students, guaranteeing their success, and manufacturing top quality, fair outcomes for everybody.

**Some Principal**A number of necessary principles emerge from the literature on curriculum. These principles apply each to college-wide and additional restricted disciplinary curricula and to curricula at each the undergraduate and graduate levels.

- ✓ A philosophy: A curriculum should be based on a rigorously thought-out philosophy of education and may be clearly connected to an institution's mission statement.
- ✓ Clear purposes and goals: A curricular mission statement and written curricular goals articulate curricular purpose – what graduates should grasp and be able to do and people attitudes and values a faculty believes are

acceptable to enlightened men and girls. These goals and their objectives are specified in considerable detail and in behavioral language that will permit assessment of their degree of achievement.

- ✓ A theoretically sound process: Student activities are chosen that are capable of developing the desired outcomes, as indicated by empirical research. Curriculum has its desired effect primarily through instruction. Therefore, the choice of course experiences and the specific quality and efficacy of these experiences in producing the stated intended outcomes for all students is fundamental to the quality of any curriculum. Current empirically based education theory is essential to effective instruction and thus the improvement of curricular quality. For example, there is little evidence that using traditional lectures will develop in students the higher-order cognitive abilities a faculty may value. Nevertheless, lecturing is still, by far, the predominant method of instruction in most institutions today.
- ✓ A Rational Sequence: Educational activities are rigorously ordered during a biological process sequence to form a coherent curriculum based on the stated intended outcomes of each the curriculum and its constituent courses.
- ✓ Continuous assessment and improvement of quality: Valid and reliable assessment is preplanned to observe on a continuing basis the effectiveness of the curriculum in fostering student development and additionally the particular achievement of defined institutional and curricular outcome goals. In several or most institutions there are often said to exist two potentially quite different

curricula: one, an array and sequence of courses offered by the institution and intended by the faculty to be taken and a second, the particular courses truly taken and sequence followed by every student. The intent, content, academic expertise, and thus outcomes of the two may be – and, as judged from some of the current research, are – quite different from each other. Careful observation of actual student course-taking behavior through transcript analysis will reveal the degree to which students are experiencing the faculty's meant educational process and achieving their supposed outcomes.

- ✓ High-quality academic advising: An effective curriculum – one that produces the results it claims altogether of a college's various students – depends for its success upon a high-quality program of educational advising. Trendy educational advising is developmental, beginning with every student's values and goals, and facilitates all students' style information and non-curricular experiences which will help them achieve their own goals and therefore the institution's meant learning outcomes.

#### ❖ **Defining Curricular Outcomes**

Clearly defined intended curricular outcomes change a faculty to understand, communicate concerning, and control – manage – learning through the curriculum more effectively. Today, clearly stated, written outcomes are essential to good curriculum, implementation, and assessment.

Specifically, Curricular outcome goals and objectives:

- ✓ Provide the solid foundation of intended outcomes.

- ✓ Provide specific direction for the continuous monitoring – assessment and evaluation – of the actual outcomes the curriculum produces.
- ✓ Reduce the potential for untoward teaching to the test – the corruption of the curriculum by instruction directed toward chosen assessment indicators; rather, both the instruction and the indicators are aimed at the outcomes previously defined by the faculty.
- ✓ Obviate the dumping down of curricula in response to increased student diversity and under preparedness by providing firm, clearly identified outcome standards and by requiring the educational process to change in response to altered student needs.
- ✓ Guard against grade inflation and the consequent reduction in student, and perhaps faculty, quality of effort and the devaluation of degrees.
- ✓ Enable a faculty to resist academic drift, where a college or program with one mission or curricular purpose gradually and unconsciously drifts away to some other purpose or purposes.
- ✓ Enable a faculty to deal more straightforwardly and rationally with conflict over curricular content, such as disputes related to departmental turf.
- ✓ Help everyone involved – faculty members, students, administrators, trustees, parents, legislators – understand the institution or program and the results it claims to produce.
- ✓ Increase the perception of institutional openness, candor, and integrity among all of the institution's customers and stakeholders.

### **Scholarships in Colleges**

A scholarship is an award of financial aid for a student to further his or her education. Scholarships are awarded based upon various criteria, which usually reflect the values and purposes of the donor or founder of the award. Scholarship money is not required to be repaid.

The most common scholarships may be classified as:

#### **❖ Merit-based :**

These awards are based on a student's academic, artistic, athletic or other abilities, and often factor in an applicant's extracurricular activities and community service record. The most common merit-based scholarships, awarded by either private organizations or directly by a student's intended college, recognize academic achievement or high scores on standardized tests. Most such merit-based scholarships are paid directly by the institution the student attends, rather than issued directly to the student.

#### **❖ Need-based :**

These awards are based on the student and family's financial record and require applicants to fill out an application form to qualify. Private need-based scholarships also often require the qualify report which calculates a student's financial need through a formula that looks at the expected family contribution and cost of attendance at the intended college.

#### **❖ Student Specific :**

These are scholarships for which applicants must initially qualify based upon gender, race, religion, family and medical history, or many other student-specific factors. Minority scholarships are the most common awards in this category. For example, students in Canada may qualify for a number of aboriginal scholarships, whether they study at home or abroad. The Gates Millennium Scholars program is another minority scholarship funded

by Bill and Melinda Gates for excellent African American, American Indian, Asian Pacific Islander American and Latino students who enroll in college.

❖ **Career Specific :**

These are scholarships a college or university awards to students who plan to pursue a specific field of study. Often, the most generous awards to students who pursue careers in high-need areas such as education or nursing. Many schools in the United States give future nurses full scholarships to enter the field, especially if the student intends to work in a high-need community.

❖ **College Specific :**

College-specific scholarships are offered by individual colleges and universities to highly qualified applicants. These scholarships, given on the basis of academic and personal achievement, usually result in either a full-ride to the college, or for a reduced rate of tuition.

Some scholarships have a "bond" requirement. Recipients may be required to work for a particular employer for a specified period of time or to work in rural or remote areas; otherwise they may be required to repay the value of the support they received from the scholarship. This is particularly the case with education and nursing scholarships for people prepared to work in rural and remote areas.

❖ **Local Scholarship :**

It is typical for persons to find scholarships in their home regions. Information on these can be found by asking local institutions and organizations. Typically, these are less competitive as the eligible population is smaller.

- ✓ **Non-profits and charitable trusts :** Most non-profit organizations have at some point of their history founded scholarships for prospective students.

- ✓ **Community Foundation** : Many counties and cities and regions have a local foundation dedicated to giving money in the form of grants and scholarships to people and organizations in the area.
- ✓ **Foundations** : Certain foundations in the United States offer scholarships for entrepreneurial endeavors.
- ✓ **Labor/trade unions** : Major unions often offer scholarships for members and their dependent children.
- ✓ **Chamber of commerce** : Many chambers of commerce offer (usually small) grants to students in the community, especially those planning on careers in business and public service. Even if they do not offer any themselves, one can usually get a listing of members, and many of them may offer small scholarships to local students.
- ✓ **Other volunteer organizations** : Many organizations offer scholarships or award grants to students whose background or chosen field overlaps the field of the organization. For example, local chapters of professional societies may help the studies of exceptionally distinguished students of the region. Similarly, charity organizations may offer help, especially if the late parent of the student was a member of the organization (e.g., a Masonic lodge might help the orphan of a lodge brother.) This kind of scholarship is mostly ad hoc.
- ✓ **School** : Old, well-known schools are often endowed with scholarship funds.
- ✓ **Academic Scholarship** : Academic scholarships are also often referred to as merit scholarships; though a merit scholarship can mean anything that has some level



of contest to it. They typically have the highest payouts and are considered very prestigious as they are often national awards.

- ✓ **Average Academic Performance Scholarships :** Average student scholarships do take academics into consideration, but focus on other factors as well, such as community service, leadership, the strength of essay, etc.
- ✓ **Athletic Scholarship :** For students with strong academics and physical skills, athletic scholarships are the way to go. There is practically a scholarship for every single sport, from volleyball to football; gymnastics to cheerleading.
- ✓ **Scholarship for Minority :** There are also many scholarships for minorities available. Some of these are general and for all minorities as a collective whole, while others are catered to individual ethnic groups. It is also a good idea to apply for a minority scholarship if you are part or fully of a certain ethnicity.
- ✓ **Scholarships for Women :** As with the scholarships for minorities above, there are also scholarships specifically for women. Since colleges were dominated by men for many years, scholarships have been created for strong, career-minded women that need assistance paying for college expenses. If you are female, it is strongly recommended you pursue a scholarship for women.
- ✓ **Creative Scholarship :** For those artistic at heart, there are creative scholarships available to help you pursue your passion. Art scholarships, music scholarships and even dance scholarships usually involve an audition of

some sort, and can help you get through art school or an art program at a university.

### **College Library**

College Library offers materials on a wide range of topics to support discovery and learning, especially for those new to academic research. Emphasis is placed on current materials that will support and enrich class assignments and projects. A wealth of material appropriate for college Library users is available on-line. The electronic resources of the whole university library system are accessible at college Library and a key element of the collections. In addition to resources to fulfill the educational desires of users, college Library includes a recreational assortment including: recreational/self-help nonfiction, standard fiction novels, audio books, CDs, movies, video games and standard magazines. Books at College Library are spread throughout the collections. Use the Library Catalog to find the location and availability of books at College Library.

### **Facilities & Services**

#### **❖ Borrowing**

The Lending Services Division provides services related to the loan and return of materials, registration of library users, as well as access to library facilities.

- ✓ Registration Counter
- ✓ Circulation Counter
- ✓ New Book Display & Compact Storage

#### **❖ Reference Services**

This offers a variety of services to assist users with reference and research enquiries. These include general consultation, library orientations, and database workshops, as well as printed and online research tools.

#### **❖ Interlibrary Services**

The Interlibrary Loans Service counter is helps eligible members of the University community to procure.

❖ **Photocopying and Printing Services**

- ✓ Self-service Copiers
- ✓ Microfiche and Transparency Printing
- ✓ Find out more about the services available

❖ **Study Places**

- ✓ The Main Library is the most ideal place to study on campus.  
Study Tables
- ✓ Single Study Rooms
- ✓ Special Room for Disabled Students

❖ **E-Learning Lab**

The E-Learning Lab is a multi-purpose mini-theatre designed for library instruction, conferences and seminars.

❖ **Library Corner**

❖ **Librarian / Reference Services**

Contact a librarian by e-mail, phone, or in person at.

❖ **Circulation Services**

Information about borrowing books and other Library materials, including due dates, renewal policies, fines and late fees, etc.

❖ **Computer Search Services**

Mediated online database searching in all areas of pure and applied science, engineering and medicine. Performed on a cost-recovery basis.

❖ **Computing Services**

Information about computers and computing labs, connecting to the wireless and Ethernet, and how to get assistance.

❖ **Copy, Print, Fax, and Scan**

Information about copying, printing, and scanning using the University's Unified Printing Service, including locations of copy/print/scan stations in campus libraries.

❖ **Copyright Info Center**

A website that discusses the basics of copyright law and provides guidance to faculty, students, and staff regarding issues of fair use, etc.

❖ **Course Reserves**

High demand items for a course available online or through a short-term loan at the Library. Must Includes directions for instructors about placing materials on reserve.

❖ **Dissertation Office**

Information for graduate students writing a dissertation. Dissertation Office staff assist graduate students in meeting the University-wide requirements for publishing Ph.D. theses.

❖ **Library Instruction**

Workshops and programs to help you learn about the Library and its resources. Includes information on how to schedule a customized session or tour for your class.

❖ **Purchase Requests**

Request that an item be purchased for the Library.

❖ **Subject Specialists / Bibliographers**

Subject specific reference services.

❖ **Research Consultations**

Make an appointment with a librarian about a research paper or project.

❖ **Copying and imaging Service**

Scan, make copies or photograph the items in the collections. Some items may be available electronically so do check before making your own copy.

❖ **Computers, printing and Internet/WiFi Service**

Computers in the Library are connected to the internet and have specific resources to aid your research. Black-and-white and colour printers are available. WiFi must be free to anyone with a laptop or mobile device.

❖ **Interlibrary loans**

Supply books and copies of articles to other libraries, nationally & internationally, through the interlibrary loans system.

❖ **Online resources**

College Portal will give you access to thousands of journal articles, ebooks and databases. For more information see: Online resources

❖ **Literature searches**

Create reading lists on actuarial and related subjects, also compile lists of references on more specialist topics and carry out literature searches.

**Alumni Association**

College alumni are people who have graduated or received a degree from a particular college or high school. When people receive their diplomas from a high school, they remain alumni of that school for life. The same holds true for college students and people may be alumnus or alumna of several colleges if they've studied and graduated from more than one.

It should be noted that alumni is typically the plural of alumnus, which is usually defined as a male graduate of a particular institution. Alumna is the singular female form, and alumnae are the correct phrasing for female graduates. The masculine form and the

masculine plural, *alumnus* and *alumni*, are now used with great frequency to refer to all students, regardless of gender, and always when speaking of a group of students that contain both genders.

For colleges, alumni are important. Many college alumni organizations play a vital role on campus and may help the college in various ways, particularly in the area of fundraising. Distinguished former students can be helpful to a college too, because they raise the profile of the college. Essentially the university gets bragging rights when college alumni have a certain profile or status, and most alumni associations are eager to keep in touch with students. It isn't just colleges that benefit from alumni programs or associations. College alumni may be the better for continued association with a university. They might continue to have access to the Internet via a university server, or they could have library privileges.

#### ❖ **Placement Cell**

**Placement Committee** helps students to prepare for placement interviews/higher studies and help them to choose an appropriate organization.

Placement Committee will invite various technical and non-technical companies for Campus Placement Programs for college student.

#### **Roles and Responsibilities**

In the beginning, the convener (TPO) calls for a meeting and delegates the role and responsibilities to committee members. He/She shall also schedule the Placement Programme by allocating dates and timings of companies' visits. The copies of the same are distributed to all the members, Director, Dy. Director and Principal. The requisition for tea, coffee, snacks, lunch etc. indicating number of guests, shall also be prepared. The same is handed over to the Dy. Director. The Convener shall also prepare a budget for the Placement Cell.

The training and Placement cell empowers teams of scholars to go to websites of industries of various sectors like Banking, Insurance, Retail, cordial reception, Communication sector, Finance sector etc and contacts H.R. Managers of those companies under the guidance of the TPO. Accordingly, letters/e-mails shall be sent to get a bigger data base for placements. A new placement pamphlet shall be revealed with the assistance of students with the approval of the Director.

Following are the roles and responsibilities allocated to the members of the Placement Committee :

- ✓ Registration: Registration of the eligible students shall be done with the help of students. This is done 30 minutes before the start of the program in the Assembly Hall. Students shall sign against their names.
- ✓ Display: To display a welcome poster at the entrance on the ground floor showing the name of the company visiting, names of their team members, program and venue for the test and interviews.
- ✓ Scrolling Board: To welcome the company delegates to SFIT with the date and time.
- ✓ Assembly Hall: To arrange the Assembly Hall for the pre-placement talk and company presentation i.e, sound system, L.C.D. projector, chairs, table etc.
- ✓ Classrooms: Classrooms are allotted for the aptitude test and group discussion. Table, papers, stationery, drinking water etc. shall be arranged.
- ✓ Interview Rooms: Usually third floor labs are arranged for personal and technical interviews. Table, chairs, papers, stationary items etc. shall be kept ready.

- ✓ Final selection: At the end of the selection activity, names of the short listed students shall be announced by company representatives.
- ✓ Breakfast, tea and lunch: Based on the number of guests from the organizations, such arrangements shall be made. The menu is decided beforehand and intimated to SFIT canteen. Timings are also specified. Food is served in the Board Room Dining Hall.
- ✓ Records: Records of the lists of students placed, company name, branch and salary offered shall be maintained.
- ✓ Data Updating: Other data like branch wise placements, students' profiles, year wise placements, list of companies visited etc shall also be maintained.
- ✓ During the year, short meetings shall be held to communicate the status on placement and to discuss the comments made by the recruitment team on our students' performance.

#### **Contribution of Colleges to Society**

##### **❖ Contribute to Business Innovation**

- ✓ The college has a strong track record in building and maintaining partnerships with the private sector (contracts, technology transfer, knowledge transfer, etc.)
- ✓ The requested infrastructure is crucial for maximizing the potential of the described partnerships
- ✓ The proposed activities clearly respond to existing needs expressed by private sector partners
- ✓ The relevant expertise is available within the college for applied research and technology transfer activities



- ✓ The proposed activities have the potential to lead to business innovation.
- ❖ **Enhance the applied research and technology development capacity of colleges**
  - ✓ The requested infrastructure will boost the college's capacity for forging additional valuable partnerships with private sector partners in the future
  - ✓ The proposed activities are in a specific area in which the college has developed a niche of applied research and technology development excellence
  - ✓ In the past, the college has provided significant support and shown substantial commitment to applied research and technology development in the area of strategic priority, and will continue to do so
  - ✓ The college has developed a plan for the sustainability and continuing relevance of the research infrastructure
  - ✓ The requested infrastructure will create a stimulating and enriched environment for training highly qualified personnel, including hands-on training with state-of-the-art equipment relevant to an industrial setting
  - ✓ The team demonstrates its ability to constantly remain up-to-date with respect to the current body of knowledge in the area and has the expertise to make effective use of the requested infrastructure.

## Chapter – 3

### University

#### **Meaning of University :**

A university is an institution of higher education and research that grants educational degrees during a variety of subjects and provides each undergrad education and postgraduate education. The word "university" comes from the Latin word *universitas magistrorum et scholarium*, that roughly means that "community of faculties and students.

Nalanda University was the first great university in recorded history and one amongst the world's first residential university because it had dormitories for students. it's conjointly one amongst the foremost known universities. In its period of time, it accommodated over 10,000 students and 2,000 faculties. The university was thought-about associate degree discipline masterpiece, and was marked by a lofty wall and one gate. Nalanda had eight separate compounds and 10 temples, along with many different meditation halls and classrooms. On the grounds were lakes and parks. The library was set in an exceedingly nine storied building where meticulous copies of texts were made.

The Tang Dynasty Chinese pilgrim and scholar Xuanzang studied, taught and spent nearly 15 years at Nalanda University. He has left detailed accounts of the university in the 7th century. Yijing has also left information about the other kingdoms lying on the route between China and the Nālandā university. He was responsible for the translation of a large number of Buddhist scriptures from Sanskrit into Chinese

#### **Brief History of university:**

The original Latin word "universitas" refers in general to "a number of persons associated into one body, a society, company, community, guild, corporation, etc. At the time of the

emergence of urban town life and medieval guilds, specialized "associations of students and teachers with collective legal rights usually guaranteed by charters issued by princes, prelates, or the towns in which they were located" came to be denominated by this general term. Like other guilds, they were self-regulating and determined the qualifications of their members. In modern usage the word has come to mean "An institution of higher education offering tuition in mainly non-vocational subjects and typically having the power to confer degrees," with the earlier emphasis on its corporate organization considered as applying historically to Medieval universities. The original Latin word referred to degree-granting institutions of learning in Western and Central Europe, where this form of legal organization was prevalent, and from where the institution spread around the world. For non-related educational institutions of antiquity which did not stand in the tradition of the university and to which the term is only loosely and retrospectively applied, see ancient higher-learning institutions.

**Academic freedom:**

An important idea in the definition of a university is the notion of academic freedom. The first documentary evidence of this comes from early in the life of the first university. The University of Bologna adopted an academic charter, the Constitution Habitat, in 1158 or 1155, which guaranteed the right of a traveling scholar to unhindered passage in the interests of education. Today this is claimed as the origin of "academic freedom". This is now widely recognized internationally - on 18 September 1988 430 university rectors signed the Magna Charta Universitatum, marking the 900th anniversary of Bologna's foundation. The number of universities signing the Magna Charta Universitatum continues to grow, drawing from all parts of the world.

**Medieval universities:**

European higher education took place for hundreds of years in Christian cathedral schools or monastic schools

(*Scholae monasticae*), in which monks and nuns taught classes; evidence of these immediate forerunners of the later university at many places dates back to the 6th century AD. The earliest universities were developed under the aegis of the Latin Church by papal bull as *studia generalia* and perhaps from cathedral schools. It is possible, however, that the development of cathedral schools into universities was quite rare, with the University of Paris being an exception. Later they were also founded by Kings or municipal administrations. In the early medieval period, most new universities were founded from pre-existing schools, usually when these schools were deemed to have become primarily sites of higher education. Many historians state that universities and cathedral schools were a continuation of the interest in learning promoted by monasteries.

The first universities in Europe with a form of corporate/guild structure were the University of Bologna (1088), the University of Paris (c. 1150, later associated with the Sorbonne), the University of Oxford (1167), the University of Modena (1175), the University of Palencia (1208), the University of Cambridge (1209), the University of Salamanca (1218), the University of Montpellier (1220), the University of Padua (1222), the University of Naples Federico II (1224), and the University of Toulouse (1229).

The University of Bologna began as a law school teaching the *ius gentium* or Roman law of peoples which was in demand across Europe for those defending the right of incipient nations against empire and church. Bologna's special claim to *Alma Mater Studiorum* is based on its autonomy, its awarding of degrees, and other structural arrangements, making it the oldest continuously operating institution independent of kings, emperors or any kind of direct religious authority. The conventional date of 1088, or 1087 according to some, records when Irnerius commences teaching Emperor Justinian's 6th century codification of Roman law, the *Corpus Iuris Civilis*, recently discovered at Pisa. Lay students arrived in the city

from many lands entering into a contract to gain this knowledge, organising themselves into 'Nationes', divided between that of the Cismontanes and that of the Ultramontanes. The students "had all the power ... and dominated the masters".

In Europe, young men proceeded to university when they had completed their study of the trivium—the preparatory arts of grammar, rhetoric and dialectic or logic—and the quadrivium: arithmetic, geometry, music, and astronomy. (See Degrees of the University of Oxford for the history of how the trivium and quadrivium developed in relation to degrees, especially in anglophone universities).

Universities became popular all over Europe, as rulers and city governments began to create them to satisfy a European thirst for knowledge, and the belief that society would benefit from the scholarly expertise generated from these institutions. Princes and leaders of city governments perceived the potential benefit of having a scholarly expertise develop with the ability to address difficult problems and achieve desired ends. The emergence of humanism was essential to this understanding of the possible utility of universities as well as the revival of interest in knowledge gained from ancient Greek texts.

The rediscovery of Aristotle's works - more than 3000 pages of it would eventually be translated - fuelled a spirit of inquiry into natural processes that had already begun to emerge in the 12th century. Some scholars believe that these works represented one of the most important document discoveries in Western intellectual history. Richard Dales, for instance, calls the discovery of Aristotle's works "a turning point in the history of Western thought." After Aristotle re-emerged, a community of scholars, primarily communicating in Latin, accelerated the process and practice of attempting to reconcile the thoughts of Greek antiquity, and especially ideas related to understanding the natural world, with those of the church. The efforts of this "scholasticism" were focused on applying Aristotelian logic and thoughts about natural processes to biblical passages and

attempting to prove the viability of those passages through reason. This became the primary mission of lecturers, and the expectation of students.

The university culture developed differently in northern Europe than it did in the south, although the northern (primarily Germany, France and Great Britain) and southern universities (primarily Italy) did have many elements in common. Latin was the language of the university, used for all texts, lectures, disputations and examinations. Professors lectured on the books of Aristotle for logic, natural philosophy, and metaphysics; while Hippocrates, Galen, and Avicenna were used for medicine. Outside of these commonalities, great differences separated north and south, primarily in subject matter. Italian universities focused on law and medicine, while the northern universities focused on the arts and theology. There were distinct differences in the quality of instruction in these areas which were congruent with their focus, so scholars would travel north or south based on their interests and means. There was also a difference in the types of degrees awarded at these universities. English, French and German universities usually awarded bachelor's degrees, with the exception of degrees in theology, for which the doctorate was more common. Italian universities awarded primarily doctorates. The distinction can be attributed to the intent of the degree holder after graduation – in the north the focus tended to be on acquiring teaching positions, while in the south students often went on to professional positions. The structure of Northern Universities tended to be modeled after the system of faculty governance developed at the University of Paris. Southern universities tended to be patterned after the student-controlled model begun at the University of Bologna.

Scholars like Arnold H. Green and Hossein Nasr have argued that starting in the 10th century, some medieval Islamic madrasahs became universities. George Makdisi and others, however, argue that the European university has no parallel in the medieval Islamic world. Courtenay et al. partially critique

this view by stating similarities between madrasahs and southern European universities. Other scholars regard the university as uniquely European in origin and characteristics.

Many scholars have argued that early medieval universities were influenced by the religious madrasahs in Al-Andalus, the Emirate of Sicily, and the Middle East (during the Crusades). Other scholars see this argument as overstated.

### **Early modern universities:**

During the Early Modern period, the universities of Europe would see a tremendous amount of growth, productivity and innovative research. At the end of the Middle Ages, about 400 years after the first university was founded, there were twenty-nine universities spread throughout Europe. In the 15th century, twenty-eight new ones were created, with another eighteen added between 1500 and 1625. This pace continued until by the end of the 18th century there were approximately 143 universities in Europe and Eastern Europe, with the highest concentrations in the German Empire, Italian countries, France, and Spain— this was close to a 500% increase over the number of universities toward the end of the Middle Ages. This number does not include the numerous universities that disappeared, or institutions that merged with other universities during this time. It should be noted that the identification of a university was not necessarily obvious during the Early Modern period, as the term is applied to a burgeoning number of institutions. In fact, the term “university” was not always used to designate a higher education institution. In Mediterranean countries, the term *studium generale* was still often used, while “Academy” was common in Northern European countries.

The propagation of universities was not necessarily a steady progression, as the seventeenth century was rife with events that adversely affected university expansion. Many wars, and especially the Thirty Years' War, disrupted the university landscape throughout Europe at different times. War, plague, famine, regicide, and changes in religious power and structure often adversely affected the societies that provided

support for universities. Internal strife within the universities themselves, such as student brawling and absentee professors, acted to destabilize these institutions as well. Universities were also reluctant to give up older curricula, and the continued reliance on the works of Aristotle defied contemporary advancements in science and the arts. This era was also affected by the rise of the nation-state. As universities increasingly came under state control, or formed under the auspices of the state, the faculty governance model became more and more prominent. Although the older student-controlled universities still existed, they slowly started to move toward this structural organization. Control of universities still tended to be independent, although university leadership was increasingly appointed by the state.

Although the structural model provided by the University of Paris, where student members are controlled by faculty “masters,” provided a standard for universities, the application of this model took at least three different forms. There were universities that had a system of faculties whose teaching was centralized around a very specific curriculum; this model tended to train specialists. There was a collegiate or tutorial model based on the system at University of Oxford where teaching and organization was decentralized and knowledge was more of a generalist nature. There were also universities that combined these models, using the collegiate model but having a centralized organization.

Early Modern universities initially continued the curriculum and research of the Middle Ages: natural philosophy, logic, medicine, theology, mathematics, astronomy, law, grammar and rhetoric. Aristotle was prevalent throughout the curriculum, while medicine also depended on Galen and Arabic scholarship. The importance of humanism for changing this state-of-affairs cannot be underestimated. Once humanist professors joined the university faculty, they began to transform the study of grammar and rhetoric through the *studia humanitatis*. Humanist professors focused on the ability of



students to write and speak with distinction, to translate and interpret classical texts, and to live honorable lives. Other scholars within the university were affected by the humanist approaches to learning and their linguistic expertise in relation to ancient texts, as well as the ideology that advocated the ultimate importance of those texts. Professors of medicine such as Niccolò Leonicensio, Thomas Linacre and William Cop were often trained in and taught from humanist perspective as well as translated important ancient medical texts. The critical mindset imparted by humanism was imperative for changes in universities and scholarship. For instance, Andreas Vesalius was educated in a humanist fashion before producing a translation of Galen, whose ideas he verified through his own dissections. In law, Andreas Alciatus infused the *Corpus Juris* with a humanist perspective, while Jacques Cujas' humanist writings were paramount to his reputation as a jurist. Philipp Melanchthon cited the works of Erasmus as a highly influential guide for connecting theology back to original texts, which was important for the reform at Protestant universities. Galileo Galilei, who taught at the Universities of Pisa and Padua, and Martin Luther, who taught at the University of Wittenberg (as did Melanchthon), also had humanist training. The task of the humanists was to slowly permeate the university; to increase the humanist presence in professorships and chairs, syllabi and textbooks so that published works would demonstrate the humanistic ideal of science and scholarship.

Although the initial focus of the humanist scholars in the university was the discovery, exposition and insertion of ancient texts and languages into the university, and the ideas of those texts into society generally, their influence was ultimately quite progressive. The emergence of classical texts brought new ideas and led to a more creative university climate (as the notable list of scholars above attests to). A focus on knowledge coming from self, from the human, has a direct implication for new forms of scholarship and instruction, and was the foundation for what is commonly known as the humanities.

This disposition toward knowledge manifested in not simply the translation and propagation of ancient texts, but also their adaptation and expansion. For instance, Vesalius was imperative for advocating the use of Galen, but he also invigorated this text with experimentation, disagreements and further research. The propagation of these texts, especially within the universities, was greatly aided by the emergence of the printing press and the beginning of the use of the vernacular, which allowed for the printing of relatively large texts at reasonable prices.

Examining the influence of humanism on scholars in medicine, mathematics, astronomy and physics may suggest that humanism and universities were a strong impetus for the scientific revolution. Although the connection between humanism and the scientific discovery may very well have begun within the confines of the university, the connection has been commonly perceived as having been severed by the changing nature of science during the scientific revolution. Historians such as Richard Westfall have argued that the overt traditionalism of universities inhibited attempts to reconceptualize nature and knowledge and caused an indelible tension between universities and scientists. This resistance to changes in science may have been a significant factor in driving many scientists away from the university and toward private benefactors, usually in princely courts, and associations with newly forming scientific societies.

Other historians find incongruity in the proposition that the very place where the vast number of the scholars that influenced the scientific revolution received their education should also be the place that inhibits their research and the advancement of science. In fact, more than 80% of the European scientists between 1450-1650 included in the Dictionary of Scientific Biography were university trained, of which approximately 45% held university posts. It was the case that the academic foundations remaining from the Middle Ages were stable, and they did provide for an environment that

fostered considerable growth and development. There was considerable reluctance on the part of universities to relinquish the symmetry and comprehensiveness provided by the Aristotelian system, which was effective as a coherent system for understanding and interpreting the world. However, university professors still utilized some autonomy, at least in the sciences, to choose epistemological foundations and methods. For instance, Melanchthon and his disciples at University of Wittenberg were instrumental for integrating Copernican mathematical constructs into astronomical debate and instruction. Another example was the short-lived but fairly rapid adoption of Cartesian epistemology and methodology in European universities, and the debates surrounding that adoption, which led to more mechanistic approaches to scientific problems as well as demonstrated an openness to change. There are many examples which belie the commonly perceived intransigence of universities. Although universities may have been slow to accept new sciences and methodologies as they emerged, when they did accept new ideas it helped to convey legitimacy and respectability, and supported the scientific changes through providing a stable environment for instruction and material resources.

Regardless of the way the tension between universities, individual scientists, and the scientific revolution itself is perceived, there was a discernible impact on the way that university education was constructed. Aristotelian epistemology provided a coherent framework not simply for knowledge and knowledge construction, but also for the training of scholars within the higher education setting. The creation of new scientific constructs during the scientific revolution, and the epistemological challenges that were inherent within this creation, initiated the idea of both the autonomy of science and the hierarchy of the disciplines. Instead of entering higher education to become a “general scholar” immersed in becoming proficient in the entire curriculum, there emerged a type of scholar that put science

first and viewed it as a vocation in itself. The divergence between those focused on science and those still entrenched in the idea of a general scholar exacerbated the epistemological tensions that were already beginning to emerge.

The epistemological tensions between scientists and universities were also heightened by the economic realities of research during this time, as individual scientists, associations and universities were vying for limited resources. There was also competition from the formation of new colleges funded by private benefactors and designed to provide free education to the public, or established by local governments to provide a knowledge hungry populace with an alternative to traditional universities. Even when universities supported new scientific endeavors, and the university provided foundational training and authority for the research and conclusions, they could not compete with the resources available through private benefactors.

By the end of the early modern period, the structure and orientation of higher education had changed in ways that are eminently recognizable for the modern context. Aristotle was no longer a force providing the epistemological and methodological focus for universities and a more mechanistic orientation was emerging. The hierarchical place of theological knowledge had for the most part been displaced and the humanities had become a fixture, and a new openness was beginning to take hold in the construction and dissemination of knowledge that were to become imperative for the formation of the modern state.

### **Modern University:**

By the 18th century, universities published their own research journals and by the 19th century, the German and the French university models had arisen. The German, or Humboldtian model, was conceived by Wilhelm von Humboldt and based on Friedrich Schleiermacher's liberal ideas pertaining to the importance of freedom, seminars, and laboratories in universities.[citation needed] The French

university model involved strict discipline and control over every aspect of the university.

Until the 19th century, religion played a significant role in university curriculum; however, the role of religion in research universities decreased in the 19th century, and by the end of the 19th century, the German university model had spread around the world. Universities concentrated on science in the 19th and 20th centuries and became increasingly accessible to the masses. In Britain, the move from Industrial Revolution to modernity saw the arrival of new civic universities with an emphasis on science and engineering, a movement initiated in 1960 by Sir Keith Murray (chairman of the University Grants Committee) and Sir Samuel Curran, with the formation of the University of Strathclyde. The British also established universities worldwide, and higher education became available to the masses not only in Europe.

In 1963, the Robbins Report on universities in the United Kingdom concluded that such institutions should have four main "objectives essential to any properly balanced system: instruction in skills; the promotion of the general powers of the mind so as to produce not mere specialists but rather cultivated men and women; to maintain research in balance with teaching, since teaching should not be separated from the advancement of learning and the search for truth; and to transmit a common culture and common standards of citizenship."

#### **National Universities:**

A national university is generally a university created or run by a national state but at the same time represents a state autonomic institution which functions as a completely independent body inside of the same state. Some national universities are closely associated with national cultural or political aspirations, for instance the National University of Ireland in the early days of Irish independence collected a large amount of information on the Irish language and Irish culture. Reforms in Argentina were the result of the University

Revolution of 1918 and its posterior reforms by incorporating values that sought for a more equal and laic higher education system.

### **University Accreditations**

Accreditation is a process in which certification of competency, authority, or credibility is presented.

Organizations that issue credentials or certify third parties against official standards are themselves formally accredited by accreditation bodies; hence they are sometimes known as "accredited certification bodies". The accreditation process ensures that their certification practices are acceptable, typically meaning that they are competent to test and certify third parties, behave ethically and employ suitable quality assurance.

Educational accreditation is a type of quality assurance process under which services and operations of educational institutions or programs are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted by the agency.

In most countries in the world, the function of educational accreditation is conducted by a government organization, such as a ministry of education. A quality assurance process exists that is independent of government and performed by private non-profit organizations.

In order for potential colleges to proceed with the accreditation process smoothly, they must meet the general standards set by the peer review accreditation boards. Each college is typically assessed using the following criteria:

- ✓ Overall Mission of the university
- ✓ Objectives and Goals
- ✓ Student Requirements for Admissions
- ✓ Services Available to Students
- ✓ Quality of Education

- ✓ Reputation of Faculty

### **Need of Accreditation**

To ensure continued academic excellence, accreditation requires periodic institutional and program reviews. The accreditation process also provides an opportunity to the University to assess our own successes and challenges over time, see how we compare to our peers, and make better decisions when allocating resources. Besides assessing formal educational activities, accreditation evaluates such things as governance and administration, financial stability, admissions and student services, institutional resources, student learning, institutional effectiveness, and relationships with internal and external constituencies.

### **Activities at Universities**

Extracurricular activities are great fun, but when it comes to college admission applications, they should provide a glimpse of your lifestyle and personality. The list of activities will be a track record that tells the college representative something about the participation, but also about commitment to a goal, the depth of interests, and attitude. The important thing to remember is that university should be involved for the right reasons. Don't overdo it and start signing up for everything, thinking the list will be more impressive. Colleges look for depth as well as breadth. For many college representatives, a list of ten different activities each year will be a red flag. Admissions officers are looking for quality over quantity. Pick a few activities that really interest students and become fully involved in them. It looks better on students high school resume. The best idea is to have a few long-term activities to demonstrate commitment and a few diverse activities to show that students are interested in the world around you. What a student has done outside the classroom can provide some insight into what he or she is truly passionate about and can affirm a decision to offer a student admission.

Furthermore, quality of activities is considered more favorably than quantity of activities.

Extra-Curricular activities helps to -

✓ **Help Develop Student Success Traits :**

Colleges view students who participate in extracurricular activities or work at a job while maintaining good grades as good candidates since these activities help students develop organizational skills, discipline, and dedication – all of which are qualities successful students and good leaders need.

✓ **Students Can Contribute to College Programs :**

Colleges are interested in bringing diversity to their campus and diversity can be achieved by bringing students with different personal involvements. In smaller residential colleges, because admission is more competitive, extracurricular involvement often carries much more weight in the admissions process than in larger universities. Some colleges give significant thought to students' activities outside the classroom since the college places value on creating an engaging community of serious students who want to pursue lives of learning, leadership, and service.

✓ **Enriches the Educational Experience :**

Colleges depend not just on faculty, but also on the student body's outside knowledge for a stellar educational experience. Active engagement in volunteering, art, theatre, athletics or internships/work experiences, leads to a whole different level of learning which can be just as important as the academic work that the student completes. Student activity is also used as a calling card for more recruits.

✓ **Will Achieve by Well-Rounded Students Excellence :**

While colleges do look for well-rounded students, well-roundedness may not be what you think. They demonstrate talent and ability academically, intellectually, athletically and socially. They



typically demonstrate these qualities along with a commitment to excellence in the arts and service.

✓ **Long-Term Success :**

Colleges want to admit students who will be successful in the long run. Retention is beneficial to students since it helps students meet education goals, prepares them for the future, and prevents “students from investing or wasting a lot of time and money on something that they were not academically prepared to do. Cummings acknowledges that while grades at his college are valued more highly than extracurricular activities in the admissions process, “In the long term success of the student, extracurricular activities are very important”.

✓ **Results in Scholarships :**

While grades may carry more weight in the admissions process. Extracurricular activities may be a deciding factor in the scholarship selection process. Higher scholarships are offered to those students who have been members of specific organizations.

✓ **Develops Leadership Qualities in students :**

Admissions folks view extracurricular involvement as important because it is often through these involvements that a student learns about leadership, integrity, responsibility and team work, and further develops his or her communication skills.

✓ **Creating students identity due to Outside Involvement :**

What a student has done outside the classroom can provide some insight into what he or she is truly passionate about and can affirm a decision to offer a student admission. Whether or not you are involved in extra-curricular activities, if your grades are acceptable, you have a good chance of getting accepted by colleges. The first and most important criterion is each student’s academic preparation. The strength and breadth of their high school curriculum, their grades, recommendations and test scores (where

they are required), are the most important aspects of the application.

✓ **University Affiliation :**

An affiliated school or affiliated college is an educational institution that operates independently, but also has a formal collaborative agreement with another, usually larger institution that may have some level of control or influence over its academic policies, standards or programs.

While a university may have one or several affiliated colleges, it is not necessarily a collegiate university, which is a union or federation of semi-autonomous colleges.

When you are associated with a group of persons with ideas similar to yours, or with an organization whose objectives you like and wish to work for, you have affiliation with the group or with the organization. When an organization joins a like-minded, bigger organization, they have affiliation with each other. A university grants affiliation to an institution if it implements the programs of the university.

The first criteria or principle concerns the academia. The affiliated component must be an academic component. Namely that the affiliated components contribute to and is integral part of the academic mission of the Institution in respect to teaching, learning, mentoring, supervising, conducting research (publication and research revenues and expenses). The second criteria, which falls under the first one and confirms it, underline the necessity and obligation that the affiliated components be approved and agreed as an academic component, being acknowledged as an equivalent or of an extension of the existing faculties, schools and departments. The programs, the curricular by the deciding relevant boards. This means that: activities and the academic regulations are submitted and approved by the University; The faculty members are nominated and appointed or receive agreement by the relevant

boards; The teaching/learning/mentoring/training/supervising activities as well as the research activities (publications, grants, and contracts) are being conducted and realized within the professorial mandate.

The second criteria concern the process through which the two previous criteria are applied: the concordance between the output, the throughput and the input. What a university declares and reports as outputs and outcomes (publications, grants, prizes, awards, degrees and diplomas) should refer in rigorous conformity and concordance to the throughput (programs, learning, teaching...) and to the input (students and teachers, budget). The ratios output/input must be processed with great care and rigor.

✓ **Curriculum and Course Development:**

The Associate Dean of Curriculum and Course Development is responsible for monitoring and promoting the ongoing process of curriculum development in Arts and Sciences with regard to general education, education in the major and interdisciplinary studies. The office guides the processes for requesting and approving new courses, revisions to existing courses, and curricular changes, including proposals for new majors, minors, and interdisciplinary certificate programs. The Associate Dean works closely with Directors of Undergraduate Studies on all matters pertaining to courses and curricula, and advises and serves ex officio on the two faculty standing committees of the Arts & Sciences Council responsible for reviewing and approving curricular and course proposals: the Committee on Curriculum and the Committee on Courses.

In addition, the Associate Dean works closely with the Office of Assessment to ensure that the goals of the curriculum are being met, and to suggest revisions and improvements as necessary. The office also guides the process by which undergraduate programs are periodically reviewed. Other office functions include the

coordination of House Courses and the approval process for students requesting modes of inquiry on transfer courses.

Curriculum matters mainly because of its potential impacts on students. The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development.

The design and development of curriculum for courses, topics, and major and minor sequences of topics, should focus on how the educational experience contributes to students' development of the Flinders Graduate Qualities. These qualities provide a key reference point for the Curriculum Development process. They must be related to the conceptual frameworks, language and practices of the student's field of study through quality learning experiences.

[Committies in Universities.](#)

**Key elements and relationships in curriculum :**

**Most curricula include :**

- ✓ Aim, goals, objectives
- ✓ Subject-matter
- ✓ Learning experiences
- ✓ Evaluation approaches

**Some curricula also include :**

- ✓ Needs assessment
- ✓ Rationale
- ✓ Audience
- ✓ Pre-requisites
- ✓ Materials
- ✓ Discussion of learning theory

Staff and students are at the heart of curriculum. The relationships between them are shaped by the answers to key questions about

- ✓ Educational aims (of courses, sequences and topics)

- ✓ Intended learning outcomes (for students)
- ✓ Assessment,
- ✓ Content,
- ✓ Learning interactions and
- ✓ The connections between these elements.

Intended learning outcomes frame and shape the detail and alignment of assessment, learning interactions and content.

Curriculum Development and Instructional Design courses are taught by experts in the field of curriculum development and instructional design.

#### **Technical Requirements :**

It is important that you are aware of the technical requirements for using the Blackboard online learning platform prior to registering for any of the following courses. Please refer to the following link for more information: Blackboard Technical Requirements.

#### **Program Requirements :**

Learners must have skills in word processing to succeed in this program. Please log in to your Blackboard course on the official course start date and refer to your Course Outline for assignment due dates. APA 6 formatting standards must be met when completing all assignments.

#### **Course Expectations :**

The listed course hours indicate the estimated time for students to review the online learning units. The actual time spent completing assignments will vary depending on each student's particular learning style and level of study skills.

#### **Career Outlook :**

The Curriculum Development and Instructional Design Extension Certificate are beneficial for individuals who are

developing teaching materials or training manuals for educational or corporate environments.

**Possible participants :**

- ✓ teachers
- ✓ students
- ✓ principals
- ✓ curriculum specialists
- ✓ associate superintendent
- ✓ superintendent
- ✓ boards of education
- ✓ lay citizens
- ✓ federal government
- ✓ state agencies
- ✓ regional organizations
- ✓ educational publishers
- ✓ testing organizations
- ✓ professional organizations
- ✓ other groups

**Types of curriculum designs :**

In developing specific learning activities for a given set of objectives, curriculum designers need to decide whether they want to place the subject-matter, the learners, or problems at the center.

Curriculum design usually takes into account the expected learning outcomes, associated learning and teaching tasks, assessment and evaluation. Curricula should be inclusive and student centered, taking into account the needs of a diverse student population. At present the main guiding principle for curriculum design is known as constructive alignment. Constructive alignment means that what we ask students to do must relate to what we

want them to learn; in other words the graduate capabilities, aims of the course, learning outcomes, learning tasks, assessments and marking criteria all relate to each other. More information is found in the section on setting learning outcomes.

No discussion on curriculum would be complete without some reference to the 'hidden curriculum' or that part of the curriculum that is not explicitly planned and stated. Referred to by many influential education writers, the hidden curriculum consists of the things students learn about their discipline and what is expected of them as learners through experience. The hidden curriculum can have a powerful effect on what students do and how they approach their learning.

#### **About university Financial Officer :**

The Financial Officer position was authorized by a resolution of the Board of Trustees, to provide financial and budgetary service to each major administrative division of the University. Although the Financial Officers are responsible to the Corporate Controller, they are located throughout the University. Financial Officers work closely with the Budget Executives of the colleges, campuses, and/or administrative divisions they serve.

#### **The mission of the University Financial Officers :**

To provide monetary and budgeting services to the appointed body area(s), whereas maintaining prudent financial controls through adherence to university policies and procedures. Providing exceptional client service to the executive area is crucial to the success of the financial officer, however should be done among the context of commercial enterprise controls. The financial officer is that the representative of the company Controller in every area and, as such, should adhere to policies and procedures. The successful financial officer may be a skilled who is respected for each service and management. The Financial Officer is an integral

part of university system for budgetary control, policy implementation, and accounting consistency. A Financial Officer serves each of the University's major budget areas, reporting directly to both the Budget Executive and the Corporate Controller (through the Assistant Controller/Director of University Financial Officers).

#### **Support to the Corporate Controller**

- ✓ **Budget Control** - Financial Officer is accountable for the management and maintenance of the budgets in accordance with allocation provisions, budget policy, and rules.
- ✓ **Expenditure Control** - Financial Officer is responsible for the control of budget expenditures within the allocated amount and authorized regulations governing each funding area.
- ✓ **Income and Cash Control** - The financial officer is liable for reassuring that money is being handled in accordance with University policy and procedures. Periodic reviews of areas collecting money to assure that controls are in place and functioning are a part of an annual audit conducted by the financial officer. Additionally, the financial officer is accountable for tracking financial gain against projections and taking action as necessary to manage connected expenditures to assure that the budget is balanced at year-end.
- ✓ **Recruitment and Salary Related Processes** - The financial officer executes and administers the creation, updating, and realignment of positions and appointments inside funding guidelines. The position and appointment management is accomplished through ibis functions involving position management, position schedules, new appointment and reappointment process,



and terminations. The financial officer provides coordination, implementation, and advice during the annual preparation of remuneration will increase, in accordance with University guidelines and salary allocations among the administrative unit.

- ✓ **Policy and Procedure Compliance** - The Financial Officer interprets University guidelines that are established to conform to the generally accepted accounting principles involving budget and expenditure practices. Enforcement of these policies and procedures is accomplished through the review, approval, and routing of financial documents through the administrative area. Specific policy requirements and types of documents used are incorporated in the Policy Manual and the General Forms Usage Guide. Exceptions to these policies may be granted by the Financial Officer or in special circumstances by written approval from the Corporate Controller. If possible, the Financial Officer provides the Budget Executive with policy and procedure alternatives to accomplish desired objectives.
- ✓ **Training Financial Personnel and Orienting Budget Administrators** - The Financial Officer coordinates ongoing training of financial personnel and orientation of new budget administrators in the necessary aspects of budgeting, document processing, IBIS system operations, and policies and procedures governing operations in the administrative area. The training can consist of individual contact, various University programs, regular meetings with staff assistants responsible for financial processing, and updates of

changes via electronic mail. In addition, the Financial Officer can conduct orientations for faculty and staff.

- ✓ **Audit Coordination (Financial and Procedural)** - The Financial Officer is responsible for ensuring that procedures pertaining to the accountability and safeguarding of all cash receipts, cash funds, and other assets are established and followed in accordance with approved University policies and procedures. Regular audits relating to advances, cash, travel, equipment accountability, and other expenditures provide a means to protect University assets. The Financial Officer is responsible for working with Internal Audit when audits are being performed in the administrative area, as well as performing an annual audit that is submitted to the Assistant Controller.
- ✓ **Student Accounts** - At locations other than University Park, the Financial Officer is responsible for controlling and analyzing all student financial records through the Student Information System. This responsibility involves processing payments, requesting refunds, charging fees, placing holds on student financial accounts, and third party billings. In order to accurately maintain student account balances and successfully advise students, knowledge of student aid policies, government sponsored scholarships, loan requirements(Depend on Different University Policies), and tuition payment policies is essential. The Financial Officer is often responsible for making the final decision as to whether a student is financially eligible to register for classes.

- ✓ **Special Reports/Assignments** - The Financial Officer is responsible to the Assistant Controller and Corporate Controller for the preparation of financial information and analyses, which provide an overview of the fiscal operations of the assigned administrative unit.

### **Support to Budget Executive**

One of the objectives of making the position of financial Officer was to produce direct support to the administrative areas, specifically to the Budget government. The financial Officer's major duty is to produce and interpret financial data for the Budget executive and the employees of the administrative unit. Over time, the scope of this support function has full-grown because the University has grown in each size and complexity. The following is an outline of the main areas of responsibility that a financial officer has in support of the Budget executive.

- ✓ **Budget Planning and Estimate** - The Financial Officer assists the Budget Executive in planning for the effective and efficient use of the financial resources of the administrative area. The Financial Officer prepares analyses of the allocation fund and commitments/requests for allocations, prepares and interprets income forecasts (if applicable) and any potential impact on operations, and reviews the current level of expenditures versus those planned to determine the year-end status of the budget. These analyses include scenario formulations based on current budget data and rely heavily on the Financial Officer's knowledge of the unit and its priorities.
- ✓ **Strategic Planning** - The Financial Officer assists the Budget Executive and his or her staff in the development of the annual strategic plan for the administrative area(s). This assistance impacts the

budget resource request (quantitative aspects) as well as the overall plan (qualitative aspects). The Financial Officer must understand the priorities of the administrative area and how those priorities translate into a resource request. He or she must also provide insight into other means of financing for those requests that may not be centrally funded.

- ✓ **Financial Analysis** - The Financial Officer prepares analyses of various financial reports for the Budget Executive as requested. This service involves any financial information that may be needed to help with management decision-making, including scenario development, trade-off analysis, costing/pricing studies, and financial viability studies.
- ✓ **Planning/Allocation of Human Resources** - The Financial Officer advises the Budget Executive on planning for human resources by providing information regarding the financial impact of various personnel decisions. This information includes analyzing equity considerations during the salary increase process and analyzing whether to fill open positions with permanent or temporary employees. Working closely with the Personnel Representative or Human Resource Officer, the Financial Officer has year-round responsibility for coordinating the position management and appointment process.
- ✓ **Student Support** - At University Park (Student) locations, the Financial Officer serves as a key resource for students. Financial Officers provide financial counseling and support to students upon enrolling in the

University as well as in monitoring their financial resources for continued enrollment.

- ✓ **Policy and Procedure Development** - The Financial Officer assists the Budget Executive by developing internal administrative policies and procedures for the area. This activity might involve membership on a task force to address a specific issue or preparation of a report on the implications of a policy/procedure proposed by a task force or committee. The Financial Officer may also identify areas in which policies and procedures need to be clarified or updated (operational issues). In addition, the Financial Officer assures consistency with University policies and procedures. This activity occurs on an ad hoc basis throughout the year.
- ✓ **Professional Development** - The financial officer is accountable to the Budget executive for coordinating orientations or professional-development coaching sessions about budgeting or financial-planning problems. This activity may involve coaching sessions on new policies or procedures also as shows to teach the unit on current financial problems (e.g., a presentation on a planned model for revenue sharing and the way it might work). These special assignments occur on an irregular basis.
- ✓ **Management Audits** - The financial officer assists the Budget executive by activity management audits to assure that resources are getting used as with efficiency as potential. This perform might include, for instance, an analysis of travel expenditures for the whole unit or a particular budget, or a review of evaluation for income-

producing units. The financial officer provides this service as deemed necessary by the Budget executive. Special Reports and Assignments The financial officer prepares special reports and undertakes special assignments in his or her role as a member of the Budget Executive's employees. This perform might include, for instance, an assignment to a task force on space coming up with or responsibilities for overseeing a non-financial matter like alumni activities, accreditation, or academic survey reports. Given the abilities of the financial officer as each a financial skilled and an administrator, the Budget executive usually depends on the financial officer as a key resource for special assignments.

#### **Functions of University :**

- ✓ The function of the university isn't merely to show breadwinning, or to furnish academics for the public schools, or to be a centre of polite society; if is, above all, to be the organ of that fine adjustment between reality and the growing data of life, associate adjustment from that forms the key of civilization."
- ✓ The university occupies a place of overwhelming importance in our educational system. All our eyes area unit turned towards it. the universities in our country were originally planned by our colonial rulers to be factories for manufacturing, on an oversized scale, certified clerks and copyists. a rustic excepts its universities to supply leadership for various filed of the society. A University as the seat of higher learning could also be said to have succeeded in its primary mission if it has given us leaders. it's not simply an examining body however needs to function a centre of high academic studies and research.

**The important functions of universities are :**

- ✓ provide education at university standard
- ✓ provide facilities for, and encourage, study and research
- ✓ encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community
- ✓ provide courses of study or instruction, at levels of achievement the Council considers appropriate, to meet the needs of the community
- ✓ confer higher education awards
- ✓ disseminate knowledge and promote scholarship
- ✓ provide facilities and resources for the wellbeing of the University's staff, students and other persons undertaking courses at the University
- ✓ exploit commercially, for the University's benefit, a facility or resource of the University, including, for example, study, research or knowledge, or the practical application of study, research or knowledge, belonging to the University, whether alone or with someone else
- ✓ perform other functions given to the University under the Act or another Act.

**University Infrastructure / Facilities:**

Now a day's most of student and parents are looking, which university is best university in quality education as well as in infrastructure? The facilities offered by universities are fairly similar to one another. All will have a library, a sports centre, a health service, a careers service and so on. If there is something that is particularly important for student it is worth checking it out.

Following are important criteria by which quality of a university's infrastructure is measured...

❖ **Sporting facilities :**

A good university will ensure that there are facilities in place for students to exercise their bodies as well as their minds. This is a bonus for high-level athletes and those who just want to play a game with friends alike – and, of course, those who just want to stay fit. Most of universities are provide gyms, indoor sports courts, outdoor sports courts, outdoor sports pitches, athletics tracks, stadiums and full-time staff.

❖ **Student Societies / Committees :**

In colleges and universities, societies/committees are organizations founded and run by students to practice and propagate a certain professional hobby or cause, or to promote professional development. Every university can have different societies like debate societies/committees, rock societies/committees, Learning & Teaching Committee, International Advisory Committee.

❖ **Student Accommodation :**

University comes with enough challenges without having to negotiate the many perils of the housing market in an unfamiliar environment. It is normal, therefore, for universities in most (but not all) countries to provide accommodation for its first year students – and sometimes beyond that. Many universities offer a guarantee that first-year students can get a place in a hall of residence, rather than having to search for a room in private rented accommodation on the open market. But these guarantees can come with certain limits.

❖ **IT infrastructure :**

No student can be without access to a computer in the 21st century, and access to the internet is fast becoming a necessity rather than a luxury. If a university can provide either one computer for every five students, internet access in every university provided



room or WI-FI access over 80% of the campus – excluding sports fields and parks.

❖ **Library Facility :**

Libraries have been forced to undergo drastic changes during the last few years. While the traditional library was mainly a space for physical books and journals, the library of today has developed into a “world library” with access to enormous numbers of information sources. The ability to find, evaluate and use information is a skill that is rapidly becoming more important in the digital age. A student or researcher that has these skills gets significantly more value from their study and research. If users manage the traditional tasks of ordering books and finding information on the Net in the form of electronic resources, the library faces new challenges. Librarians have an important role as problem solvers and supervisors in the hunt for quality information.

❖ **Classroom :**

A classroom or schoolroom is a room dedicated primarily to teaching or learning activities. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions. 21st centuries university/school/college classrooms are with technology having entered all spheres of human activity, a modern classroom is no exception. The traditional system of lecturing has to be supported for better communication, presentation, and conceptualization by the use of latest technological teaching aids. Classrooms and lecture halls are provided with multimedia projectors and other technical equipment making learning more absorbing, comprehensive, and fruitful. Simulated teaching software is the ‘in thing’ for visualized form of concepts helps better development of application oriented skills among students.

❖ **Campus :**

A campus is traditionally the land on which a college or university and related institutional buildings are situated. Usually a campus includes libraries, lecture halls, residence halls, student centers or dining halls, and park-like settings. The definition currently describes a collection of buildings that belong to a given institution, either academic or non-academic.

**Structure of University**

Every University have their own structure, here following is the common structure of all universities. It may differ in every university.

❖ **University Executive Council :**

A University Council is also the manager body of a university's governance system, an informatory body to the University President, or one thing in between in authority.

In the UK and plenty of different countries, the Council is liable for all financial matters, the buildings and the appointment of the Vice-Chancellor. Educational affairs are the business of the University Senate. In some cases the Senate and Council have equal status under the legislation that established the university. In different cases, like Australia, the senate is technically accountable to the Council, although the Council is often reluctant to enter into a discussion on educational problems. The membership of University Councils consists of individuals from outside the university, typically appointed by governments, in conjunction with some staff and, in some cases, students. The Council is chaired by the University Chancellor or a Pro- Chancellor or Deputy Chancellor.

❖ **Vice Chancellor :**

The Vice-Chancellor is that the senior officer of the University. The role of the Vice-Chancellor is to supply strategic direction and leadership to the collegial University, and to position and represent the University internationally, nationwide and regionally.

The Vice-Chancellor chairs Council and different principal University bodies, and nominates deputies to chair others. He or she works closely with the colleges to make sure a coherent vision across all the constituent parts of the University, and works with Council, Congregation, the educational Divisions and also the Conference of faculties to confirm that the governance, management and administration of the collegiate University are efficient and effective.

The Vice-Chancellor is additionally involved in securing and continued the expansion of the University's financial base, and takes a principal role within the University's

fundraising, including the development of relations with alumni. He or she conjointly carries out vital ceremonial and civic duties, as well as matriculation and degree ceremonies.

Originally, the Vice-Chancellor was the temporary commissary or deputy of the Chancellor, effort all Chancellor's powers in his absence. In previous centuries, the Vice-Chancellor became the chief military officer of the University. He was typically a Fellow of one of the universities or a Canon of Christ Church, and was elective by Convocation, although from 1569 ahead he was appointed by the Chancellor.

The Vice-Chancellor should be a head of a university/college and by convention Heads of House were appointed so as of seniority. The Vice-Chancellor was to be elective by Congregation from among the members of Congregation, and was to serve for four years, its depend on country-wise university rule.

❖ **Academic Council :**

The Academic Council is the highest educational body of the University and is answerable for the maintenance of standards of instruction, education and examination inside the University. It has the right to advise the chief Council on all educational matters. It is the responsibility of educational Council to endeavor to make sure that best practices are implemented and University standards are maintained inside colleges, Departments and Centers of the university.

**Role & Responsibilities of Academic Council :**

- ✓ Ensure there are clear admission necessities and procedures for the actual degree.
- ✓ The Academic Council might withdraw the registration of any candidate on the advice of the top of Department and Registrar.
- ✓ Award degrees on the idea of Examiners' report on whether or not the degree is awarded.

- ✓ Undertake careful study of matters mentioned it for its consideration.

❖ **Financial Committee :**

The committee is responsible to Council for the finances of the University, as well as financial strategy, budget setting, annual accounts, observation of investment activity and consideration of capital expenditure.

**Duties & Responsibilities :**

- ✓ Review and suggest the annual budget for University.
- ✓ Review and suggest the annual capital set up for University.
- ✓ Review, from a financial perspective, major projects introduced throughout the year which might involve important changes within the financial or capital plans approved for that year.
- ✓ Develop, monitor, and maintain a 3 to 5 year long-range budget University.
- ✓ Monitor actual financial activities in comparison to the financial and capital plans.
- ✓ Review the economic condition of University, assess financial risks and ensure correct compensation for risks assumed. Recommend to the boards financial policies and long-range objectives to mitigate financial risks, recognizing that the Investment Committee is charged with managing the risks related to the investment portfolio.
- ✓ Review and advocate to the board's policies or any necessary policy amendments related to tax rules or financial policies and standards projected by management.

- ✓ Review the financing needs of University and evaluate management's proposals for timing and funding vehicles to support such financing needs and recommend, as appropriate, specific financing arrangements to the boards.
- ✓ Review and suggest to the boards an adequate level of reserves to fund contingencies.
- ✓ Submit reports of all conferences to the boards.
- ✓ Review this charge annually or more typically if necessary and suggest changes, if any, to the boards and perform any other activities consistent with this charge that the boards consider appropriate.

❖ **Rector :**

A rector ("ruler", from the Latin *regere* and *rector* that means "ruler" in Latin) within the sphere of academe is that the highest educational official of the many universities and in alternative institutions of higher education, also as even in some secondary-level colleges. The term and workplace of a rector are referred to as a rectorate. The title is employed widely in universities across Europe. It's conjointly quite common in Latin American countries. It's additionally utilized in Russia, Pakistan, the Philippines, Indonesia, Israel and the Middle East. In some universities, the title is phrased in an even loftier manner, as rector *Magnificus* or Lord rector. A notable exception to the current terminology is in England and elsewhere in Great United Kingdom of Great Britain and Northern Ireland, wherever the head of a university has traditionally been cited as a "Chancellor". This pattern has been followed in the Commonwealth, the United States, and different countries under British influence. In European country, several universities are headed by a Chancellor, with the Lord rector designated as an elected representative of students at the head of the university court.

Providing the leadership essential to ensure that the things of the University are fulfilled. the University shall provide the largest specialized direction and the most advanced teaching, education, research and scholarship in science, expertise, expertise, surgery and business, especially in their application to industry; and in pursuit of these things to act in co-operation with other departments.

Ensuring that the highest standards of excellence in teaching and research are promoted throughout the University. Developing strategic initiatives and formulating policy below the final guidance of the Council and implementing such policy selections as the Council might from time to time confirm.

Maintaining and promoting the efficient and proper leadership of the University, including responsibility for proposing and monitoring budgets, agreeing financial, staffing and organizational plans, for holding organizational units to account for delivery of their plans, for initiating projects, and generally for ensuring the good, safe, healthy, effective and efficient running of the university.

Undertaking such duties as are necessary to push the University's national and international standing and to represent its interests, as well as developing its fund-raising program, maintaining contact with its alumni, and influencing, each directly and in conjunction with different bodies, the development of state policy about education and analysis.

The Rector may undertake or retain directorships and consultancies which sustain his or her own professional interests, but only after obtaining the permission of the Council, and provided that such commitments do not detract from his or her ability to ensure that the objects of the University are fulfilled.

❖ **Dean of the Faculty :**

The Dean of the Faculty is a senior member of the University's academic administration and is directly responsible for the recruitment, retention and development of University

faculty. The Dean works closely with the Dean of other academic department.

As the officer most directly concerned in forming and developing the Brown faculty, the Dean of the school encompasses a vital impact on the University's intellectual life and educational future. The Dean supervises and approves all faculty searches and division hiring plans; works with school governance committees on hiring, reappointment, promotion and tenure; convenes little discussion teams of department chairs and faculty on educational problems and initiatives; serves as the faculty's advocate inside the University.

**Deans play five essential roles, serving as :**

- ✓ academic leaders of universities;
- ✓ representatives of their colleges to the rest of the University, especially University administration;
- ✓ representatives of University leadership to their colleges;
- ✓ managers of university/college resources; and,
- ✓ Representatives of the college and University to external bodies. These five roles remain constant even though specific responsibilities and duties may vary according to the mission, size, and complexity of the college.

**The Deans' responsibilities include, but are not limited to :**

- ✓ coordinating the development of and implementing the college's/universities Vision and Goals Statement;
- ✓ leading university/college efforts toward achieving University goals;
- ✓ developing a university/college budget;
- ✓ managing the fiscal affairs of the university/college;



- ✓ leading, and coordinating college strategic planning and curriculum development;
- ✓ Supervising, evaluating, and supporting Departments/Schools in a manner that promotes excellence in instruction, scholarly and creative productivity, and service at Illinois State University;
- ✓ leading and coordinating the governance of the university/college;
- ✓ leading the processes of university/college administrator selection and overseeing the processes of faculty and staff selection and retention;
- ✓ coordinating the professional development of university/college administrators and staff;
- ✓ evaluating university/college administrators and staff in consultation with university/college faculty and staff;
- ✓ evaluating Department Chairpersons/School Directors with Departmental/School faculty and staff;
- ✓ evaluating overall Departmental productivity in instruction, research, and service responsibilities;
- ✓ providing recommendations to the Provost regarding sabbaticals and other leaves for faculty and staff;
- ✓ advising the University Provost on University policies and procedures;
- ✓ providing recommendations to the Provost on policies and procedures, especially in the academic area;
- ✓ managing non-faculty university/college staff members;
- ✓ Developing, leading, and encouraging fundraising in support of the university/college's goals and the goals of its departments and programs, as well as outreach and public service efforts.

❖ **Registrar of the University :**

The Registrar is appointed by the Executive Council. The Registrar is the exofficio Secretary of the Court, the Executive Council, the Academic Council, the Finance Committee and the Faculties, but is not deemed to be a member of any of these Authorities.

Typically, a registrar processes registration requests, schedules classes and maintains class lists, enforces the rules for entering or leaving classes, and keeps a permanent record of grades and marks. In institutions with selective admission requirements, a student only begins to be in connection with the registrar's official actions after admission.

In the United Kingdom, the term Registrar is usually referred to the head of the University's administration. The role is usually combined with that of Secretary of the University's governing bodies and in these cases, the full title will often be "Registrar and Secretary" (or "Secretary and Registrar") to reflect these dual roles. The University of Cambridge, England uses the archaic spelling of "Registrary" for this office.

Various grades of professional academic-related staff perform senior administrative and managerial roles in such universities on behalf of the Registrar or Head of Department and head subsections of the administration. Titles afforded to such staff include Academic Registrar, Assistant Registrar, Senior Assistant Registrar and Principal Assistant Registrar.

**Roles & Responsibilities of Registrar :**

- ✓ The University Registrar is responsible for the supervision and management of all administrative and operational functions of the Office of the Registrar, including but not limited to Veteran Affairs.
- ✓ The Registrar ensures the integrity, accuracy, and security of all academic records of current and former students; facilitate effective student registration and enrollment; builds secure student data files and sets

policy and procedure for their responsible use; maintains up-to-date course schedules, catalogs, final examination schedules; manages efficient use of classrooms; and supervises and degree audit systems.

- ✓ The Registrar supervises the processes for the articulation of transfer credits, graduation and certification of baccalaureate and associate degrees, enrollment and degree verification, production of official transcripts, diplomas, and commencement ceremonies.
- ✓ The Registrar counsels and advises students, faculty, and staff on academic matters; and interprets and enforces policies and regulations of the University, Boards of Regents and Supervisors.
- ✓ Additionally, the Registrar chairs the Registration, Credits, and Graduation Council, Calendar Committee, Registration Committee, Grade Appeal Committee for undergraduate students, Commencement Committee, Residence Rule Appeal Committee; and is a member of various other Councils and Committees.
- ✓ Accept enrollment of analysis students meeting minimum entry necessities.
- ✓ Endeavour to confirm admission necessities of the university are adhered to.
- ✓ Ensure the university's examination standards and necessities for the particular degree are adhered to.
- ✓ Ensure there are clear guidelines for the submission of thesis and the examining thereof.

- ✓ Ensure that the university's administrative procedures assist students to complete their degree as expeditiously as possible.
- ✓ Require that one Department has principal responsibility for supervision when candidates have a Supervisor in different departments or are involved on cross-disciplinary study.
- ✓ Seek to ensure that supervisors should not advise a greater number of graduate students than would compromise the quality of advice to any student, or have a negative impact on the supervisor's other duties (undergraduate, graduate, administrative) within the University and where necessary refer to the Academic Council.

❖ **Financial Officer :**

The Financial Officer position was authorized by a resolution of the Board of Trustees, to provide financial and budgetary service to each major administrative division of the University. Although the Financial Officers are responsible to the Corporate Controller, they are located throughout the University. Financial Officers work closely with the Budget Executives of the colleges, campuses, and/or administrative divisions they serve.

❖ **University Program Coordinator :**

Under general supervision, organizes and conducts existing public educational programs and may assist in the development of new programs and course materials.

Work with Director to determine existing and future needs of the audience including identifying course topics, instructors, objectives, methods of instruction and locations. Under the guidance of the Continuing Educator, develop individual online courses based on course sequencing, input from students and instructors, assessment of needs and trends,

past performance and identify potential audience. Propose depth and breadth of course content, methodology and format. Solicit new course proposals from existing instructors and evaluate unsolicited course proposals. Work directly with instructors to secure academic approval for courses, including assisting them in developing course outlines for the Course and Approval Process.

Assist Continuing Educator in developing marketing strategy to reach out to companies and organizations who are interested in custom online learning opportunities; writing proposals for contract training; developing and delivering contract workshops and courses including intensive short courses, and academic credit classes.

Assists in developing strategic market plans and targets audience. Assists Continuing Educator in developing strategic market plans and targets audience. Prepares edits and ensures accuracy of catalog copy. May prepare and edit brochure copy and other promotional material in coordination with Extension's CMS department. Implements additional internal/external promotions that may include phone calls, composing letters, mailings and writing and designing desktop flyers. Organizes webcasts, information sessions, instructor orientations and special events.

In collaboration with instructors, professional organizations and others determines target audience for programs and develop marketing plans and budgets. Evaluate success of said promotions. Utilizes evaluation tools for courses, instructors and programs. Assists in evaluating and adjusting course curriculum or presentation through student or participant evaluations. Based on course evaluations and feedback by instructors and students, advises Continuing Educator of need for revision in existing courses and work directly with instructors to revise course format. Assists in planning and scheduling course offerings and identifying course topics.

Assists in planning and scheduling online course offerings and identifying online course topics. Provides administrative and logistical support for some of the department's most complex online programs. Establishes and maintains files for online courses, students and instructors. Arranges logistical support for online courses and programs including instructor and developer payments, systems support, computers, photocopying, course readers, textbook orders, and catering orders. And support staff/ cashier needs, including word processing of forms and correspondence. Independently negotiate with hotels, conference centers, and other service providers for most cost effective arrangements. Monitor enrollments to ensure maximum numbers. Recommend course cancellations to ensure smooth operation of courses and programs. Perform off site duties (including occasional evening, early morning, and weekend work) as needed to accomplish departmental program goals. Independently implement repeat offerings of courses.

Assists in developing, preparing and reconciling budgets for program. Prepare budgets for courses and seminars, prepare periodic budget analyses, and negotiate instructor fees and course expenses. Monitor actual income and expenses compared to course budgets and take action to remain within budget. Assists in conducting analysis, prioritizing work assignments and developing program recommendations.

❖ **Student Coordinator/Administration :**

Academic administration is a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Some type of separate administrative structure exists at almost all academic institutions, as fewer and fewer schools are governed by employees who are also involved in academic or scholarly work. Many senior administrators are academics who have advanced degrees and no longer teach or conduct research actively.

**Key Responsibilities :**

- ✓ Admissions
- ✓ Supervision of academic affairs such as hiring, promotion, tenure, and evaluation (with faculty input where appropriate);
- ✓ Maintenance of official records
- ✓ Maintenance and audit of financial flows and records;
- ✓ Maintenance and construction of campus buildings (the physical plant);
- ✓ Maintenance of the campus grounds;
- ✓ Safety and security of people and property on the campus (often organized as an office of public safety or campus police);
- ✓ Supervision and support of campus computers and network (information technology).
- ✓ Fundraising from private individuals and foundations ("development" or "advancement")
- ✓ Research administration (including grants and contract administration, and institutional compliance with federal and state regulations)
- ✓ Public affairs (including relations with the media, the community, and local, state, and federal governments)
- ✓ Planning of and the preparation of the annual registration processes;
- ✓ The administration of all enquiries and the processing of all preliminary applications;
- ✓ Channeling applications to faculties for selection purposes;

- ✓ Responsible for the accurate capturing of student admissions and registration data;
- ✓ Communicating with all prospective candidates regarding their admission status;
- ✓ The administration of requests for all course and qualification additions and cancellations;
- ✓ Maintaining student academic records;
- ✓ Responsible for administering all Senate approved applications for course exemptions.
- ✓ Admission - Administers the University's Admission Rules for the admission of collegian applications responds to prospective student enquiries regarding University programs and admissions necessities, contributes to the assembly of the collegian prospectus and connected publications.
- ✓ Student Centers - are the center of attention or 'one stop shop' for students facultative them to interact a broad range of registration related activities and addressing face to face general enquiries from staff and the wider community.
- ✓ Examinations - provide centralized services and support to confirm the consistent and high-quality conduct of internal and external central examinations and the improvement of examination area usage. The section organizes examinations for alternative outside agencies and students from alternative Universities.
- ✓ Graduations - validate graduation eligibility and coordinate faculty activities to identify potential graduates. The section also collaborates with Protocol



and Ceremonies concerning the conduct of graduation ceremonies.

- ✓ Functional Group - delivers student system user support and training, implements additional system functionality, monitors system usage and security, and responds to user enquiries.
- ✓ Student Fees - primary responsibility for the administrative systems and processes that require direction interaction with students regarding their fee liabilities, including the annual amendment of the University's Fee Rules, the accuracy of fee changes applied to the student system and the publication of accurate fee information to prospective and current students.

❖ **Library :**

An academic library is a library that is attached to a higher education institution which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students. It is unknown how many academic libraries there are internationally. An academic and research portal maintained by UNESCO links to 3,785 libraries. The support of teaching and learning requires material for class readings and for student papers. In the past, the material for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves. In the period before electronic resources became available, the reserves were supplied as actual books or as photocopies of appropriate journal articles.

Academic libraries must determine a focus for collection development since comprehensive collections are not feasible. Librarians do this by identifying the needs of the faculty and student body, as well as the mission and academic programs of the college or university. When there are particular

areas of specialization in academic libraries these are often referred to as niche collections. These collections are often the basis of a special collection department and may include original papers, artwork, and artifacts written or created by a single author or about a specific subject. There is a great deal of variation among academic libraries based on their size, resources, collections and services.

❖ **Librarian :**

A librarian could be a one who works professionally during a library, and will hold a degree in position. traditionally, a librarian is related to collections of books, as incontestable by the etymology of the word "librarian". The role of a professional person is frequently evolving to satisfy social and technological needs: a contemporary librarian could deal with information in several formats, together with books, magazines, newspapers, audio recordings, video recordings, maps, manuscripts, images and different graphic material, listing databases, internet searching, and digital resources. A librarian might give different info services, including computer provision and training, coordination of public programs, basic skill education, and helpful equipment for people with disabilities, and facilitate with finding and using community resources.

❖ **Chief Proctor :**

Proctor, a variant of the word procurator, is a person who takes charge of, or acts for, another. The word proctor is frequently used to describe someone who oversees an exam or dormitory.

The proctors' powers as to discipline have a very long history. As far as concerns members of the university they have authority to impose certain fines for minor offences, such as not wearing academicals dress on occasions when it is ordered, and also to order a man not to be out of his college after a certain hour for a certain number of days (gating). In the case of more serious offences the proctor generally reports the matter to the

authorities of the offenders college to be dealt with by them, or as an ultimate resort brings the offender before the university court of discipline, which has power to rusticate or expel. The power of the proctors over persons who are not members of the university dated from charters granted, which empowered the university authorities to search for undesirable characters, men and women, rogues, vagabonds, and other personas de male suspects, and punish them by imprisonment or banishment. In recent times this power was regularly exercised with respect to women of bad character.

**The Proctor is expected to.....**

- ✓ Supervise the investigation of any alleged breach of the scholar Conduct laws. this can involve interviewing students and keeping a record of such conferences.
- ✓ Deal with minor offences wherever the student has admitted guilt. The Proctor has the ability to impose a variety of penalties, as well as the payment of fines and repair/replacement.
- ✓ Institute disciplinary action against a student within the case of a lot of serious breaches or, within the case of a student pleading guiltless, by referring the case to the student Conduct Officer with the advice that it's considered by a Student Conduct Committee.
- ✓ Prepare and present the case against a student at a Student Conduct Committee hearing.
- ✓ Attend weekly security meetings and liaise as appropriate with staff from across the University, including Accommodation Essex, Security, Student Support and the Students' Union and externally with the local Police.
- ✓ Maintain regular contact with the Assistant Proctor, Student Conduct Officer and the Secretary to the Student Conduct Panel.
- ✓ Attend both the annual meeting of the Student Conduct Panel (a Committee of Senate) and contribute to the annual training event for members of the Panel.
- ✓ Make recommendations for changes to the Student Conduct Regulations and Procedures in the light of experience.

- ✓ Maintain records of disciplinary cases with the assistance of the Administrative Assistant for the Student Conduct Office.

❖ **Director Admissions :**

Admissions directors work for colleges, universities, community colleges, and technical and trade schools. Some elementary, middle and high schools also employ admissions directors. The admissions director serves as the top administrator for the admissions department.

- ✓ The director of admissions manages and directs the entire admissions department. The director serves as the chief decision maker and determines how many students to admit. He/She also hires other department administrators, supervises staff, sets the department's budget and monitors all admissions department operations. He/She ensures that the department follows procedures and policies regarding admissions testing, transcript review, applications processing, admissions interviewing and correspondence with students. The director plays a key role in establishing special programs for nontraditional students, including adult students, international students and students with disabilities.
- ✓ The admissions director oversees the handling of official records submitted by students applying for admission to their school. The director ensures that records are all filed and stored. He/She decides how the department will store records, including high school and college transcripts, financial forms, application forms, student essays and financial aid documents. The director also coordinates with other departments at the institution to ensure that certain documents are dispersed in appropriate fashion. For example, the

admissions department may forward financial aid documents to the financial aid department.

- ✓ The director of admissions develops implements and revises a strategic plan for her department. This plan establishes the policies and procedures governing admissions and puts an emphasis on effectiveness and efficiency. Her strategic plan provides a detailed blueprint for the department's operations. The director compiles the strategic plan with input from other administrators, including the institution's board of directors, president and vice president. The strategic plan often provides detailed information regarding how the admissions director intends to meet goals such as the improvement of the institution's academic profile and the task of ensuring student diversity.

❖ **Statutory Bodies & Committees :**

- ✓ **The Court** : The Court of the University meets annually, sometimes at the end of every year (Depend on University Rules). Its statutory purpose is to approve the appointment of the Chancellor, Pro-Chancellors and also the financial officer. It additionally formally receives the Annual Report and Accounts of the University. The Court is a very important means by that the University maintains links with official, industrial and skilled people and bodies from the native and regional communities.
- ✓ **The Council** : The Council is the Governing body of the University. It meets four times per year and is answerable for the University's finances, administration, property and management and, subject to the powers of the Senate, has general management over the affairs of the University. Membership of the Council comprises ex-official and elected

University representatives, along with variety of external members.

**Council sub-committees :**

- ✓ Audit Committee
- ✓ Joint Committee of Council and Senate
- ✓ Finance Committee
- ✓ Nominations Committee
- ✓ Remuneration Committee

**The Senate :**

The Senate meets four times per year and is the statutory body responsible for governing the University's academic matters, including teaching and research, and the regulation and direction of the education and conduct of students. The composition of the Senate is drawn from the academic staff of the University, together with a number of ex-officio, elected and co-opted members. The Chair of the Senate is the Vice-Chancellor & Chief Executive of the University.

**Senate Sub-committees :**

- ✓ Ethics Committee
- ✓ Honorary Degrees Committee
- ✓ University Learning and Teaching Committee
- ✓ Professional Training and Careers Committee
- ✓ Research Degrees Committee
- ✓ Senate Progression & Conferment Committee

**Executive Board :**

The Executive Board is that the senior inflammatory body that assists the Vice-Chancellor in discharging his executive authority to manage the operations and affairs of the University. It's responsible for advising on all matters about the University's strategy and for making recommendations to



Council for approval. The executive Board meets eleven times annually.

**Executive Board Sub-Committees :**

- ✓ Academic Promotions Committee
- ✓ Commercial Affairs Committee
- ✓ EB Human Resources Committee
- ✓ EB IT Committee
- ✓ Equality and Diversity Committee
- ✓ Estate Committee
- ✓ Health & Safety Committee
- ✓ Research & Enterprise Committee
- ✓ University and Students' Union Strategy Group

**The Academic Assembly :** is a statutory Committee of the University. The Assembly's aim is to support and strengthen the academic life of the University in all its aspects. The University Statutes permit the Assembly to declare an opinion on any matter relating to the University and report them to the Council or the Senate as may be appropriate.

**Dean/Administrator & Special Center Chairperson :**

- ✓ A university dean/administrator is an administrator that head of the department, The complete job description of a university dean/administrator may vary from university to university, but typically the dean/administrator performs administrative tasks, is able to hire or fire professors, interacts with students, and sets goals for the department as well as handling day-to-day running of the department, college, or university. A university dean is typically an experienced professor and is often hired from within the existing faculty.

- ✓ There are many different ways in which a dean/administrator can be elected or hired for a university dean position. Often, the professors vote to elect one of their own faculties as dean. Deans can be hired by the university president or vice chancellor. Although often a professor by trade, deans are highly valued for administrative and management abilities, and may spend little or no time in the classroom once elected.
- ✓ At universities, there are often several deans, each in charge of a different area of the department. In addition to having deans of specific programs, such as a dean of engineering or a dean of the humanities department, there are often university dean positions available for those interested in a closer relationship with the students. Many universities have a dean of student affairs, who interacts with students and may be in charge of setting or recommending student policy and handling disciplinary matters.

#### **Professor Emeritus :**

A professor emerita is a retired professor honored by university for distinguished contributions to academia. People who are so honored get the title professor emeritus. The title of professor emerita is granted by the university at its own discretion, and not all retired professors receive the title. The designation of professor emerita usually carries privileges.

Professor emerita is a prestigious title, available only to full-time tenured professors after retirement. Different universities have different standards for awarding this title, and the academic reputations of universities also vary. For this reason, the title may carry more prestige at some institutions than from others. The standards for awarding the title can be very high in some cases.

At universities with high standards for awarding the title of emerita, the professor emerita is expected to contribute to the academic prestige of the institution by maintaining an ongoing association with it even after retirement. The University of Guelph provides emerita professors with offices, and allows them to conduct research at the university, receive mail there, and apply for grants in its name. These privileges are meant to encourage the professor emerita to continue to spend time at the university and add to its reputation despite her retirement from teaching duties.

A professor emerita may also receive additional privileges, such as library access and the right to attend closed lectures, speeches and conferences. The designation of professor emerita is an honorary title, but some universities attach great prestige to it and award it only to their most distinguished retired professors, while others treat it more as a perk of retirement and a reward for years of service. If a retired professor is turned down for this title, she is still eligible for the other perks and benefits normally granted to retired professors at that university.

### **University Act**

Universities Act is a stock short title used for legislation relating to Universities in various countries.

### **Contents should present in University Act :**

#### **Section - I — Interpretation**

##### **1. Definitions :**

This sections contains detailed information about definitions of terms included in university and university act. This section is simple definition list of all terms and keywords used in university act, for. eg. Alumni, Board council, convocation, faculty, president, registrar, students, university, senate etc.

#### **Section- II — Power to Grant Degrees**

Each university has in its own right and name the power to grant degrees established in accordance with this Act.

**Section - III - University Structure**

1. Continuation of universities

**Section - IV - Convocation**

1. Convocation required
2. Composition of convocation
3. Meeting of convocation
4. Roll of convocation
5. Member's expenses of convocation
6. Rules by senate
7. Secretary of convocation

**Section - V - Chancellor**

1. Chancellor
2. Vacancy in office of chancellor
3. Vice chancellor
4. Election of senate
5. Acclamation
6. Report of election
7. Chancellor to confer degrees

**Section - VI - Governing Bodies**

1. Board of governors
2. Composition of board
3. Best interests of university
4. Board chair
5. Term of office
6. Reappointment or re-election

7. Removal from office
8. Persons not eligible
9. Vacancies on the board
10. Method of filling vacancies and effect of vacancy
11. Meetings of board
12. Powers of board
13. Student society fees
14. Tenure, appointment and removal of teaching staff and others
15. Limit on expenditures
16. Reduction of grant
17. Short term borrowing
18. Annual report
19. Audit
20. Advisory boards

#### **Section - VII - Senate**

1. Senate of university other than University
2. Senates of the University
3. Senate of a special purpose, teaching university
4. Term of office
5. Powers of senate of university
6. Approval by board
7. Council of senates of the University
8. Powers of the council of senates of the University

#### **Section - VIII - Faculties**

1. Faculties
2. Powers and duties of faculty
3. Approval of rules
4. Advice to president

**Section - IX - Nominations, Elections and Voting**

1. Rules for elections
2. Nomination paper to registrar
3. Election register
4. Voters to be registered

**Section - X - Powers and Duties of a University**

1. Power and capacity of a natural person
2. Functions and duties of university
3. Functions and duties of special purpose, teaching university
4. Minister not to interfere
5. Reports to minister
6. Property
7. Expropriation of land
8. Perpetuities
9. Exemption from expropriation
10. Exemption from taxation
11. Powers regarding certain property
12. Execution of documents
13. Investments
14. Borrowing

**Section - XI - President and Registrar**

1. President and powers

2. Suspension of staff member
3. Suspension of student
4. Duties of president
5. Offices of president
6. Registrar
7. Acting registrar

#### **Section - XII - General**

1. Theological colleges
2. Granting of degrees, use of name and coat of arms, etc.
3. No liability for acts of students
4. Limitation of liability
5. Jurisdictional disputes
6. Provision of personal information
7. Offences

#### **Section - XIII - Regulations**

1. Powers to make Regulations

#### **Committees in Universities :**

One of the core functions is to place representatives on University Committees, which decide on courses of action to be taken. There are many committees running in university, all of which need to represent graduate and professional student. Below is a list of University Committees; if we miss to write any other committee other than these please let us know so we can add in this list.

- ✓ Aboriginal and Torres Strait Islander Advisory Committee
- ✓ Academic Committee
- ✓ Advisory Council, Gold Coast Campus
- ✓ Arts Education and Law Group Board
- ✓ Audit Committee

- ✓ Board of Graduate Research
- ✓ Central Support Services Reference Group
- ✓ Council
- ✓ Council Nominations Committee
- ✓ Disability Advisory Committee
- ✓ Educational Excellence Committee
- ✓ Equity Committee
- ✓ Executive Group
- ✓ Finance and Resources Committee
- ✓ Group Boards
- ✓ Group Promotions Committee
- ✓ Honorary Degree Committee
- ✓ Human Research Ethics Committee
- ✓ Internationalization Advisory Committee
- ✓ Learning and Teaching Committee
- ✓ Legislation Committee
- ✓ Programs Committee
- ✓ Research Committee
- ✓ School Committees
- ✓ Science, Environment, Engineering and Technology  
Group Board
- ✓ Senior Promotions Committee
- ✓ Senior Staff Remuneration Committee
- ✓ Staff Committee
- ✓ Student Misconduct Committee
- ✓ Tender Board
- ✓ University Assessment Committee
- ✓ University Biosafety Committee
- ✓ University Health and Safety Committee
- ✓ University Student Loans Panel
- ✓ Academic Advising Committee, University (UAAC)
- ✓ Academic Affairs Council - Faculty Senate



- ✓ Academic Standards and Admissions Committee - Faculty Senate
- ✓ Appeals Committee - Faculty Senate
- ✓ Articulation Coordination Council
- ✓ Athletics Council
- ✓ Automatic External Defibrillator (AED) Policy Committee
- ✓ Benefits Committee, University (UBC)
- ✓ Biotechnology Council
- ✓ Business and Finance Advisory Committee (BFAC)
- ✓ Business and Finance Committee - Faculty Senate
- ✓ Capital Projects Advisory Committee (CPAC)
- ✓ Career Services Council, University
- ✓ College and Departmental Document Review Committee - Faculty Senate
- ✓ Committee on Committees - Faculty Senate
- ✓ Computation Advisory Committee (CAC)
- ✓ Curriculum Committee - Faculty Senate
- ✓ Disabilities, University Committee on
- ✓ Educator Preparation Coordinating Council, University (UEPCC)
- ✓ Employee Assistance Program Advisory Committee
- ✓ Enrollment Leadership Council
- ✓ Equity, Diversity and Inclusion Committee - Faculty Senate
- ✓ Event Authorization Committee, Student Organizations
- ✓ Faculty Compensation Committee - Faculty Senate
- ✓ Faculty Development and Administrative Relations Council - Faculty Senate
- ✓ Faculty Senate

## **Degrees at Universities**

### **Types of Degrees/Courses :**

Hundreds of different degree programs are available for students who wish to continue education after high school/junior College. Universities and community colleges award degrees at varying levels, such as associate/diploma degree, bachelor degree, master degree and doctorate degrees, with varying time requirements. When comparing different degrees, students can consider which program best fits their career goals and field requirements.

#### **❖ Associate/Diploma Degrees :**

Associate-level programs offer different degrees for a variety of careers. These 2-3 years (depend on national university acts) degrees provide the necessary training to prepare students for entry-level positions in fields like nursing, graphic design and other vocational fields. Associate degrees are most commonly available from community colleges and technical schools/colleges.

#### **❖ Bachelor Degree :**

A bachelor's degree is an undergraduate degree program that usually takes 3-4 years (depend on national university acts) to complete. Enrolling in a bachelor's degree program requires that students choose a major area of study, such as finance, history, communications or biology etc...(Different Universities can have different degree program). Graduates from a bachelor's degree program are qualified to work in entry- or management-level positions, depending on the field.

#### **❖ Graduate Diplomas & Certificates :**

Graduate diplomas are available to students who have already completed a bachelor degree in any field and who now wish to complete the equivalent of a major study in another field without

attempting a second undergraduate degree. Graduate diplomas consist wholly of undergraduate units in a particular discipline.

❖ **Honors degrees :**

Postgraduate honors degrees entail one year of full-time coursework after completing an undergraduate degree. Most honors programs comprise courses in one subject, though most programs give you the option of including 1–2 courses from another subject.

❖ **Masters Degree :**

Master's degree programs are graduate programs that let students specialize in an area of study and typically take 1-2 years to complete. Along with an undergraduate degree, enrolling in a master's program usually requires passing an entrance exam, such as the Graduate Record Examination (GRE). Many master's degree programs require a dissertation or research project for graduation.

Different degree programs available at the master's-level include Master of Arts (M.A.), Master of Science (M.S.), Master of Business Administration (MBA) and Master of Fine Arts (MFA). Earning a master's degree qualifies graduates to work in advanced or executive-level positions. It is also required for entrance into some doctoral programs.

❖ **Postgraduate certificates and diplomas :**

Postgraduate certificates and diplomas are typically highly specialized professional qualifications that normally require previous degrees majoring in the subject or in a related area of study.

Postgraduate certificates can typically be completed in six months of full-time study or part-time over two years and normally provide professional development in a specified area. They may lead on to further study at a higher level, e.g. a postgraduate diploma.

❖ **Graduate certificates and diplomas :**

Most graduate qualifications can be taken by students with an undergraduate degree with a major in an unrelated area. They provide an opportunity to change subject areas, either within your first degree area or in a completely different area.

❖ **Doctor of Philosophy :**

The degree of Doctor of Philosophy involves extensive, sustained and original research and study in a subject of your choice, with the results being presented in a thesis which will contribute to intellectual knowledge of the field. It is normally the highest academic qualification available and is a mark of intellectual ability, self-discipline and commitment. A PhD prepares you for an academic career in your chosen subject.

❖ **Post Doctoral Degrees :**

Postdoctoral research is academic research conducted by an individual who has completed academic degree studies. It's meant to further deepen experience in a very specialist subject, including integrating a team, getting novel skills and ways. Postdoctoral research is often thought of as essential whereas advancing the scholarly mission of the host institution; it's expected to supply relevant publications. In some countries, postdoctoral research could cause further formal qualifications or certification, whereas in different countries it doesn't.

Postdoctoral research could also be funded through a rendezvous with a wage or an appointment with a regular payment or sponsorship award. Appointments for such a research position could also be known as Postdoctoral research Fellow, Postdoctoral research Associate, or Postdoctoral research Assistant. Depending on the kind of appointment, postdoctoral researchers may fit independently or underneath the supervision of a principal investigator. However, a delegated postdoctoral research appointment may also be concerned when different suitable

positions aren't available, rather than just pursuing the deepening of scholarly expertise. In several english-speaking countries, postdoctoral researchers are informally mentioned as "postdocs." In many countries, like the united kingdom and the USA, postdoctoral positions are an alternative to conduct research with no teaching duties.

### **Research in Universities**

University faculties regularly focuses on research that impacts people not only throughout the nation, but throughout the world. Scholars engage in research and scholarship that extends beyond the classroom and around the globe. By tackling some of the most critical intellectual and social issues of the day, Georgetown's faculty and researchers demonstrate their commitment to academic excellence and serving others. Our research centers, programs and institutes explore a diverse range of issues.

University scholars conduct in research in almost every field, and seek to expand human knowledge through analysis, innovation, and insight. On campus and around the nation or world. Researchers include faculty members, visiting scholars, post-doctoral fellows, and graduate and undergraduate students, and they collaborate with colleagues across the University, at affiliated institutions, and at other research institutions. University, should have exceptional research infrastructure is in place; new partnerships are underway and opportunities are being realized. As a student-focused, land grant, research institution. The University has a global reputation for being at the forefront of innovative and enterprising research. Research is funded by Ministry of Higher Education (It's depend on type of university and national university rules). The research leaders are academics whose role is a combination of Teaching, Research and Knowledge Transfer. The ability to carry out research is only limited by the funding available through institutional, national and international sources Research is at the heart of everything the University does. Research centers

are also established which bring added benefits through collaborative and cross-disciplinary expertise.

- ✓ Gathering information on emerging areas of interest or concern and synthesizing the information into comprehensive literature reviews
- ✓ Using administrative data to track system performance on a wide variety of measurable indicators
- ✓ Conducting large-scale evaluations of service interventions and system reforms
- ✓ Conducting small-scale studies of topics that are practice- and policy-relevant
- ✓ Providing consultation and technical assistance on survey development, evaluation design, and practice implementation
- ✓ Fostering conversation and collaboration among child welfare stakeholders by convening conferences, meetings, and summits that focus on specific topics of significant policy and practice relevance
- ✓ Disseminating knowledge to a wide variety of audiences — both practice and research — through a range of communication strategies in ways that are useful and informative

**Types of Universities :**

❖ **Public universities :**

A public university is a university that is predominantly funded by public means through a national or sub-national government, as opposed to private universities. Whether a national university is considered public varies from one country (or region) to another, largely depending on the specific education landscape. In some parts of the world (such as China), public universities usually

enjoy higher reputation domestically and they are often among the most influential research institutions in the world. Many of the prominent public universities are ranked among the best in the world by THES(Times Higher Education) - QS World University Rankings and the Academic Ranking of World Universities

❖ **Private / independent universities**

Private universities are universities not operated by governments, although many receive tax breaks, public student loans, and grants. Depending on their location, private universities may be subject to government regulation. This is in contrast to public universities and national universities. Some universities are non-profit and some are for-profit means as business organization.

❖ **Research Universities :**

The prime mission of personal and state flagship analysis universities is to get analysis and turn out graduate students. Undergraduates foot a lot of of the tab for these overpriced graduate programs and for star professors who rarely ever teach. whereas manufacturing graduate students is labor intensive, it's less expensive to show undergrads as a result of they will be educated in massive lecture halls.

❖ **State universities**

A university that is owned and run by one of the states of the nation as part of the state's public educational system. A state university system in the nation is a group of public universities supported by an individual state(it depend on national university law of every country), or a similar entity. These systems constitute the majority of public-funded universities in the country. Each state supports at least one such system. Federal funded colleges and universities are limited to government employees. A state university system normally means a single legal entity and administration, but may consist of several institutions, each with its own identity as a university. Some states support more than one such system. State

universities get subsidies from their states. The amount of the subsidy varies from university to university and state to state, but the effect is to lower tuition costs below that of private universities. As more and more country attend college, and private tuition rates increase well beyond the rate of inflation, admission to state universities is becoming more and more competitive.

❖ **National university**

A national university is generally a university created or managed by a government, sometimes associated with national cultural or political aspirations. Some operate autonomously without direct control by the state.

❖ **International University**

An international university is funded by the govt. of the many countries and thereby is controlled by the officers from the government of various countries. These universities are usually formed by the regional and international organizations. The excellence between intergovernmental and international university is comparable to the one between intergovernmental organization and global organization. International may be a rather open-ended term, whereas intergovernmental specifically refers to the fact that the participating parties or members are sovereign states and intergovernmental organizations. As a result, only intergovernmental universities are subjects of law.



## Chapter – 4

### Principal

#### **Introduction :**

Not everyone is meant to become a principal. A school principal's day can be long and stressful. You have to be organized, solve problems, manage people well, and be able to separate your personal life from your professional life. If you cannot do those four things, you will not last long as a principal.

It takes a remarkable person to deal with all the negatives that you have to deal with as a school principal. You listen to constant complaints from parents, teachers, and students. You have to deal with all kinds of discipline issues. You attend virtually every extra-curricular activity. If you have an ineffective teacher in your building, then it is your job to make them better or get rid of them. If your test scores are low, it is ultimately a reflection on you.

So why would someone want to become a principal? For those that are equipped to handle the day to day stresses, the challenge of running and maintaining a school can be rewarding. There is also an upgrade in pay which is a bonus. The most rewarding aspect is that you have a greater impact on the school as a whole. You are the leader. As the leader, your daily decisions impact a larger number of students and teachers than you impacted as a classroom teacher. A principal who understands this reaps their rewards through daily growth and improvements from their students and teachers.

For those who believe they want to become a principal, the following steps must be taken to reach that goal:

- ✓ Earn a Bachelor's Degree – You must earn a four year bachelor's degree from an accredited university. In some cases, it does not have to be an education degree as most states have an alternative certification program.

- ✓ Obtain a Teaching Degree – Once you have earned a bachelor's degree in education then most states require you to degree. This is typically done by taking and passing a test or series of tests in your area of specialization. If you do not have a degree in education, then check your states' alternative certification requirements to obtain your teaching license/certification.
- ✓ Gain Experience as a Classroom Teacher – Most states require you to teach a certain number of years before you are able to become a school principal. This is extremely important because most people need classroom experience to have an understanding of what goes on in a school on a day to day basis. Gaining this experience is essential in becoming an effective principal. In addition, it will be easier for teachers to relate to you and understand where you are coming from if you have classroom experience because they know you have been one of them.
- ✓ Gain Leadership Experience – Throughout your time as a classroom teacher, look for opportunities to sit on and/or chair committees. Visit with your building principal and let them know that you are interested in becoming a principal. Chances are they will give you some increased role to help prepare you for being in that role or at the very least you can pick their brain concerning principal best practices. Every bit of experience and knowledge will help when you land your first principal's job.
- ✓ Earn a Master's Degree – Although most principals will earn a Master's degree in an area such as educational leadership, there are states that allow you to become a

principal with a combination of any master's degree, the required teaching experience, along with passing the license/certification process. Most people will continue to teach full time while taking master's courses part time until they earn their degree. Many school administration masters' programs now cater to teacher's offering one night a week courses. More classes can be taken in the summer to expedite the process.

- ✓ Obtain a School Administrator Certification – This step is remarkably similar to the process for getting your teacher certification. You must pass a test or series of tests related to the specific area you want to be a principal in whether that be an elementary, a middle level, or a high school principal.
- ✓ Interview for a Principal's Job – Once you have earned your license/certification, then it is time to start looking for a job. Don't be discouraged if you don't land one as quickly as you thought. Principal's jobs are intensely competitive and can be difficult to land. Go into every interview confident and prepared. As you interview remember that as they are interviewing you, you are interviewing them. Don't settle for a job just to have one. You do not want a job at a school which you do not genuinely want with all the stress a principal's job can bring.
- ✓ Land a Principal's Job – Once you get an offer and have accepted it, the real fun begins. No matter how well you feel you have been prepared, there will be surprises. There are new challenges and issues that arise each and every day. Never get complacent. Continue to search for ways to grow, do your job better, and make improvements within your building.

**About Principal ::**

The Principal is the chief executive and the chief academic officer of a university or college in certain parts of the Commonwealth.

The Principal is part of a Divisional Administrative Team whose function is to support and assist the schools in meeting the overall objectives of the Division and the needs of individual students. The role of the Principal is to provide leadership, direction and co-ordination within the college. The Principal's main focus should be to develop and maintain effective educational programs within his/her college and to promote the improvement of teaching and learning with his/her college. The Principal should strive to create an organization and or climate which fosters student and teacher growth. In fulfilling this role the Principal should work under the higher authority of the college and within the provisions of the university or state/nation department of the higher education. The amount of time a Principal will be able to devote to administrative duties will vary according to the size and grade level of the college, the amount of time released from teaching, and the demands of a particular year.

**Principal Characteristic**

Being a school principal is balanced between being rewarding and being challenging. It is a difficult job, and like any job there are people that are just not cut out to handle it. There are certain characteristics of a principal that some people do not possess. Besides the obvious professional requirements needed to become a principal, there are several traits that good principals must possess to do their job effectively. Each of these characteristics manifests themselves in the daily duties of a principal. The best principals possess each of these seven qualities.

✓ **A principal must exhibit leadership**

This is a characteristic that every principal must possess. The principal is the instructional leader of their building. A good leader has to take responsibility both in the successes and the failures of their institution. A good leader puts the needs of others in front of their own. A good leader is always looks to improve their institution and then figures out how to make those improvements no matter how difficult it might be. Leadership defines how successful any institution is. A institution without a leader will likely fail, and a principal who is not a leader will find themselves without a job quickly.

✓ **A principal must be adept with people**

If you don't like people you shouldn't be a principal. You have to be able to connect with each person that you deal with on a daily basis. You have to find common ground and earn their trust. There are so many groups of people that principals deal with daily including their superintendent, teachers, support staff, parents, students, & community members. Every group requires a different approach and individuals within a group are unique in their own right. You never know what is going to walk into your office next. People come in with a variety of emotions including happiness, sadness, and anger. You have to be able to deal with each of those situations effectively by connecting to the person and showing them that you care about their unique situation. They have to believe that you will do whatever you can make their situation better.

✓ **A principal must balance tough love with earned praise**

This is especially true with your students and your teachers. You can't be a push over, meaning that you let people get away with mediocrity. You have to set expectations high and hold those you are in charge of to those same standards. This means that there will be times when you have to reprimand people and likely hurt their feelings. It is a part of the job that isn't pleasant, but it is necessary if you want

to run an effective institute. At the same time, you must offer praise when it is appropriate. Don't forget to tell those teachers who are doing an extraordinary job that you appreciate them. Don't forget to recognize those students who excel in the areas of academics, leadership, and/or citizenship. An outstanding principal can motivate using a combination of both of those approaches.

✓ **A principal must be an excellent listener**

You never know when an angry student, a disgruntled parent, or an upset teacher is going to walk into your office. You have to be prepared to deal with those situations and that starts with being an exceptional listener. You can disarm most difficult situations simply by showing them that you care enough to listen to what they want to say. When someone wants to meet with you because they feel wronged in some way, you need to hear them out. It doesn't mean that you let them bash another person continuously. You can be firm on not letting them belittle a teacher or student, but allow them to vent without being disrespectful to another person. Be willing to go the next step in helping them resolve their issue. Sometimes that might be mediating between two students who have had a disagreement. Sometimes it might be talking to a teacher to get their side of a story and then relaying that to the parent. In any case, it all begins with listening.

✓ **A principal must be a visionary**

Education is ever-evolving. There is always something bigger and better available. If you are not attempting to improve your school, you simply are not doing your job. This will always be an on-going process. Even if you have been at a institution for fifteen years, there are still things you can do to improve the overall quality of your institution. Each individual component is a working part within the larger framework of the school. Each of those components at least needs oiled every once in a while. You

may have to replace a part that is not working. Occasionally we are even able to upgrade an existing part that was doing its job, but something better was developed. You never want to be stale. Even your best teachers can get better. It is your job to see that no one gets comfortable and that everyone is working to improve continuously.

## **Duties Of Principal**

### **❖ Governance and Management**

- To lead the Governing Body in the determination of the educational character, vision and purpose of College.
- To ensure that Board members are regularly updated on progress regarding the fulfillment of the college's mission and aims, the achievement of its strategic and development plans and on significant internal and external issues. To brief Board members on new developments likely to Impact upon the college's future strategies and policies.
- To be responsible for the drafting, approving, revising and implementation of college policies and report regularly on the impact of those policies.
- To ensure that the college's strategic aims, objectives and targets and implementation systems are congruent with its stated vision and purpose, adopted policies, operating principles and regulations.
- To lead the strategic planning process within the framework and timetable set by the Board and, in doing so, to oversee the collation, dissemination, monitoring, review and evaluation of the strategic plan within the timescales required by the Board and external stakeholders.
- To ensure that the college fulfils the various statutory and other requirements of relevant government departments, the local and national Learning and Skills Council (and subsequent agencies) and other governmental agencies, as appropriate.



❖ **Academic Development and Quality Improvement**

- To determine the academic provision and development of the college, within the framework of its policies and strategies, after consultation with employers, partners, staff and students, through the appropriate structures and mechanisms.
- To encourage and support the development of a curriculum geared to meet the learning needs of a wide range of individuals, corporate clients and external organizations.
- To ensure that the college's quality assessment, assurance and developmental systems are working effectively to bring about continuous improvement. To ensure that systems are universally applied, that external standards and benchmarks are met and improved upon and that information systems provide accurate and consistent management information with which to measure performance over time. To ensure that all developments are undertaken in line with the college's equal opportunities policies and development strategies.
- To ensure that the college is prepared for external quality assessment, inspection and all regulatory developments.
- To ensure that customer systems are established and being utilized to fulfill the obligations within the college charters and to deliver our promises and commitment under all policies and procedures.

❖ **Human Resources Management**

- To provide dynamic leadership of staff, which creates a culture of shared values, rewards innovation and fosters inclusivity and team working.

- To approve and oversee the implementation of effective procedures within the framework, set by the Board for the recruitment, selection, appointment, grading, appraisal and discipline of all staff and for the determination of the pay and conditions of service for staff, other than those designated as senior potholders.
- To provide opportunities which will enable staff to enhance and utilize their skills to greatest effect and to maximize their potential for further development and progression, whilst ensuring efficient resource utilization.

❖ **Physical and Financial Resources Management**

- To take personal responsibility which may not be delegated, for ensuring the proper and effective operation of all financial, planning and other management controls and ensuring that these allow for the most efficient utilisation of physical and financial resources, whilst being sufficiently robust to safeguard public funds.
- To oversee the development and implementation of appropriate systems within the college's policies, for deploying public funds efficiently and for checking that they are being used for their intended purpose. To ensure that the LSC Financial Memorandum is adhered to and that the college's financial regulations are understood and complied with at all times.
- As accounting officer, to ensure timely and accurate preparation of estimates of income and expenditure for consideration and ultimate approval by the Board and that appropriate arrangements are made for the

management and accounting of the budget, including reporting arrangements to the Board.

- As accounting officer, to ensure that statements and statutory accounts are signed and returned in a timely fashion.
- To advise the Board if at any time, an action or policy under consideration by them is incompatible with the terms of the LSC Financial Memorandum and to inform the Chief Executive of the LSC (or its successor(s)) in writing, if the Board still proceeds.
- To develop and maintain health, safety and security policies, strategies and mechanisms, which meet legislative requirements and which provide a welcoming and safe learning environment on all college premises.

#### ❖ **External Links and Partnerships**

To encourage the development of mutually supportive partnerships and alliances with the local community, other education providers, employers, professional bodies and appropriate government departments. In order to foster and strengthen these relationships and networks, to represent the college on local, regional and national committees and boards or other bodies which are considered relevant and influential to the present and future needs of the college.

#### **Principal Should Know**

A tip sheet for principals that focuses on practical issues faced in School/College/Institutes. Drawn from existing resources, these tips are designed to support instructional leadership practice.

#### ▪ **Readiness For Change ::**

When asking teachers to change their practice, it is helpful to first assess their readiness for change and the

aspects of the School/College/Institute culture that might inhibit or promote this readiness. No matter how good leaders' pedagogical knowledge and problem-solving ability may be, their ability to effect change and improvement will be compromised if relations with the School/College/Institute are characterized by a lack of trust.

It is important to understand teacher emotions, how they influence student achievement and what principals can do.

- Principals have a significant positive effect on teacher beliefs when they
- Help to clarify the reasons for implementing the policy
- Empower teachers to participate in decisions about how the policy will be implemented
- Provide resources to assist such implementation and make available opportunities to acquire the new skills necessary for policy implementation.

Many leadership challenges are “adaptive” in nature; i.e., the solutions lie not in technical solutions known to experts, but rather in the people themselves.

What leadership qualities or behaviors engender trust?

- Respect for others
- Personal regard for others
- Competence in the role
- Personal integrity

▪ **Guidelines for tackling adaptive challenges**

- Don't do it alone. Enlist partners to build political power on the basis of personal relationships
- Keep the opposition close. Work as closely with your opponents as you do with your supporters,

and don't forget the uncommitted and the wary people in the middle who will often determine your success

- Acknowledge their loss. You may be asking people to close the distance between their espoused values and their actual behavior
- People need to know that you realize that the change you are asking them to make is difficult

- **Leading For Change**

If we are leading for improvement, we are inevitably leading for change and can expect some degree of discomfort, disagreement or resistance along the way. Open, authentic, truthful dialogue in an atmosphere of trust and respect is the key ingredient that makes meaningful change possible. You may need to engage in “courageous conversations.”

Another resource available is the Ministry of Education's “Conversation Starters,” developed to support principal mentoring and appraisal. It includes engaging in courageous “open to learning” conversations, which can be tailored for use with and by teachers.

It starts by asking:

- What do you need to know about the person before starting the conversation?
- What other perspectives or interpretations of the situation might you want to consider?
- If you were the other person in the conversation, how would you like this to be handled?

- ❖ **SIX QUESTIONS TO ASK**

- What percentage of my School/College/Institute's students has met the provincial standard in reading, writing and math?

- What has the School/College/Institute's trend been in each of these subjects over the past five years?
- If there is no clear trend in my School/College/Institute's results, is it because only a small number of students are writing the test each year?
- How do the trends and current results of my School/College/Institute compare to those of my School/College/Institute boards and the province?
- How do my School/College/Institute's demographics compare to those of the School/College/Institute board or the province?
- What is my School/College/Institute's improvement plan for reading, writing and math?

#### ❖ **How Are Others Handling This?**

Principals who attended the Principal Congress 2010 were asked to write about a change in instructional practice that had been difficult to bring about and to try out a theory of action for how to do bring about the change. Here are some of their thoughts:

I believe that if teachers recognize that focused instruction and reflective practices through assessment, dialogue, moderated marking and increased teacher support impacts student achievement directly, then there will be openness to change in instructional practices, engagement in divisional dialogue and authentic professional learning. If teachers feel supported with resources and a team approach, they may be more willing to accept help and initiate change in their programs.

“It is important to place strategically and mentor those teachers who are committed to be leaders in their division and see the value of changing instructional practices. They are the go-to teachers who will embrace change. Find your teacher-leaders and let them lead others. Teacher-directed and -led initiatives are more sustainable and have a greater impact.”

#### ❖ **Differentiated Instruction ::**

##### ○ **WHAT IS DI?**

Differentiated instruction is:

- Effective instruction that responds to the learning preferences, interests and readiness of individual learners
- An organizing structure or framework for thinking about teaching and learning
- Not individualized instruction, rather, a response to varying student needs that provides a balance of modelled, shared, guided and independent instructional strategies

“(Differentiated instruction) is understanding that there are many ways to learn, recognizing that some students learn differently than others, and providing those students with opportunities to learn in ways that work best for them.”

❖ **WHY DIFFERENTIATE?**

- To help all students learn. Differentiating our instruction allows us as teachers to grow in our ability to “read our students” and then to adapt our practice so we effectively teach all students.
- To increase student motivation and achievement. When our students receive the appropriate levels of.
- Challenge and support, they are engaged and motivated, and their achievement improves.
- To connect with adolescent learners. We can forge strong connections between our subject and our students, and that improves student learning.
- To help adolescents become independent learners. When students find out about themselves as learners, they become more independent, and when they work as responsible members of a community, respecting and affirming the diversity of others, discipline problems decrease.
- To increase teacher satisfaction and efficacy. Some of the enthusiasm and pleasure we feel in teaching is renewed when we work creatively and efficiently.

The heart of School/College/Institute improvement rests in improving daily teaching and learning practices in School/College/Institutes, including engaging students and their families.



❖ **RESPOND BY DIFFERENTIATING**

- Use appropriate, evidence-based strategies for instruction, assessment and evaluation.
- Use structures or ways of organizing that facilitate student learning.
- Provide choice, respectful tasks, a shared responsibility for learning and flexible learning groups (key features of differentiated instruction).

❖ **KEY FEATURES**

- Flexible Learning Groups: provide students with opportunities to work in a variety of groups over time that are based on student readiness, interests and learning preferences.
- Choice: provides students with personalized opportunities to connect with their prior knowledge, interests and learning preferences. This allows for a sense of ownership, self-motivation and a commitment to their own learning.
- Respectful Tasks: are engaging, promote high expectations and optimal achievement for all students and are assessed using the same assessment criteria.
- Shared Responsibility for Learning: develops when students are supported in developing the knowledge and skills required for them to self-assess and learn independently.

❖ **FIVE QUESTIONS TO ASK IN THE CLASSROOM**

- Use the following questions to guide decision-making when planning instruction to meet the learning needs of our students. Ask these questions with your teachers.

- How can classrooms be set up for differentiated instruction?
- What elements of the learning environment can be differentiated to help all students learn?
- How can we differentiate the ways we can help students learn new concepts?
- How can we differentiate the ways we assess student progress towards their learning goals?
- How can we differentiate the ways that students demonstrate what they understand and can do?

These questions help to focus our thinking when planning a differentiated approach—for a single instructional activity, a lesson or an entire unit.

The Differentiated Instruction Framework for Teaching and Learning (see diagram) captures the variety of elements, including strategies and structures that constitute a differentiated approach to instruction, assessment and evaluation.

#### **Moving to Public Practice ::**

##### **❖ Assess the Collaborative Learning Culture in Your School/College/Institute**

One of the Core Leadership Capacities (CLCs) is “Promoting collaborative learning cultures.” Read *Ideas into Action: Promoting Collaborative Learning Cultures* to learn more this CLC.

Use the School/College/Institute Effectiveness Framework to identify key aspects of a collaborative learning culture. Then, think about yourself and/or survey your staff to learn more about how collaborative your current environment is.

Here are some elements within indicators from the SEF:

- ✓ Assessment tasks are ...collaboratively developed by teachers and ...resulting demonstrations of student learning analyzed to ensure consistency.
- ✓ School/College/Institute improvement planning involves all staff (planning, implementing, monitoring and refining)
- ✓ Time to meet and talk and common planning time are provided to promote collaboration

To promote collegial relationships in the School/College/Institute, someone has to make relationships among adults a discussable'. Someone must serve as a minesweeper, disarming those landmines. I can think of no more critical role for any School/College/Institute leader.

#### ❖ **Develop Shared Responsibility for Student Learning**

Engaging in vision-building activities is a powerful way to develop a sense of shared responsibility for the learning that takes place in your School/College/Institute. See the Ontario Leadership Framework, domain, "Setting directions" to see specific practices that support this work. For example, the principal:

- Ensures the vision is clearly articulated, shared, understood and acted upon by all
- Works within the School/College/Institute community to translate the vision into agreed objectives and operational plans

Many principals have used their professional learning communities (PLCs) to foster discussions about shared responsibility, but, as one Congress 2010 participant noted, It is painfully obvious that simply bringing people together does not produce better outcomes. There is a need to go much deeper than just conversation. Accountable talk related to actual student work samples and instructional approaches must become common place.

When educators consider lots of data, both positive and negative, they are more likely to reach a decision that everyone can live with because everyone has access to the same information. Nothing is withheld, and everyone has to stop and think about how their ideas fit with the data.

Building a strong data culture in your School/College/Institute will contribute to better conversations in your PLC's. You can strengthen data culture by ensuring that it is a focus of conversations, providing training as needed for data analysis, and using technology to make the work more efficient.

### ❖ **Lead With Teacher Emotion in Mind**

We resist change that we don't understand, don't value or whose demands we don't feel we can meet. So be clear about what you mean by opening up teacher practice, provide evidence of its proven value and offer supports for meeting the demands of this change.

Research Shows That.....

- Teachers feel more confident about tackling new ideas when their principals set a positive tone by “exuding awareness and appreciation of the complexity of successful teaching at the same time as they model curiosity and inquiry about the craft.”
- Collaborative practice is the main mechanism for improving teaching practices and making teachers accountable to each other in School/College/Institute systems that are moving from great to excellent.
- The biggest effects on student learning occur when teachers become learners of their own teaching.

### ❖ **Start Small**

Making practice public can start with small changes in teaching practice that allow teachers to learn their way forward and feel less threatened by what may be an uncomfortable change. For example, public practice can begin with:

- A simple exchange of assessments between teachers of the same grade or class
- One colleague visiting another's class to observe a lesson
- A small group of teachers of the same subject co-planning a unit of study.

You can support these early steps by offering release time, fostering follow-up conversations and inviting teachers to

share their experiences with the whole staff. Early adopters can then be encouraged to expand these first steps to include:

- co-designing assessments among teachers of the same class/grade
- moderated marking after assessments have been administered
- debriefing of classroom observations between colleagues

❖ **Celebrate Success & Learn From Failures**

Building on the small steps described above, you will have opportunities to celebrate successes in whole staff settings. Make sure to invite teachers to talk about what they got out of the experience and how they thought their students benefited. Even more powerful, though, than successful experiences are those that have an element of failure or disappointment for the participants. If teachers are willing to talk about what went wrong in their first tries, and what they did next to improve, this may encourage more reluctant teachers to experiment, especially if your reaction is supportive.

❖ **Having Courageous Conversations ::**

- **Give Yourself Credit for Accepting Responsibility for “Courageous Conversations”**

Courageous conversations are about being true to oneself, doing what is right for students, and shaping an environment that supports learning.” Yes, these conversations are hard and, yes, you must have them. Susan Scott calls them “fierce conversations” and advises, “Take your toughest challenge today. The problem named is the problem solved. All confrontation is a search for the truth. Healthy relationships include both confrontation and appreciation.

- **Approach IT as a Two-Sided, “Open-to-Learning” Conversation**

Remember, there are two people in the conversation, both of whom need to be open to learning. This means that each person has the opportunity to express views openly, not defensively. This lessens the risk of either of you making faulty assumptions. Some tips for open conversations are:

- Explain the reason for your view
- Listen deeply, especially when views differ
- Share control of the conversation, including the management of emotions
- **Take into Account the Reasons for Resistance**

Often the need for a hard conversation stems from your desire to bring about a change that some staff are resisting. It is important for you to explore the reasons for resistance before deciding how to proceed. When asked to write about an instructional practice they were finding difficult to change, many participants in Principal Congress 2010 identified staff resistance as a challenge. Their reflections on the possible reasons for resistance included:

- fear of failure in trying something new
- concern that students may lose out if the new instruction is unsuccessful
- lack of understanding or knowledge about new expectations for pedagogy

Before you have the hard conversation, you should address some of the staff's fears and concerns about a change. Once supports are in place to address their concerns, the reluctant few may need time to talk with you. Sometimes, these concerns don't surface until you begin the courageous conversation, but once they do, you should respond to them rather than imposing a change that will be impossible for staff to make.

- **Use Conversation Starters**

Remember that there is a power differential in many of your conversations (students, staff, parents), so your words carry more weight than you might realize. No matter how carefully you structure your conversation, there is still a risk that the other person may feel threatened or defensive. The resource, Conversation Starters, provides some useful tips on how to have more effective conversations. This resource was developed to support the work of mentors, but the skills are useful in many other situations. You can also apply other skills that you picked up in mentor training to courageous conversations. Tips in this resource include asking yourself:

- What should you know about the person before having the conversation?
- What other perspectives or interpretations of the situation might you want to consider?
- If you were the other individual, how would you like this to be handled?
- What are some ways that this individual could become more engaged in the conversation?

- **Choose the Time for Conversation Wisely**

Two common mistakes in having hard conversations are, one, jumping in too quickly just to get it over with and, two, avoiding or delaying having the conversation because of your own discomfort. To avoid these mistakes:

- Take the time to think carefully about what you want to say and to gather the evidence you need to explain your ideas



- Choose a time when you and the other person are most likely to be comfortable and relaxed and open to learning - not when either of you is angry or upset
- Set aside what you think is a reasonable amount of time for the conversation, but be prepared to schedule a second appointment if one or both of you need to step back and reflect on the conversation so far.

❖ **Making Time for Instructional Leadership ::**

○ **Be Intentional about Setting Priorities**

Use the mechanisms already in place to help set your priorities and let everyone know that this is how you will be spending your time. For example:

- Developing and implementing the School/College/Institute/College/Institution Improvement Plan (SIP) is a necessary and important part of your role. A good SIP doesn't have a lot of goals. Choose your goals strategically and make these the focus of your work.
- During your evaluation year as a principal, you will develop a Performance Plan that also has a small number of goals. Linking these goals to your SIP will not only make developing the Performance Plan simpler, but it will also sharpen the focus on these few goals.
- Every year, you must develop an Annual Growth Plan to identify your professional learning needs and strategies. Use this plan to ensure that you are making time for the development you will need to carry out your SIP and your Performance Plan.

- **Fight the Adrenaline Rush of the Urgent**

The more teachers see you taking on multiple emergencies and sticky problems all day, the more problems they can find for you to solve. Suzette Lovely points out that a leader's obsession with urgency mirrors many of the same addictive patterns addressed in the recovery programs. These include temporary escape from pain, worry or other troubles; false sense of self-worth, power, control, or accomplishment; and preoccupation with finding gratification via the substance.

So fight the adrenaline rush, let others help and contribute as part of the team, and focus on the goals you have set for your day, week and year.

- **Let Go**

Most principals would agree that they have too much to do, yet they find it difficult to let go of some tasks that could in fact be done by others. There may be several reasons for this. When asked about their time-saving techniques at the Principal, many cited managing their email and regular mail at specific times as a strategy for staying focused on their key goals. Call fewer meetings, make them shorter and attend fewer meetings yourself, especially those you find of low value. These are easy ways to find more time in your day.

- **Routines what you can**

You might think that every day is unique; every problem requiring a new solution that only you can provide or at least oversee, but if you examine your days a little more closely you might find you can routines some things and that others can then handle them according to the protocols you set up.

Often, student behavioral issues and parent complaints can be better handled if a protocol is set up at least for the first response. Many principals find their head secretary can become very skillful at handling walk-in problems once

they've trained them how to respond to different types of issues. Establishing routines with clear expectations will free up time for you.

- **Setting Goals ::**

Goal-setting is such an important part of the work we do in School/College/Institutes, yet sometimes it is difficult to know how to begin.

- **Do a Status Check of Your School/College/Institutes Environment**

- Are you new to the School/College/Institute? If so, then you can't immediately set goals until you get a better sense of the culture, past practice and ongoing priorities in the School/College/Institute. Include this inquiry as part of your “entry plan” as principal to the School/College/Institute. Use the support of your School/College/Institute superintendent, who may have a sense of the School/College/Institute history, which can be helpful.

- Were goals set in a previous year? If so, then this is your starting point. What goals were set? To what extent have they been achieved? How well-known are these goals to your staff and community? Once you have answers to these questions.

- Has goal-setting been a collaborative process with staff, parents and students in the past? If so, then continue in this way to keep everyone engaged in the process and feeling ownership of whatever goals are set. If not, then you have some groundwork to do.

- **Use Data to Identify Gaps**

Data collection and analysis are key to setting goals and identifying gaps in performance that help to refine goals and set new ones. Identify a wide range of data that they consider when planning for School/College/Institute improvement:

- Diagnostic data
- Student achievement data
- Perceptual data
- Demographic data
- Analyzing your data helps to identify gaps between your vision and the reality.

And the more hands that get “down and dirty” with the data, the better. Don't rely on one or two data wizards to compile and interpret reports; excluding others gives the impression that only “smart” people are capable of working with data. Staff needs to learn how the data can actually make their jobs easier.

○ **Prioritize the Areas of Focus**

Once you have reviewed the data and determined a number of gaps in achieving the vision, you are ready to prioritize the areas of greatest need. While there will be many important things to work on, you have to narrow it down to a reasonable number of key goals to have success. These goals need to be based on the outcomes seen by the whole staff as most critical to achieve.

▪ **Engaging Students ::**

We know that when students are disengaged they aren't ready to learn. Are there some tips for increasing students' engagement in School/College/Institute?

○ **Think about Different Types of Engagement**

- Social Engagement - having a sense of belonging and participation in School/College/Institute life
- Academic Engagement - participating in the formal requirements of School/College/Instituting.
- Intellectual Engagement - making a serious emotional and cognitive investment in learning

Actions to improve student engagement in your School/College/Institute require attention to one or more of these three areas. Sometimes these actions will involve the staff as a whole to change School/College/Institute culture in ways that better meet student needs and interests; other actions will be more closely tied to the nature of classroom instruction. So improving student engagement starts with staff engagement.

○ **Encourage Proven Classroom Strategies to Improve Engagement**

- Design intentionally for today's world -  
-designs that deepen understanding and open the disciplines to genuine inquiry.
- Make it mean something -- relevant, meaningful, authentic - worthy of their time and attention What did you do in School/College/Institute today?
- Use assessment to improve learning and guide teaching - assessments that enable students to think deeply about their own learning, to collect their thoughts, articulate what they have found and speculate about where they might go.

- Build relationships - a positive classroom climate that creates a trusting, respectful, low- risk environment.
- Improve teaching practice in the company of peers - frequent conversations centred on the work, access to each other's classrooms and common planning time.
- **Strengthen Student Advocacy & Supports**

Research shows that in a typical School/College/Institute, about 25 per cent of all students have low engagement. School/College/Institutes need to know who these students are and regularly check and connect. Look for students who are low achievers, have behavior problems or may be suffering from anxiety and depression. Staff should look for warning signs of withdrawal. At Principal Congress 2011, keynote speaker Douglas Willms identified the following actions for School/College/Institutes:

  - Identify advocates for disengaged students, who often do not have an adult they can turn to for advice
  - Help students to become involved with School/College/Institute through clubs, sports and volunteer activities
  - Check in daily with students who display behavior problems - work on problem- solving skills, celebrate successes and help develop positive friendships
  - Develop effective programs to deal with bullying, exclusion and sexual harassment
  - Develop School/College/Institute-wide and individual interventions to help those suffering from anxiety or depression
- **Reassess the Extracurricular Program**

Most School/College/Institutes already have a roster of extracurricular activities, but upon examination you may find that students who have joined up are not part of the 25 per cent of disengaged students.

What would it take to do this?

- Consider new types of activities that might appeal to otherwise disengaged students - perhaps ones that don't require "trying out for the team or group" or ones that encourage creativity and artistic interests.
- Look at how student accomplishments are celebrated in your School/College/Institute - are awards and ceremonies just for the high achievers or are there ways to celebrate unique undiscovered talents that don't normally get the headlines?
- Encourage students to suggest their own extracurricular activities and help them find a staff sponsor. Be open to new ideas.

○ **Ask Student what they need**

Participants at council, which focused on student engagement, frequently talked about their efforts to increase student voice. They used focus groups and surveys to find out what students thought about their School/College/Institute and how it could be better. They also encouraged teachers to design lessons based on student needs and interests. You can learn much more by reading the original source listed in the reference that follows. Add your own thoughts by joining the Ontario Education Leaders network.

▪ **Principal Performance Appraisal ::**

○ **Work Collaborative With Your Appraiser**

Before drafting your appraisal plans, review the role of the appraiser and the role of the appraisee in the Principal Performance Appraisal (PPA) Technical Requirements

Manual. For the first appraisal meeting, come prepared with both your performance plan and your annual growth plan in draft form and involve your appraiser in reviewing them.

- Collect and present data related to your goals.
- Engage in dialogue regularly with your appraiser to discuss and review the methods and activities that you and your staff have implemented in order to achieve your goals.
- Be proactive about making sure the appraisal meetings happen when they should and are productive.
- Enlist the appraiser's help in supporting your growth plan - what supports can he/she or the district provide?

○ **Choose Your Performance Goals Strategically**

Setting goals is one of the most important components of an effective appraisal process. Goals should take into account the School/College/Institute improvement plan, the board improvement plan for student achievement and provincial educational priorities. Consult and work with your appraiser to develop goals that are focused on improving student achievement and well-being. Choose goals for which progress can be measured within the evaluation year. You may choose to share the goals of your performance plan with key staff members and enlist their support in achieving those goals within the context of the School/College/Institute improvement plan.

○ **Make Effective use of Your Annual Growth Plan (AGP)**

In an evaluation year, use your AGP to guide your professional learning and to help you attain the goals set out in your performance plan. Use the Ontario Leadership



Framework to help you identify areas for personal growth and development.

- Your AGP provides an opportunity to collaborate and engage in meaningful discussion with your supervisor about your personal growth goals and priorities. Use this opportunity to explore supports you may need to achieve identified goals
- Meet with key staff to obtain their support and advice in achieving your goals
- Review and update your AGP regularly so that it reflects your current growth, learning and development needs

○ **Ensure you have a Good Data Collection System to Support Indicators of Success**

Look at what has been achieved over the past few years and what data you have to indicate levels of achievement. This is your baseline data. If you don't have enough baseline data, establishing this data will be your first step in figuring out your goals and strategies.

- Examine data from previous years and identify possible gaps.
- Determine data collection methods to use and establish indicators of success.
- Use a broad spectrum of qualitative and quantitative methods of data collection to measure goal attainment.

"Using data is not separate from planning and from routine decisions in School/College/Institutes. Instead, data are a necessary part of an ongoing process of analysis, insight, new learning and changes in practice."

○ **Be Open to Learning**

The appraisal process is a good opportunity to demonstrate and benefit from an “open to learning” approach to discussion. While it can be stressful to face assessment by your appraiser, try to focus on what you can learn from the experience. Some ideas for effective conversation include:

- Concentrate on listening and understanding feedback and seek clarification if necessary
- Be prepared to listen deeply, especially when views differ from your own
- Be aware of your non-verbal responses. Attentiveness indicates that you value what your appraiser has to say
- Provide examples and illustrations of your views
- Be reflective about your practices in terms of the feedback you have received
- Involve appraiser in steps for moving forward to address suggestions from the feedback

To engage in open-to-learning conversations, leaders need the skills and values that will make it possible for them to respectfully give and receive the tough messages that are an inevitable part of the process of improving teaching and learning.

- **Individual Education Plans: Shared Solution ::**
  - **Create A Positive School/College/Institute Climate**

Achieving and maintaining a positive School/College/Institute climate requires teamwork on the part of educators, parents and students. Some hallmarks of a positive School/College/Institute climate include:

    - Everyone is treated with respect
    - The School/College/Institute is a caring and responsive environment
    - Educators encourage and maintain regular interaction between School/College/Institutes and families
    - The School/College/Institute culture develops a sense of community and caring relationships to provide all students with greater opportunities to achieve success
    - Parents are involved in School/College/Institute activities
    - Everyone feels safe and secure
    - There is a strong focus on prevention and early intervention in conflicts.
    - Everyone is invited to contribute ideas and offer feedback.
- **Keep The Lines of Communication Open**
  - Develop a process of parent consultation for the development of the IEP. This may involve written input from parents, face-to-face discussions and/or telephone discussion.

- Know and respect the timelines for IEP development. They must be developed (including the consultation process) within 30 School/College/Institute days of a student's placement in a special education program.
- **Be Alert of for Warning Signs of Conflict**
  - Anticipate possible tensions and be prepared to address solutions (e.g., when sharing information about a change in personnel).
  - Familiarize yourself with past concerns and their solutions.
  - Be aware of different perspectives between teachers, support staff, parents or community agencies.
- **Determine the Reasons of Conflict**

Planning and implementing a student's special education program may be sources of conflict. Knowing the reason(s) for a conflict may help a principal mediate the conflict in the early stages.

- Planning conflicts: Clarify understanding by ensuring that both the parents and staff have the same information about the student's strengths and needs, programs and services.
- Implementation conflicts: Ensure that communication between parents and the School/College/Institute team is clear and transparent. Ensure the implementation process has a monitoring system in place.
- Relationship conflicts: Clarify individual approaches by ensuring awareness of cultural differences and communication preferences. Determine meeting schedule and communication methods early in the implementation process.

- **Deal with Conflict in the Early Stages**
  - Provide training and professional development to help strengthen communication skills of those implementing the IEP.
  - Encourage the use of any communication guides the Board has developed. This may help prevent conflict and dealing with it as it comes up.
  - Have courageous conversations.
  - Plan for meetings thoughtfully.

Remember that these five tips are meant to get you started on your understanding of IEP processes. You can learn more by reading the sources in the reference list. Add your own thoughts by joining the Ontario Education Leaders network.

- **Coaching to Support Adolescent Literacy ::**

***What is a literacy coach?***

A literacy coach is a teacher who partners with other teachers to refine classroom practice for the purpose of improving literacy achievement. This work is supported by coaches' knowledge and skills to:

- build and develop professional relationships
- support adult learning and professional growth
- connect classroom practice with improvement planning
- lead instructional practice

The central goal of all literacy coaching programs is to improve student learning.

- **School/College/Institute-based or board-level coaching can support principals in**

- **Setting Goals**

A principal aligns School/College/Institute targets with board and provincial targets. The coach can help by working

with colleagues to bridge individual professional learning goals with School/College/Institute and board plans. A literacy coach is knowledgeable in research-affirmed instructional approaches.

- **Aligning Resources with Priorities**

A principal must ensure that learning is at the centre of planning and resource management. The literacy coach has knowledge of literacy resources and has a sound understanding of the importance of emerging technologies and their relevance to adolescents. The literacy coach works collaboratively with colleagues to make sure that learning is at the centre of planning and resource management.

For principals considering establishing the role of coach in their School/College/Institutes, the Framework for Literacy Coaches provides practices, skills, knowledge and attitudes that can be used to identify potential leaders for the role.

- ❖ **Promoting Collaborative Learning Cultures**

A principal promotes collaborative learning cultures.

- The coach can support this process by promoting shared knowledge and by engaging colleagues in a coaching cycle.
- By networking and collaborating with principals, the literacy coach helps in building a collaborative learning culture within the School/College/Institute and actively engaging with other School/College/Institutes to build effective learning communities.
- As a principal works to build and sustain collaborative learning cultures centered on improved outcomes for students, the coach supports change over time by collaborating and networking with peers to foster a culture of co-learning. The

coach is a teacher-leader who fosters other teacher-leaders.

- **Using Data**

Using data, a principal ensures a consistent and continuous School/College/Institute-wide focus on student achievement. A principal may decide to include the coach on the School/College/Institute team to gather and analyse assessment data; in this way, the coach supports the principal in building staff confidence and a sense of efficacy with the use of data. The coach works with colleagues in all subject areas to identify literacy needs of their students based on classroom assessments. The coach assists teachers in interpreting the assessment information, selecting appropriate instructional strategies, and supporting classroom implementation through modeling and co-teaching.

- **Engaging in Courageous Conversations**

A principal encourages colleagues to take intellectual risks. One of the practices of the literacy coach is to work with teachers to set goals that are not only ambitious and challenging, but also realistic and achievable. Questioning to evoke and expose thinking and promote reflection is a necessary aspect of change conversations. The literacy coach encourages colleagues to take intellectual risks within non-evaluative, non-judgmental working relationships.

- **Using Data ::**

- **Establish the Purpose for Data Use**

Teachers know they need to be accountable for student achievement, to be able to report to parents on progress and to be seen by the public as achieving the broad educational goals. These external measures of

accountability, however, are not likely enough to inspire all teachers to get deeply involved in data collection and analysis.

When data is collected from a variety of sources and is directly connected to their daily work, teachers will be more likely to engage fully. The following purposes illustrate this:

- Identifying the learning needs of students to inform changes in instructional practice.
- Evaluating the effectiveness of current practice to make changes that are likely to be effective.



- **Provide Structure to Support & Promote Data Use**

Supportive structures include the following:

- Focused conversations on instructional improvement where using data is essential. These may occur in School/College/Institute-wide Professional Learning Communities or smaller groups looking at specific learning issues. Common planning time for small subject or grade groups can help create the opportunities for these conversations
- Opportunities for collaborative inquiry that focus on the cycle of ongoing change to instructional practice to address student learning needs.
- Opportunities for staff to discuss student success indicator trends to determine areas of focus.

- **Support Professional Learning on Data use for Staff**

There may be formal opportunities like district staff development sessions or external training programs that can be accessed by teachers with the principal's support. As well, many School/College/Institute staffs include data experts who can be tapped to share their expertise with others in small groups or one-on-one meetings. The principal's role is to uncover this expertise through discussions with teachers in Annual Learning Plan meetings or other conversations with teachers about their interests and passions. Much learning takes place by doing; as teachers work together to analyze data, they will be better able to identify where they need support as the work

becomes more complex. Be prepared to adjust resources to respond to these needs.

- **Build a Culture of Inquiry**

A supportive condition for this culture of inquiry is a collaborative learning environment. Trust and respect are essential: teachers need to trust the principal and each other that when data uncover teaching areas needing attention, this will not be used to assign blame or to evaluate teaching performance. It's about solving problems, not passing judgment.

Some tips for nurturing a culture of inquiry:

- Value deep understanding, allowing for a range of outcomes and search for increased understanding and clarity
- Reserve judgment and tolerate ambiguity during the process
- Pose increasingly focused questions
- Encourage staff to challenge interpretations of data that are inconsistent with their thinking and experience (adapted from Ideas into Action: Using Data).

Be relentless in your quest to bring inquiry and data analysis to all forums where student achievement is being, or should be, discussed.

- **Seek Opportunities to Build Your Own Competence & Confidence**

If your own sense of competence about data inquiry and analysis is not strong, the best approach is to position yourself as a learner, along with others on your staff who are doing the same. Join teachers in professional learning opportunities. Research shows that this is one of the most powerful practices of principals.

- **Take advantage**

Principal Performance Appraisal Annual Growth Plan to identify data areas that you would like to strengthen and seek the support of your superintendent in setting up opportunities to do this. You might look for the support of a colleague with more experience in data management to act as a coach. If you are a new principal, this can be a focus area for work with your mentor.

Remember that these five tips are meant to get you started. There is a lot more to learn in: *Ideas into Action: Using Data* and by consulting the original source listed below. Add your own thoughts by joining the Ontario Education Leaders network.

- **Annual Learning Plans and Teacher Performance Appraisal ::**

- **Embed Learning-Focused Conversations in Daily Interactions with Teachers**

Engaging teachers in conversations about teaching and learning is one of the most important roles of the principal that can have the greatest impact on student outcomes. Learning-focused conversations are not limited to an annual meeting about a teacher's ALP goal or the Pre- and Post-Observation Meetings during an appraisal year but, rather, they should occur regularly: a follow-up to a walk-through, a team or staff meeting, a PLC meeting or simply an informal conversation in the staff room. By regularly engaging with teachers in discussions about teaching and learning, you build credibility and a trusting relationship that effectively prepares you and the teacher for the learning-focused conversations throughout the ALP and TPA processes. You and the teacher are more likely to feel comfortable openly discussing his or her practice, goals and growth-oriented feedback if the ALP/TPA discussions are simply one of many professional conversations between you both.

- **Collaborate with Teacher**

Collaborating with teachers is a vital element to both the learning culture of your School/College/Institute and to ALP/TPA as effective growth-oriented opportunities. Viviane Robinson states the role of the principal must be more than “just supporting or sponsoring staff in their learning.” In promoting and participating in teacher learning and development, “[t]he leader participates in the learning as leader, learner or both.” Here are a few easy ways to build collaboration in the ALP with your staff

- Engage staff in the collaborative development of the School/College/Institute Improvement Plan (SIP); they will be more likely to be motivated to connect their own learning goals to something they have invested in creating
- Build professional learning networks among teachers with common learning goals - foster these networks and connections during staff meetings, grade/division/department meetings and PA days
- Create opportunities throughout the year for teachers to discuss their learning goals and progress with each other (e.g., mingle at a staff meeting or a team discussion at a department/division/grade meeting). Get involved in the collaborative and reflective discussions; these discussions on the ALP do not always have to be one-to-one.

Nurturing a collaborative culture, when it empowering all comes to teacher growth and appraisal, involves reaching and staff members according to their individual needs and strengths. Through collaboration, you can recognize successes, access expertise, and acknowledge and support growth and learning needs.

- **Build Coherence between ALP/TPA & Other School/College/Institute, Board Initiatives & Priorities**

Coherence can be found in one overarching goal: to improve student achievement. There are many competing priorities in your School/College/Institute and district; a focus on teaching is essential to reach all of these priorities. It is, therefore, important that you align your work as it relates to these priorities with the annual learning plans and teacher performance appraisal.

Here are a few simple ways to build coherence between ALP/TPA and School/College/Institute, board and ministry initiatives:

- Ask questions to guide the discussion in the Pre-Observation Meeting that make explicit connections between the teacher's practice and the SIP and other School/College/Institute, board and ministry priorities
- Throughout staff learning sessions, model the use of success criteria to highlight what that practice would look like in a classroom and connect to what you would be looking for during formal and informal classroom visits
- During staff learning sessions or meetings, use reflective questions to engage teachers in discussions about teaching and learning. Use the same questions throughout the ALP and TPA processes to generate discussion on the teacher's practice and goals.

- **Align Professional Learning & Resources with Teachers Annual Learning Plans**

The teacher's ALP gives you another opportunity to create and model a collaborative working culture. The value you place on the ALP by meeting with the teacher to discuss goals and strategies, suggest resources and offer support will

heighten the value the teacher gives the ALP. You can further build value into the ALP by aligning professional learning and resources with your staff's goals. For instance, you can:

- Analyze and collate the learning goals outlined in the ALPs into common themes
- Use the themes to connect, formally or informally, teachers with common learning goals
- Design differentiated staff learning based on the themes of learning goals
- Support learning goals by accessing School/College/Institute, board or ministry resources

○ **USE TPA as a Growth-Oriented Opportunity**

The TPA process is designed to engage in collaborative growth-oriented discussions about teaching and learning. Embedded in the broader learning culture of the School/College/Institute, TPA can profoundly motivate and stimulate teacher growth and instructional improvement. It is both an opportunity to formally acknowledge what the teacher is doing well and to provide forward-looking feedback for support and growth. Annual learning plans and teacher performance appraisal provide a strategy for teachers and School/College/Institute leaders to focus on instructional practice and ongoing professional learning. They provide opportunities to engage in professional dialogue about these priorities and the teacher's practice, to motivate further growth and direct or access support. It is important, however, that ALP and TPA are situated within the learning culture of the School/College/Institute, not in isolation.

**Powers and Responsibilities of the Principal**

• **Leadership and Management**

The Principal will:

- Provide effective leadership to the College in fulfilling its mission as determined by the Corporation

- Make proposals to the Corporation regarding the educational character, activities, and mission of the College, developing a suitably ambitious vision to inspire and motivate
  - Ensure that the Corporation is fully engaged in all strategic decisions which affect the mission and character of the College and implement the decisions of the Corporation
  - Determine the College's academic and other activities
  - As the Chief Accounting Officer for the College, ensure that the Corporation is advised if its actions or policies are incompatible with the financial memorandum, with the College's financial regulations and procedures or with the Instrument & Articles of Government
  - Organise, direct and manage the College and lead the staff, providing inspiring and motivating leadership to those engaged in teaching and training.
- **Students**  
The Principal will:
    - Introduce effective strategies for the recruitment of students
    - Ensure high quality arrangements exist for teaching, learning and student support and that the College delivers high quality education and training
    - Strive to make the College an inclusive, student-centered organization and an effective learning environment for all College users

- Maintain student discipline and, within the rules and procedures provided for within the Articles, suspend or expel students on disciplinary grounds or expel students for academic reasons.
- **Policies**

The Principal will:

  - Lead and contribute to the development, implementation and monitoring of College plans and policies.
  - Ensure the effective review of policies and procedures which involve the Corporation, staff, students and other College users.



- **Staff**

The Principal will:

- Provide the organization, direction and management of the institution and leadership of the staff.
- Ensure the appointment, assignment, grading, appraisal, suspension, dismissal and determination, within the framework set by the Corporation, of the pay and conditions of service of staff.
- Provide management and leadership of staff which will ensure that the College discharges all of its legal responsibilities and that good employee relations are maintained and developed.
- Promote discipline and good conduct and encourage commitment of staff, leading by example.
- Contribute to the training of staff to ensure the effective implementation of policies and systems agreed by the senior management team.

- **Finance and Management Information**

The Principal will:

- Prepare annual estimates of income and expenditure for consideration and approval by the Corporation and manage the budget and resources within the estimates approved by the Corporation.
- Demonstrate prudent and effective budgetary management.
- Ensure that there is proper and effective operation of financial, planning and management controls.

- Ensure that information systems are in place which provides robust data to support the management of the whole College.

- **Management and Quality**

The Principal will:

- Co-operate with colleagues in the senior management team to ensure that the College offers the highest quality service to its clients and foster a culture of excellence and innovation.
- Directly line manages and monitors the work of the senior management team.
- Develop an ethos of teamwork throughout the organization.
- Ensure the dissemination of information about, and examples of, best practice in the sector as well as information on relevant national and local policy developments.
- Ensure that appropriate targets are set and agreed throughout the College, that performance against them is monitored and that the College meets or exceeds them.
- Make certain that the College at all levels is committed to the development and personal growth of all the individuals it employs or serves.

- **Partnerships and Communication**

The Principal will:

- Seek out development opportunities for the College, including business and community partnerships.
- Ensure that the College is effectively represented and promoted in local, regional and national

forums and that information from external sources is disseminated widely throughout the College.

- Contribute to the development and maintenance of effective communication within and beyond the College and act as an ambassador for the College and an advocate of its interests.
- Work closely with local high schools to develop the most effective local response to the Government's 14-19 agenda.
- Maintain and develop the College's partnerships with higher education institutions to meet the higher education needs of students.
- Develop effective partnerships with local employers to provide a wide range of education and training opportunities.
- **Health & Safety**
  - The Principal will ensure that the College's health and safety policy is implemented.
- **Flexibility**
  - The Principal will adopt flexible working methods to meet the changing needs of the College.
- **Equality of Opportunity**
  - The Principal will adopt and encourage a positive attitude towards equal opportunities and ensure the development of equal opportunities throughout all aspects of service delivery and employment.
- **Professional Standards**

The Principal will:

  - Develop and maintain quality standards appropriate to the post.

- Develop and maintain professional standards and expertise by undertaking relevant professional development.

- **School Leader**

A school principal is the primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, think before they act, and put the needs of the school before themselves. An effective leader steps up to fill in holes as needed, even if it isn't a part of their daily routine.

- **Student Discipline**

A large part of any school principal's job is to handle student discipline. The first step of having effective student discipline is to make sure that your teachers know what you are expecting when it comes to student discipline. Once they understand how you want them to handle it, then your job becomes easier. The discipline issues you deal with will mostly come from teacher referrals. There are times that this can take a large part of the day. A good principal will listen to all sides of an issue without jumping to conclusions collecting as much evidence as you can. A principal's role in student discipline is much like that of a judge and a jury. You decide whether the student is guilty of a disciplinary infraction and what penalty should be enforced. An effective principal always documents discipline issues, makes fair decisions, and informs parents when necessary.

- **Teacher Evaluator**

Most principals also are responsible for evaluating their teachers' performance following district and state guidelines. An effective school has to have effective teachers and the

teacher evaluation process is in place to make sure that the teachers in your building are effective. Evaluations should be fair and well documented pointed out both strengths and weaknesses. Spend as much quality time in your classrooms as possible. Gather information each time you visit, even if it is just for a few minutes. Doing this allows the evaluator to have a larger collection of evidence of what actually goes on in a classroom, than a principal who has had minimal visits to a classroom. A good evaluator always lets their teachers know what their expectations are and then offers suggestions for improvement if those expectations are not being met.

- **Develop, Implement, & Evaluate Programs**

Developing, implementing, and evaluating the programs within your school is another large part of a school principal's role. A principal should always be looking for ways to improve the student experience at school. Developing effective programs that cover a variety of areas is one way to ensure this. It is acceptable to look at other schools in your area and to implement those programs within your own school that have proved to be effective elsewhere. Programs within your school should be evaluated every year and tweaked as necessary. If your reading program has become stale and your students are not showing much growth, then it may be necessary to review the program and make some changes to improve the quality of that program.

- **Review Policies & Procedures**

An individual school's governing document is their student handbook. A principal should have their stamp on the handbook. A principal should review, remove, rewrite, or write policies and procedures every year as needed. Having an effective student handbook can improve the quality of education your students receive. It can also make a principal's job a little easier. The principal's role is to make sure students, teachers, and parents know what these policies and procedures are and to hold each individual accountable to following them.

- **Schedule Setting**

Creating schedules every year can be a daunting task. It can take some time to get everything to fall into its proper place. There are many different schedules in which a principal may be required to create including a bell schedule, duty schedule, computer lab schedule, library schedule, etc. Cross checking each of those schedules to ensure that you are not putting too much on any one person at once can be difficult. With all the scheduling you have to do, it is almost impossible to make everyone happy with their schedules. For example some teachers like their plan first thing in the morning and others like them at the end of the day, but it is not impossible to accommodate all of them. It is probably best to create the schedule without trying to accommodate anyone. In addition, be prepared to make adjustments to your schedules once the year begins. You need to be flexible because there are times that there are conflicts you did not foresee that need to be changed.

- **Hiring New Teachers**

A vital part of any school administrator's job is to hire teachers and staff that are going to do their job correctly. Hiring the wrong person can cause you huge headaches down the line, while hiring the right person makes your job all the more easier. The interview process is extremely important when hiring a new teacher. There are many factors that play into a person being a good candidate for you to hire. Those include teaching knowledge, personality, sincerity, excitement towards the profession, etc. Once you have interviewed all your candidates, then it is equally important to call their references to get a feel for what the people who know them think they would do. After this process, you might narrow it down to your best 3-4 candidates and ask them to come back for a second interview. This time ask the assistant principal, another teacher, or the superintendent to join you so that you can have another person's feedback in the hiring process. Once you have completed this process, then rank your candidates accordingly

and offer the person you think would be best for the position. Always be sure to let candidates you did not hire know that the position has been filled.

- **Parent & Community Relations**

Having good relations with parents and community members can benefit you in a variety of areas. If you have built trusting relationships with a parent whose child has a discipline issue, then it makes it easier to deal with the situation if the parent supports the school and your decision. The same holds true with the community. Building relationships with individuals and businesses in the community can help your school out tremendously. Benefits include donations, personal time, and overall positive support for your school. It is a vital part of any principal's job to nurture their relationships with parents and community members.

## Chapter – 5

### *Professor's*

#### **About Professor**

A professor is a scholarly teacher; the precise meaning of the term varies by country. Literally, professor derives from Latin as a "person who professes" being usually an expert in arts or sciences, a teacher of high rank.[1] In much of the world, including most Commonwealth nations (such as the United Kingdom, Australia, New Zealand, South Africa, English-speaking Caribbean) and northern Europe professor is reserved only for the most senior academics at a university, typically a department chair, or an awarded chair specifically bestowed recognizing an individual at a university or similar institution. A professor is a highly accomplished and recognized academic, and the title is in most cases awarded only after decades of scholarly work to senior academics. In the United States and Canada the title of professor is granted to most scholars with doctorate degrees or equivalent qualifications (typically Ph.D.s) who teach in two- and four-year colleges and universities, and is used in the titles assistant professor and associate professor, which are not considered professor-level positions[2] in many other countries, as well as for full professors.

Beyond holding the proper academic title, universities in many countries also append famous artists, athletes and foreign dignitaries with the title honorary professor, even if these persons don't have the academic qualifications typically necessary for professorship. However, such "professors" usually do not undertake academic work for the granting institution. (Source [www.wikipedia.com](http://www.wikipedia.com))



### **Life as a Professor**

Throughout the year, a lecturer will educate classes, perform study, attend accounting seminars, reconsider other ones' study, mentor students, serve on university/college/department managing groups, and interact with professionals/regulators/standard setters. They engage in a kind of undertakings, from running laboratory trials and supervising graduate scholar study to carrying out large undergraduate lectures and writing textbooks. Being a faculty member is exclusive, therein you get realize out to be told and investigate problems and topics that you just find fascinating. as an example, as a faculty member you get to make a decision what forms of queries you'll analysis, what you teach (to some degree), and what service activities you perform.

### **Activities of Professor**

The activities of a professor fall into three main categories

#### **1. Research**

Research activities can be divided into three broad categories

- Scientific Research
- Humanistic Scholarship
- Artistic Creativity

Humanistic scholarship-the sort of study that most language and literature faculty members engage in-usually involves library research and writing, rather than. It is important to distinguish process from product in research.

Research is not a process but a product, which is why publication is crucial. The products of original research, published books and articles, become teaching tools and extend an institution's mission beyond the campus. Together, the research scientist form an intellectual community of the highest magnitude, and their efforts distinguish colleges and universities from all other organizations. Conducting high-

quality, scientifically-based research is a demanding practice that instills discipline in the thinking process of the scientist.

## **2. Teaching**

Classroom teaching consists of far more than what takes place during the few hours a week that professors and students actually spend in their classrooms with other tasks, such as class design, preparation, grading, and meeting with students, make teaching a complex process. Individual instruction, especially the direction of MA theses and PhD dissertations, requires particular patience, devotion, time, and skill. Teaching provides a wonderful way to impact lives and "make a difference in the world". There is tremendous satisfaction in helping another person understand a difficult concept or problem.

## **3. Service**

In addition to teaching and research, professors are expected to give professional service. Service activities fall into two categories: institutional and professional. Institutional service includes administrative duties, committee work, and student advising. Professional service usually refers to work done in support of one's academic discipline and involves such activities as serving on committees and boards of professional organizations, organizing or chairing sessions at national or international meetings, editing or reading manuscripts for professional journals, or participating in on-site program evaluations.

## **4. Other Activities**

Professors often participate in other activities that don't fit into the three previously mentioned categories. Other activities that professors participate in include consulting (i.e., professional training, CPE teaching, or project implementation), textbook writing, and special projects while on sabbatical and expert witnessing.

### Professorships Type

Professors have different ranks within the university. The main difference between the American and the German system is that in the US promotion does not depend on position but there is a standard "academic career". In Germany one only receives the rank of "professor" if one is appointed department chair. Promotion therefore is linked to function. In America, promotion depends on the amount of teaching experience as well as performance. Another important distinction is that between **research- and teaching professor**. Particularly in fields such as medicine, physics, and other natural sciences, there is a large number of professors who do not engage in the so called four classic fields of responsibility: lecture, research, pro bono community service, and training of young academics. **For research professors**, teaching responsibilities take a back seat to research, or they might not be teaching at all. Their main responsibility within the department is to generate research funds from private sponsors. Research professors are usually not paid directly through university, but must fund their salary entirely or largely through research grants.

Teachers with little or no teaching experience start out as **Instructors or Assistant Professors**, the latter of which is slightly higher than the former. Usually a Ph.D. is required, but in some cases an M.A. is sufficient, while in other fields such as natural science, Assistant Professor positions will usually only be granted to someone who has already completed some post-doc work. The rank of Assistant Professor is usually retained for an average of six years, except if for example the dean or the Department Chair recommends and early promotion (see administration). Assistant Professors usually do not have tenure, but are generally used as tenure-track positions, that are it can become tenured after at least three years.

After approximately six years, or the publication of "the second book" the Assistant Professor is promoted to the rank of Associate Professor with tenure. Having tenure means that the professor's appointment is for a life term that is until he himself chooses to retire. As far as losing a tenured position is concerned, it can basically be compared to the German concept of "verbeamtete Stelle". Only in exceptional circumstances will an Associate Professor not have a tenured post, for example when a post is offered to a professor who is working as Assistant Professor at another institution. In this case the untenured post would certainly be a tenure-track position.

After approximately an additional five years, Associate Professors are generally promoted to **Full Professors**, which, without exception, are always tenured positions. Due to the absence of a mandatory retirement age, the average age among Full Professors is currently around 55 years. On average, Full Professors earn about 70% more than Assistant Professors in the same field of study (see expectations). In the United Kingdom the rank of **Reader / Principal Lecturer** is the equivalent of the American Full Professor.

Sometimes particularly distinguished and successful senior professor may be awarded a specific chair. Chairs are sponsored by a private or public fund, a company, or even a person. They are usually more of a position than a career rank. In the United Kingdom only academics at a rank comparable to the chaired professorship is actually called Professor.

In addition to the three main types of professorship (Assistant, Associate, and Full), there are several other categories. The professor emeritus is very similar to the German concept. Visiting professors may be teaching at one institution, but spend, for instance one semester, at another. Sometimes post-doctoral appointments are also classified as visiting professors.

An adjunct professor is a person who does not have a permanent position at any institution of higher education, but is an expert in his field outside the academic circle and therefore asked to teach classes at a university or college. The other possibility is that an adjunct professor is hired on the basis of a renewable contract - comparable to the German "Lehrbeauftragter". Those are generally not very well paid and come with very little benefits. Adjunct professors are most frequently found at community colleges and generally do not do any research and are not involved in any administrative tasks within university. Yet many adjunct professors do have a Ph.D.

Professors of courtesy have a regular professorship in one department of the university, but have additionally become associated with another and taken over some duties there - although less than in the original department. One person can for instance be a Full Professor of biology as well as a professor of courtesy of engineering.

The term "faculty" generally only includes tenure-track and tenured professors and often also includes people in university administration, such as deans and presidents.

✓ **Instructor**

An instructor is a teacher. One can be an instructor of just about anything, but it usually applies to teaching hands-on skills, like a water-skiing instructor or the instructor of the knitting class held at the community center.

✓ **Assistant Professor**

An entry-level faculty position. Most colleges require a doctoral degree although some community colleges may hire master's level graduates. An assistant professor is nobody's assistant; instead she or he is a professor at the lowest rung of the promotion ladder. Most assistant professors do not yet have tenure.

✓ **Associate Professor**

An Associate Professor is the second level full-time position for college and university instructors who have a Ph.D. Unlike the entry-level full-time position with a Ph.D., called an assistant professor, Associate Professors have tenure. Associate Professors have more administrative responsibilities. They're able to serve on boards and committees whose membership is restricted to tenured faculty. Based on their record of teaching and research, an assistant professor becomes eligible for tenure and promotion to Associate Professor after 5-6 years. Some Associate Professors retain that rank throughout their academic career; however, many become full professors.

✓ **Full Professor**

A University teacher of highest rank

✓ **Adjunct professor**

The term adjunct professor is frequently used but many are unsure as to the adjunct professor definition. An adjunct professor is a person who teaches on the college level but is not a full-time professor. Rather, an adjunct professor works for an institution of higher learning on a part-time basis. They can teach only one or they can teach multiple courses during a semester. However, future courses are not assured.

✓ **Professor of courtesy**

Faculty members often make substantial contributions to departments other than their own, but in ways less formal than would justify a joint appointment. These contributions are sometimes recognized by means of courtesy appointments. There is usually no commitment of funds, space or other support involved in a courtesy appointment, and the faculty member has no voting privileges in the courtesy department.

Many faculty members whose formal appointment is in other departments but whose research work and teaching is partly in an area of history. Some of those individuals we invite to become courtesy professors of history because they bring to our departmental community expertise that makes us a stronger unit. Undergraduate and master's students can look to them for advice on courses, and graduate school. Relevant doctoral students in some cases can take a minor field of study with a courtesy professor. Departmental students at all levels can look to them for advice on research papers, theses and dissertations. In some cases a courtesy professor can be asked to be a member of a thesis or dissertation committee. Our department considers courtesy professors to be part of our community of historians, and they are very often invited to departmental gatherings, lectures, events, and parties.

✓ **Research professor**

Research professor/faculty positions are designated as faculty fellow, senior faculty fellow and distinguished faculty fellow, in ascending order of seniority. These are normally 12- month, full-time positions that closely parallel the corresponding ranks of assistant professor, associate professor and professor of the tenure-track faculty with three important exceptions: research positions carry no tenure, no financial support from the University and no classroom teaching commitment.

**Duties of Research Professor**

- a) **Research.** The principal duty of a research faculty member is to conduct research related to the academic program of the department, center, institute, or laboratory in which the appointment is made. The research program may involve students, research associates, other faculty, and staff in addition to the personal efforts of the research faculty

member, and may be conducted either on or off campus, as dictated by the nature of the research.

- b) **Research Funds.** Individual research faculty members are responsible for securing external funding to support their research program. Research faculty of all ranks may serve as principal investigators on research funding proposals, which are subject to the usual review and approval by the appropriate center or institute or laboratory director, department chair and University administration.
- c) **Supervision of Student Research.** Research faculty may direct theses and/or chair committees, as appropriate, for undergraduate and graduate research projects subject to the usual department approval; they may also serve on thesis committees for other advanced degree candidates in accordance with University policy on graduate studies.
- d) **Teaching.** Although classroom teaching is not required of research faculty, from time to time a research faculty member may teach a course at the graduate or undergraduate level. In such cases, a temporary appointment as lecturer must be made in addition to the research faculty appointment. University compensation for such teaching duties will be arranged on a case-by-case basis.
- e) **University Service.** While research faculty are not required to serve on University standing committees, they are eligible to serve in such positions subject to any constraints placed by the funding agencies. Research faculty are not eligible to serve on the University Council or on its Promotion and Tenure Committee. They are, however, entitled to attend department and University faculty meetings and to vote on matters arising therein except those



pertaining to tenure and exclusively undergraduate curriculum and affairs. Within a department this right may be modified by vote of the tenure-track faculty of that department.

### **Regarding Professor Promotion**

Promotions in rank and the granting of tenure are based on merit. They are never automatic or routine, and are made without regard to race, color, religion, gender, age, marital status, sexual orientation, gender identity or expression, disability, political affiliation, or national origin. In general, promotions are awarded to recognize the level of faculty members' contributions to the missions of the University in teaching, advising, service, and other assignments; and in scholarship and creative activity.

Responsibility for promotion and tenure recommendations rests principally with the senior members of the faculty, unit administrators, and academic deans. Final responsibility rests with the Provost and Executive Vice President. Reviewers base their recommendations on carefully prepared dossiers that document and evaluate the accomplishments of each candidate measured relative to the duties of each individual as enumerated in their position description.

**Research:** Research is the active pursuit of new ideas and knowledge. Research may add to our theoretical understanding of an area or may focus on the improved application of existing knowledge or methods. Scholarship related research results are demonstrated by characteristics such as peer review affirmation (see below). However, there are other outcomes of research activities that should be accommodated accurately in our system.

- **Research**

- Evidence of sustained output of high quality, peer-reviewed research publications or other equally

recognised forms of research output, and evidence that they have made a significant contribution to the discipline and earned an international reputation.

- Receipt of significant research grants and awards, particularly peer-reviewed, where appropriate to discipline.
- Evidence of successful supervision of research staff and/or postgraduate research students.
- Membership of editorial boards of significant journals or academic presses, or equivalent roles for other research outputs.
- Evidence of success in roles in the assessment and management of research at national and international levels.
- Evidence of effective research collaboration with other institutions or organisations.
- Invitations to speak at international conferences, particularly as a keynote lecturer, or organisation of significant international conferences and editing of published proceedings.
- Record of establishing and/or developing productive research collaborations with cognate disciplines.
- Evidence of sustained output of high quality research publications or other recognised forms of output, judged to be at international level
- Evidence of an established national or international reputation in a research field through, for example, commissioned publications, successful conference organisation and editorship of proceedings or regular

invitations to participate in major conferences, or external professional practice

- A sustained record of attracting funds, where appropriate and feasible, and of leadership of, and collaboration in, significant research projects, and/or consultancy or work with external organizations

- **The Level of Achievement for Promotion to a Senior Lectureship**

- Evidence of sustained output of high quality research publications or other recognized forms of output, judged to be at national level, with evidence of an emerging international reputation.
- Evidence of other research or professional achievements such as a sustained track record of invited conference contributions, invitations to referee or review publications, external professional practice.
- A record of continued success in attracting funds, where appropriate and feasible, and of achievement in significant research projects, consultancy work with external organizations.
- A record of continued successful postgraduate research supervision.

- **A Normal Level of Achievement for a Lecturer (Grade 7)**

- A record of regular publication of original research judged to be at national level.
- Other forms of externally recognized professional practice or creative output of a standing equivalent to regular publication of original research judged to be at

national level, or the production of recognized works of scholarship and/or synthesis.

- Some success in obtaining research support funding, where appropriate and feasible, and/or collaboration in significant research projects.
- Successful postgraduate research supervision where available.

- **Academic Enterprise and Knowledge Transfer**

- A significant record of transfer of intellectual property into the wider economy Guidance Notes: Criteria for Academic Promotions, November 2008.
- A significant record of translation of research findings into clinical solutions.
- Evidence of significant influences on the formulation of policies or of practice in organizations outside the University.
- Research, consulting or advisory relationships with other organizations.
- A significant record of enrichment of the wider culture through, for eg, literature, the visual and performing arts.
- A significant contribution to the development of academic enterprise.
- A significant contribution to research or policy development in the field of knowledge transfer.
- Evidence of effective interactions with key stakeholders, to include public and community engagement.

- **Teaching and Learning (Within the University)**

A proven and sustained record of a very high standard of teaching performance(as judged by standard evaluation measures of student satisfaction and achievement)at all the levels appropriate for the post.

- Development of teaching and learning policies at discipline, School, Faculty or University levels.
- A significant record of developing new programme unit(s) or significant components of schemes of study or executive education or CPD.
- A sustained record of innovative application to teaching and learning practice of latest research and scholarship, both in the substantive area of the discipline being taught and in pedagogy and evidence of its impact on the student experience.
- Awards/grants for teaching.
- Evidence of providing, or demonstrable potential to provide academic leadership, development, mentoring and career management advice for colleagues, research assistants and students in the area of teaching and learning.
- Evidence of a national or international reputation as manifested for example by a record of consistent involvement in external examining or invitations to teach in comparable research-intensive institutions.
- Evidence of beneficial effects (e.g. more recruitment of students, improved student satisfaction, time saving for staff).

- **Teaching and Learning (Outside the University)**

Publication of highly-regarded text books or teaching materials and evidence that they are used in comparable research-intensive institutions nationally and, where appropriate, internationally.

- A significant record of publication of books or articles on teaching and learning in well-regarded peer reviewed outlets.
- Invitations to give keynote addresses on teaching and learning to well-regarded international conferences or to organize such conferences.
- Development of educational software or innovative course materials for courses of study, executive education or CPD.
- Leadership of national bodies concerned with the development of teaching and learning.
- Responsibility for curriculum design for executive education or C.P.D. with major clients generating substantial income.
- Evidence of sustained ability to attract significant new clients and/or repeat business for executive education or CPD.
- Contributions to policy both intra- and extra-School or Faculty, and practice in teaching, including a role in fostering the development of teaching skills, including problem-based learning or teaching methods of colleagues.
- Exceptionally positive feed-back on teaching quality from evidence-based evaluation methods such as peer or external review, etc.
- Management of teaching programmer and high impact of such management.
- Contribution to the development of teaching and learning policies at discipline, School, Faculty or University level.
- Evidence of sustained and innovative application to teaching and learning of the latest research and

scholarship (both in the substantive area of the subject being taught and in pedagogy), ideally including the candidate's own contribution.

- Evidence of a national reputation, as manifested by, for example, external examining, invitations to teach elsewhere, awards/grants for teaching.
- Recognition of role responsibility for an exemplar in subject review. Influence on national debates on teaching and learning.
- External recognition of teaching.

- **Teaching and Learning**

A normal level of achievement for a Lecturer (Grade 7)

- Satisfactory teaching supervision performance (involving an appropriate range of teaching methods), judged by standard evaluation methods, e.g. annual course monitoring reports, peer observation and student questionnaires
- A capacity to teach at the different levels appropriate to the post - for example, access, undergraduate, postgraduate, CPD
- Competent setting and marking of assessments with adequate feedback where appropriate
- A demonstrable willingness to adopt fresh teaching or assessment approaches
- A contribution to the planning and development of modules or courses within the relevant subject area
- Evidence of the application of the results of research and scholarship to teaching

- **Service and Leadership**

A significant and sustained contribution to the management of the discipline, School, Faculty or University (e.g. in planning and resource management, policy development, improvement of procedures etc) and evidence that this has produced material benefits to the unit's academic reputation or professional, clinical or vocational practice.

- Evidence of sustained ability to successfully manage and develop significant teams of staff (academic or support) where such opportunities arise
- Exceptional contribution to developing and managing links with external organizations
- Evidence of ability to shape the discipline nationally through learned societies, professional bodies or equivalent structures
- Evidence of exceptional collegiality in any of the criteria under any heading
- Evidence of involvement in public and community engagement

- **Academic Enterprise and Knowledge Transfer**

- A substantial contribution to the development of academic enterprise across a broad range of enterprise or cultural activities enterprise processes designed, initiated and managed.
- A sustained record of supervision of postgraduate students on new business creation and technology or knowledge transfer projects.
- High visibility involvement in regional, national and international enterprise bodies.



- **The level of Achievement for Promotion to a Senior Lectureship**

The criteria for normal level of achievement for a Lecturer (Grade 7) and additionally:

- A significant contribution to the development of academic enterprise across a broad range of enterprise or cultural activities.
- Significant involvement in knowledge creation and transfer in conjunction with partner organizations in industry, commerce, government or NGOs. This could be in the form of externally funded research and/or consultancy.
- Involvement in creation of and/or commercial exploitation of intellectual property.
- Success in transferring research results to commercial, professional or other practical use.
- A record of continued successful postgraduate supervision in the area of academic enterprise or knowledge transfer.
- A significant involvement in regional, national and international enterprise bodies relevant subject area.
- Evidence of the application of the results of research and scholarship to teaching.

- **A Normal Level of Achievement for a Lecturer (Grade 7)**

- A record of regular publication of original research judged to be at national level.
- Other forms of externally recognized professional practice or creative output of a standing equivalent to regular publication of original research judged to be at

national level, or the production of recognized works of scholarship and/or synthesis.

- Some success in obtaining research support funding, where appropriate and feasible, and/or collaboration in significant research projects.
- Successful postgraduate research supervision where available.

- **Academic Enterprise and Knowledge Transfer**

- A significant record of transfer of intellectual property into the wider economy Guidance Notes: Criteria for Academic Promotions, November 2008.
- A significant record of translation of research findings into clinical solutions.
- Evidence of significant influences on the formulation of policies or of practice in organizations outside the University.
- Research, consulting or advisory relationships with other organizations.
- A significant record of enrichment of the wider culture through, for example, literature, the visual and performing arts.
- A significant contribution to the development of academic enterprise.
- A significant contribution to research or policy development in the field of knowledge transfer.
- Evidence of effective interactions with key stakeholders, to include public and community engagement.

- **Teaching and Learning (Within the University)**

A proven and sustained record of a very high standard of teaching performance(as judged by standard evaluation

measures of student satisfaction and achievement) at all the levels appropriate for the post.

- Development of teaching and learning policies at discipline, School, Faculty or University levels
- A significant record of developing new programme unit(s) or significant components of schemes of study or executive education or CPD.
- A sustained record of innovative application to teaching and learning practice of latest research and scholarship, both in the substantive area of the discipline being taught and in pedagogy and evidence of its impact on the student experience.
- Awards/grants for teaching.
- Evidence of providing, or demonstrable potential to provide academic leadership, development, mentoring and career management advice for colleagues, research assistants and students in the area of teaching and learning.
- Evidence of a national or international reputation as manifested for example by a record of consistent involvement in external examining or invitations to teach in comparable research-intensive institutions.
- Evidence of beneficial effects (e.g. more recruitment of students, improved student satisfaction, time saving for staff).

- **Teaching and Learning (Outside the University)**

Publication of highly-regarded text books or teaching materials and evidence that they are used in comparable research-intensive institutions nationally and, where appropriate, internationally

- A significant record of publication of books or articles on teaching and learning in well-regarded peer reviewed outlets.
- Invitations to give keynote addresses on teaching and learning to well-regarded international conferences or to organize such conferences.
- Development of educational software or innovative course materials for courses of study, executive education or CPD.
- Leadership of national bodies concerned with the development of teaching and learning
- Responsibility for curriculum design for executive education or C.P.D. with major clients generating substantial income.
- Evidence of sustained ability to attract significant new clients and/or repeat business for executive education or CPD.
- Contributions to policy both intra- and extra-School or Faculty, and practice in teaching, including a role in fostering the development of teaching skills, including problem-based learning or teaching methods of colleagues.
- Exceptionally positive feed-back on teaching quality from evidence-based evaluation methods such as peer or external review, etc.
- Management of teaching programmer and high impact of such management
- Contribution to the development of teaching and learning policies at discipline, School, Faculty or University level
- Evidence of sustained and innovative application to teaching and learning of the latest research and

scholarship (both in the substantive area of the subject being taught and in pedagogy), ideally including the candidate's own contribution

- Evidence of a national reputation, as manifested by, for example, external examining, invitations to teach elsewhere, awards/grants for teaching.
- Recognition of role responsibility for an exemplar in subject review. Influence on national debates on teaching and learning.
- External recognition of teaching.

- **Teaching and Learning**

A normal level of achievement for a Lecturer (Grade 7)

- Satisfactory teaching supervision performance (involving an appropriate range of teaching methods), judged by standard evaluation methods, e.g. annual course monitoring reports, peer observation and student questionnaires
- A capacity to teach at the different levels appropriate to the post - for example, access, undergraduate, postgraduate, CPD
- Competent setting and marking of assessments with adequate feedback where appropriate
- A demonstrable willingness to adopt fresh teaching or assessment approaches
- A contribution to the planning and development of modules or courses within the relevant subject area
- Evidence of the application of the results of research and scholarship to teaching

- **Service and Leadership**

A significant and sustained contribution to the management of the discipline, School, Faculty or University

(e.g. in planning and resource management, policy development, improvement of procedures etc) and evidence that this has produced material benefits to the unit's academic reputation or professional, clinical or vocational practice.

- Evidence of sustained ability to successfully manage and develop significant teams of staff (academic or support) where such opportunities arise
- Exceptional contribution to developing and managing links with external organizations
- Evidence of ability to shape the discipline nationally through learned societies, professional bodies or equivalent structures
- Evidence of exceptional collegiality in any of the criteria under any heading
- Evidence of involvement in public and community engagement
- **Academic Enterprise and Knowledge Transfer**
  - A substantial contribution to the development of academic enterprise across a broad range of enterprise or cultural activities enterprise processes designed, initiated and managed
  - A sustained record of supervision of postgraduate students on new business creation and technology or knowledge transfer projects
  - High visibility involvement in regional, national and international enterprise bodies
- **The Level of Achievement for Promotion to a Senior Lectureship**

The criteria for normal level of achievement for a Lecturer (Grade 7) and additionally:

- A significant contribution to the development of academic enterprise across a broad range of enterprise or cultural activities.
- Significant involvement in knowledge creation and transfer in conjunction with partner organizations in industry, commerce, government or NGOs. This could be in the form of externally funded research and/or consultancy.
- Involvement in creation of and/or commercial exploitation of intellectual property.
- Success in transferring research results to commercial, professional or other practical use.
- A record of continued successful postgraduate supervision in the area of academic enterprise or knowledge transfer.
- A significant involvement in regional, national and international enterprise bodies relevant subject area.
- Evidence of the application of the results of research and scholarship to teaching.

#### **Visiting Professor**

In the world of academia, a visiting scholar, visiting academic or visiting professor is a scholar from an institution who visits a host university, where he or she is projected to teach, lecture, or perform research on a topic the visitor is valued for. In many cases the position is not salaried because the scholar typically is salaried by his or her home institution, while some visiting positions are salaried. Typically, a position as visiting scholar is for a couple of months or even a year, though it can be extended. It is not unusual that host institutions provide accommodation for the visiting scholar. Typically, a visiting scholar is invited by the host institution. Being invited as a visiting scholar is often regarded as a

significant accolade and recognition of the scholar's prominence in the field.

Other terms for visiting scholars include visiting researcher, visiting fellow and visiting lecturer. Sometimes "guest" is used instead of "visiting," e.g., guest professor.

Attracting prominent visiting scholars often allows the permanent faculty and graduate students to cooperate with prominent academics from other institutions, especially other country.

A visiting professorship is one that is offered to a person when the college/institutions don't want to hire someone into a "permanent" position. These are typically contract hires of one to three years or so. Most of the time, the folks interested in taking these positions with little to no experience in teaching, though they'll have lots of experience in their field in terms of research. They're often willing to take this kind of temporary employment to bolster up the CV so that they'll be more competitive for permanent jobs when they open up. It generally means they are a professor at another university that is spending some period of time in teaching and researching at other college/institution.

The purpose of visiting scholars programs is generally to bring to the college or educational institution in question an exceptional senior scholar who can contribute to and enrich the community's intellectual and research endeavors and international projection. Hence, in addition to conducting their own research, visitors are often expected to actively participate in a number of productive institutional activities, such as:

- ✓ Deliver a formal lecture to the host institution.
- ✓ Engage in formal or informal discussions with graduate or postgraduate research students.
- ✓ Undertake collaborative research with faculty or staff.



- ✓ Contribute to the university's teaching by presenting guest lectures or faculty seminars.
- ✓ Present a paper as part of the university's seminar program.

#### **Difference between Guest Professor and Visiting Professor**

- ✓ **Visiting faculty:-** Visiting faculty is a temporary faculty position in any organization to reduce the teaching load of other member.
- ✓ **Guest faculty:-** Guest is a part-time faculty which is organized or called by institution to teach on particular subject.

#### **Non Teaching Jobs for Teachers**

- **College Dorm Resident Director**

If you are and flexible, this might be a great career choice. Many college campuses need live-in college dorm directors. While some positions do require a master's degree, most only require a bachelor's degree. Another idea is to apply for residential life jobs at boarding schools. You might also check out the Boarding School Review website here, and search for job opportunities on the school's websites.

- **Social Services Worker**

A second idea is to apply at a social service agency. While they do usually prefer applicants to have degrees in social work or psychology, many agencies welcome potential employees with any type of degrees such as elementary or secondary education. You might browse jobs on the website Or, watch your local newspaper for social service jobs. You might even just send your resume to local agencies. It is a plus if you have some volunteer experience.

- **Restaurant Manager**

Some restaurants will hire someone with a bachelor's degree in any field for their restaurant management program. If you think this is something you'd enjoy doing visit this website here for some opportunities.

- **Peace Corps Volunteer**

This one is, of course, geared toward singles who have the flexibility of moving overseas. You are probably not too old to become a peace corps volunteer, as many retirees have served as peace corps volunteers. You are given an allowance to pay for housing and food, etc.

- **Freelance Writer**

If you enjoy writing, consider becoming a freelance writer. You might start at websites for novice freelance writers. Read "Freelance Writing Sites for Beginners: Where to Write Articles and Earn Money for It" for some suggestions. You might also take a look at "Freelance Writing Jobs: Where to Find Work as a Freelance Writer." This job might require you to do some substitute teaching to supplement your income. It is also probably not too late to seek further education for a career change. For example, many science teachers have been accepted to pharmacy schools become successful pharmacists. You might also consider pursuing a career in other high-demand fields such as occupational therapy and speech therapy.

### **Teaching Mistakes Of Professor**

The following nominations for the "Worst Teaching Mistake" are responses to the two-part article "The Ten Worst Teaching Mistakes" by Richard Felder and Rebecca Brent reprinted in the On Course Newsletter. If this extensive collection of teaching mistakes does nothing else, it certainly demonstrates how many potholes and detours exist on the road to being an excellent educator.

- 1) **Lacking professional variety.** Only teaching the same couple of classes semester after semester. Branching out and teaching a variety of classes helps brush you up on your on skills and can introduce you to a new variety of students.
- 2) **Promising something and not delivering.** The trust relationship with the student is destroyed by this. If you promise to post grades by a certain time, DO IT. Or don't promise by a certain time/date. Say, as soon as possible. Or sometime before Friday. Instructors who do not do what they say they will do are not effective.
- 3) **Always standing behind the lecture.** Many students, both young and more mature, enter some classes with reservations. One of many reasons is too many students hear or have heard horror stories about the professor. These stories automatically cause a stressful and stale environment. I have learned over the years that one of the best ways to combat this is by not separating me from the students by spending all the class time standing behind the lectern. A lectern can be an intimidating wall that separates the students from the professor. When they feel intimidated, they mentally isolate themselves. Professors should stand behind the lectern mostly when they need the book or some other tool in order to instruct. Otherwise, they should move

about and around the room in order to establish eye contact and physical contact with the entire class. This can help the professor more easily read the students' facial expressions. For instance, if a concept is unclear, facial expressions communicate just that. On the other hand, when the students are connecting mentally, this shows as well. Most of all, the environment becomes more conducive for learning because students feel less intimidated by the professor and the subject.

- 4) **Lacking knowledge and preparation.** The so-called conventional wisdom of "those who can do and those who can't teach" is not the case. Teaching is as much an art form as it is a technique. Effective teachers are able to display both and know that knowledge and preparation create the foundation for both
- 5) **Failing to see the influence of Cultural Imperialism** in how we teach and learn (or - Failing to include a "global" cultural sensitivity to teaching and learning in our Instruction). This is such a "wide" and influential mistake -- that it is unlikely you will get its nomination. It impacts virtually ALL instructors in Western cultures or those whose instruction "imitates" Western education (most of the rest of the world). The key point here, is that "cultural imperialism" or the dissemination of the imperial culture's values (European systems of education, information dissemination, specialization, even "purpose of education" etc.) are so predominant and impact the degrees, the modes of instruction, the exercises, and virtually everything outlined in the prior mistakes to such a large extent, that like the "white elephant" in the room... the majority of us can ONLY be aware of cultural alternatives to learning and

teaching -- if we've lived or experienced them for a long period (i.e. lived, learned, or taught in cultures that have distinct alternatives to the Western academy). The remedy: begin to include media, interviews, and contacts with educators living in other cultures. Asking a simple question: "How would you teach this" to virtually anyone in the Congo, Ecuador, Northern India or Mongolia -- immediately gives enormous insights into alternatives to not only how we teach... but what and why we teach it!

- 6) **Not having your facts straight.** Nothing is more important than being really knowledgeable about the things you teach and having the best available facts and figures or scientific thinking available to share with your students. First, giving wrong information is worse than not teaching at all! Secondly, if students notice that you are not really an expert on what you teach you probably have lost their trust and even made it harder for others to teach them. This also means admitting if there is no clear answer to a question and pointing out the limits to what we do/can know.
- 7) **Talking too much and doing too much.** Whenever the 'teacher' is relied on to supply the bulk of the material or s/he is the focal point, the class energy is lost to a passive state. If the 'learning' is to take place, it must go through a processing stage in the students, and the more active the better. The more responsibility the students take to present, manipulate, debate, sum up, and draw conclusions about the information, the more they truly learn the material. The alternative is merely to add a layer of data (if you're lucky) to already jammed systems with little ability to integrate for future applications, leaving students with short-term recall and little if no carryover to the work they will one day face

when they need the material. Student-centered classrooms look completely different and teachers become facilitators for the learning to take place

- 8) Relying too much on all the current pedagogical advice and not taking into account your own instincts, knowledge of your actual students, and personality.
- 9) **Talking to the board.** This is not to be confused with talking to the board, which is what tends to happen when we talk to the board. Many of us still use a white board, chalk board or a screen on which material is written or projected. Perhaps because of time constraints, we may turn our backs to the class to write or point to information--and simultaneously we talk about the issue at hand. What seems like a small movement from facing the class to turning our backs on them may have larger implications. At the very least, talking to the board allows students to disconnect with the instructor, however briefly, thus negating our best efforts to engage them in the first place.
- 10) **Creating a shoddy or formulaic syllabus**--keep it short, simple, direct, to the point. Keep it flexible, like the Constitution. And cover your bases. First impressions are everything, and the first and most significant impression between teacher and student is a covenant known as the syllabus. The syllabus serves as a contract of last resort when, at the conclusion of the semester, there may arise a disagreement over grading and attendance policies as well as other evaluation instruments. Keep the syllabus specific and legalistic (like the U. S. Constitution) rather than lofty and idealistic (like the Declaration of Independence). The Declaration inspired the revolution and embodied its ideals: government by the consent of the governed; all men are

created equal--great theory. In practice, however, the Constitution stopped the revolution from getting out of control. It provided the identity and boundary markers--the 'rules'--of a new world order. But it did so with precision, specificity, and diplomacy. As well as flexibility

- 11) **Using a student to demonstrate something negative and in so doing making him/her feel singled out and self-conscious.** You'll lose students' attention for at least the rest of the class and possibly the remainder of your time together. The exact opposite is the number one best teaching strategy. Use students to exemplify something positive which relates to the lesson. That will elevate a student and engage her/him for the remainder of the course and will also encourage other students to be positive contributors as well. If in doubt, asks an elementary school teacher; they have to use all of the right strategies just to stay alive.
- 12) **Failing to develop credibility.** I have instructors who are wonderfully qualified but enter the classroom telling students "I am new to this; we can learn together." The students assume they are new to the subject, not to teaching. Once you make this mistake, it is hard to win back the students.
- 13) **Underestimating students.** If you assume that your students are not capable of contributing real ideas to your discipline, you will project those low expectations onto the students. If you do not believe in your students' intelligence, they will not believe in their intelligence. If you patronize your students, they will feel worthy of your patronization. But if you expect students to contribute, if you ask hard questions believing that they can offer intelligent answers,

they will deliver intelligent answers. Part of our job as instructors is to prove to our students that they are smart and to teach them that expressing their intelligence is satisfying, gratifying experience.

- 14) **In writing or composition**, talking about the form before you talk about the message, or worse, never talking about the message at all. Respect your student's essay or paragraph as an attempt at communication. After years of trampling over students' messages on my way to the grammar, I now constantly remind myself to respond to the interpersonal communication first. This does not mean uttering a formula like, "The ideas are good" or "I like your subject, but....". It means showing authentic interest in the message: "How is your sister now? Did your friend ever go back to school? I am impressed at the way you managed the ADHD. You made me see the village market as a test of reasoning skills."
- 15) **Making a course so easy that almost no learning takes place.** I know lots of people who think there is a place for extra credit and exam reviews, but I think that when students know the exact content of the assessments (they have the actual test before they take it) they don't care about learning any more. I've seen professors give "review exams" and then give that same test as the "real exam." If the test is comprised of discussion questions, that strategy might actually help learning; however, when the test in question is all multiple choice, this strategy stifles curiosity and learning even by the most motivated students.
- 16) **Taking it personally.** The indeterminate "it" being everything that students dish out. "It" isn't about us. I have taught at a rural community college for the last ten years.



Trust me, few of my students “want” to learn how to do a research paper or analyze a poem, and many are resentful that they have to take classes in areas that don’t seem to have an immediate impact on what they want to learn about. Some cheat. Some don’t attend class on a regular basis. Some whine and complain. Let them. My job remains the same—to help them learn the writing skills they will need to earn a degree and communicate on the job. If I get angry or over-react every time a student challenges something, I would never get anything done. We have to model professionalism. Set your schedule. Stick to it when you can. Make changes only when it will increase student learning. Be open to their concerns; sometimes students do have legitimate grievances. Enjoy being liked, but don’t depend on it. They aren’t out to get you; we mustn’t be out to get them.

- 17) **Trying to teach content without teaching the learning skills that would be helpful to the student in learning the content.** You can teach how to learn as you teach your subject matter! For example, teach a mnemonic device for learning the cranial nerves in an anatomy class.
- 18) **Not showing enthusiasm for your topic.** Enthusiasm is contagious and the ultimate technique for getting student's attention and getting them excited about the topic. If they feel pumped-up, they are likely to read the material and pay attention. Sometimes my students continue the discussion long after class time has ended. They regularly line up in the front at the end of class to give their last thoughts on the topic. I judge my presentation by the amount of chatter as they file out of the room.

- 19) Underestimating the importance of quality academic time spent with students outside of the classroom and its impact on their success, satisfaction, and retention.
- 20) **Being under prepared or not preparing at all.** Teachers should have an outline of what they plan to cover for the class period. Materials should be collected and ready. Any multimedia should be tested before the class period. A contingency plan should be part of the plan. Students are in a class for a brief amount of time but they expect that time to be used wisely and to their benefit. They don't want to watch an instructor flounder for something to do or drone on through a lecture. Students expect the instructor to clarify or help them learn something they couldn't find on their own from the course materials.
- 21) **Not explaining terminology inherent to academia.** The words matriculation, curriculum, syllabi, articulation, and even credit hour mean nothing to new or prospective college students and can only foster boredom and fear. The philosophy of explaining terminology becomes even more important as coursework levels rise. It's the same scenario as a physician's office. A diagnosis of erythema toxicum neonatorum in your newborn would horrify a new mother. But telling the mother that her newborn has minor red bumps on his skin will make fear subside and an understanding of the issue easier to deal with.
- 22) **Being disorganized.** This can take place in many forms such as: being late for class (consistently), being unable to find your materials for class quickly, not being comfortable or up to date with the course content (just got the lesson plan for the class a week before class starts or worse, you don't have one!), being uncomfortable with the technology

in the class such as PowerPoint, lecterns, DVD's, flash drives ,etc; being unsure of what upcoming assignments are due and a HUGE ONE is passing assignments and exams back weeks after they were due. Students have no idea how they are doing which hinders their ability to make responsible decisions about continuing in the class or withdrawing.

- 23) **Lacking understanding of or interest in the academic preparedness of each student.** Whether it is generational or regional, our classrooms are increasingly filled with students who have such varied backgrounds that it often feels like herding cats just to get them to come together. Whether it's writing or reading skills (or lack thereof) or a sense of entitlement that they deserve A's just for taking a particular class due to years of being taught a self-esteem curriculum, the wide gaps between students' academic skills is an increasing problem. Faculty who focus on content without considering these very real complications end up teaching to only a small percentage of the class. There is a better way! By understanding the academic preparedness and trends they experienced in their K-12 learning experiences, professors can tailor learning activities to not only use what is familiar to the students, but to teach them new skills. They can also structure activities where the students teach each other. At the core, I think all faculty believe that students are capable of learning. Rather than growing frustrated about what they do not know, we can teach them what they need to know. If they missed learning how to read, listen and take notes, why not teach them? If they have never experienced failure or constructive feedback we can teach them how to do that in the safety of a classroom before their job depends on it. Every discipline

could teach self-discipline and self-efficacy! If we truly believe they are capable of learning, then let's TEACH them.

- 24) **Telling your students**, "This is easy" or worse, "This is so easy." The message it conveys to students is that if they don't find it easy, they are not very bright. Better: "This problem requires some thought and time but with effort you will get it."
- 25) Not knowing every student's name by the second week of class.
- 26) **Telling students they must read the textbook or other materials and then not following up on that requirement.** Students today often spend over a hundred dollars for our texts and then find they never had to buy it in the first place...much less read it. Instructors who do not use the text are cheating their students from practicing the important skill of reading to learn new information. A well-chosen text adds new perspective to the lecture as well as reemphasizing the points of lecture and adding creditability to the instructor. If there are discrepancies in ideas or theories from the lecture to the text the student will have the opportunity to critically examine the multiple possibilities. Students that have read texts (because the instructor has accountability for same) come to class better able to discuss these ideas. I require students to have completed handwritten reading notes on the chapter I am about to lecture on each class...and I let them use those handwritten notes on quizzes before the lecture. No reading notes in their handwriting, no quiz...that way I actually know which students are doing the reading and which are not. There is a high correlation to students with reading notes and A's and

B's. A side benefit of knowing your students all have reading notes...I never do definitions...lecture is a lot more interesting for me and for them.

- 27) **Not setting high enough goals/ expecting too little from the students.** Others include spoon feeding students information, most “extra credit” assignments, and not listening, truly listening, to your students.
- 28) **Having a class online** so that the computer is doing all scoring and the teacher and student know which items are wrong, but they do not know why problems/questions are wrong. If the item involves calculation, the students who omit the item, try the item not knowing how to work it, and those who really know how to work it but have a trivial error with the calculator all miss the item and get the same score. This is not teaching! It is evaluating for the purpose of grading. And students continue practicing their mistakes.
- 29) **Not giving clear explanations.** Students say that their teachers talk too fast or don't talk to them, they teach to the board. Our verbal explanations for difficult concepts, such as in math, is our main mode of teaching for our students. Consider using fewer words in trying to explain these concepts, and speak slower when doing so. Pausing after an explanation will give their brain time to catch up after hearing this new information. It takes students time to digest what they hear and instead of rambling through several examples, consider doing fewer examples with clearer explanations, and speak slowly. It can be a hard thing to transition to, but when I tried this with my developmental math students, I have gotten a very positive response.

30) **Testing for knowledge and understanding of course content through multiple-choice tests and exams only.**

This approach merely encourages rote learning on a short-term memory basis. This is not to say that multiple-choice tests do not have a place. However, there are ways to deliver these tests using technology which provides further “teachable moments.” For example, using clicker technology to deliver a multi-choice test allows you to collect students’ individual responses then respond immediately to the range of answers given by the class. This way, students get instant feedback on their progress; myths, misunderstandings, and misconceptions can be discussed and corrected in real time; and the students remain much more engaged in the process. Getting students to take the knowledge gained from the course and use it in different ways to create responses in different formats allows students with different learning styles to truly show what they know and understand. Some assignments may have to include feedback loops to develop the level of learning you are looking for, such as working on drafts of posters or research papers with feedback prior to final submission.

31) Not giving feedback often enough/quickly enough.

32) **Teaching the course material rather than teaching students.**

I believe that when the focus is on the students learning the material and the students learning how to learn the material, then the material will be learned. When the focus is on the material and not the students, the students are lost along the way. When a class needs more time to absorb a concept or students are excited and running with

an area of the curriculum, it is better to adapt the syllabus than to lose students.

- 33) **Failing to establish you as a credible source.** Too often we say things like “I’m not really an expert at this, but I think.....” or “The Dean just told me last week I was teaching this class so I haven’t really prepared.” True, this lowers expectations, which may make the novice instructor feel more comfortable, but it also greatly lowers the students’ interest in and excitement for the class. Instead, let the students know why they are very fortunate to have you as their instructor for this class, based on your experience in the field.
- 34) **Adopting a new strategy just because it is popular,** or everybody is doing it, without thinking it through as to whether you really are committed to that strategy. Another big mistake: Trying to be someone you're not. Always be yourself.
- 35) **Making a hard and fast deadline for every major assignment and allowing no make-up or extra-credit alternatives to meeting course objectives.** Today’s non-traditional students have lives that are logistical nightmares, so one effective way to ease students out of the course is to make a hard and fast deadline for every major assignment and allow no make-up or extra-credit alternatives to meeting course objectives. That way, if the baby-sitter doesn’t show up or the student has even a flat tire (let alone an accident) and misses a test, they have a permanent zero. That’ll teach ‘em! Instead, never let them off the hook; let the assignment remain due at least a week or schedule one make-up day for giving alternative forms of all tests (or, better, use the on-campus testing/learning/tutoring center

for alternative proctored tests). The fundamental question is “Do you want students to pass your course?” If yes, then maximize ways to avoid zeroes, and assume that most students are honest (or at least want to save face) and want to pass the course.

36) **Forgetting that every new term brings new students who have not learned your material already.** Just because YOU have repeated the information a hundred times (throughout all your years of teaching) does not mean that THEY have heard it before or should know it! Yes, you DO have to start all over again at the beginning every time. This mistake results in impatience, condescension, and irritation on the part of the faculty, and a general squashing of new students’ desire to learn and self-confidence—not to mention a “students these days don’t learn as well as they used to” attitude which I get REALLY tired of hearing from my colleagues!

37) **Ignoring the Affective Domain.** Bloom’s famous committee defined three major learning domains, but 95% of college instruction addresses only the cognitive and (when appropriate) psychomotor, or hands-on, domains. Yet many courses list affective outcomes; research and our own experience as learners confirm that emotional reactions powerfully influence how much is learned. Teaching strategies, course content and teacher personalities may stimulate motivation, boredom, resistance, confusion, and so on. Teachers should monitor the factors that produce learning-relevant affective reactions, and evaluate a learning in areas like attitudes. Those who ignore their students’ emotions during classes are unlikely to fully



engage their students, or refine their own strategies to make them .

- 38) **Failing to allow enough time for discussion, exploration, practice, and innovation** for students while they are discovering/learning a new skill or revisiting an old skill. Teachers/trainers would benefit best by allowing students to discover answers, rather than "giving" all of the answers.
- 39) **Telling students you don't care.** Of course no teacher would say they don't care if students learn, or they don't care about the students. But as a wise man once told me, if you tell a student that you don't care if they attend class, what the student hears is "I don't care," even if you meant to say that attendance does not directly impact your grade. The words "I don't care" should be banned from the classroom in any context.
- 40) **Practicing a "do as I say, not as I do" philosophy.** If students catch you making mistakes, and you try to cover up for them, they lose all respect for your authority. Since they don't know the subject matter as well as a qualified faculty member, they don't know what else you've said that might be wrong. And why should they spend time/effort learning stuff that's potentially wrong? So, this means do your own homework, study and learn the material you're teaching, practice working the problems, look up the answers in the back of the book - whatever it takes to master your own curriculum, before trying to teach it to others.
- 41) **Relying too heavily or only on exams as a means of assessing student learning.** Some students do not have solid testing skills. There are other ways to have students show if they have learned what we hope they are supposed

to learn in a class. Projects, papers, group presentations, etc... Shifting the learning focus away from tests also requires students to be more actively engaged in the learning process. They rely less on the mindset of “tell me what I need to know for the test” and this is where I’ll place my focus.

- 42) **Failing to give students immediate feedback on completed assignment before assigning a related task.** Students need immediate feedback on short-term assignments because feedback facilitates information processing through working memory, reinforces efficacy, and provides specific directions for improvement. Also, immediate feedback provides self-assessment. This means that the student can recognize strengths and challenges and use that information to improve academic performance.
- 43) **Not following up on the policy to correct inattentive or negative classroom behaviors.** For example, on day one instructors go over the syllabi with students, quickly informing them about what would happen if they are found texting during class sessions. However, students still text during class and completely ignore what’s going on in class.
- 44) Providing a syllabus that lacks all / many / some of the following features actually this is a rubric for evaluating syllabi:
- a) A Course overview, behavior and grading policy as well as pre-requisite courses, skills and fulfillment standards are clearly articulated
  - b) Topics are clearly stated
  - c) Text and reading assignments are clearly denoted
  - d) Chapter(s) section(s) and articles are clearly referenced

- e) Assignments, especially Laboratory assignments are modeled and / or templated
  - f) Exam and Quiz dates along with their respective topic constituents are clearly denoted
  - g) Assignment initiations and due dates are clearly denoted
  - h) The syllabus is current within a weekly or better yet a daily resolution of accuracy
  - i) The syllabus is available via the internet for 24 / 7 reference.
  - j) The syllabus is reviewed routinely with the students as a dynamic pacing calendar
  - k) There is an individual syllabus for each section of each course
  - l) The syllabus is reviewed routinely with other instructors in the same or related discipline and is continually upgraded for inclusion of "best practices," i.e. new information, new methods, new evaluation techniques....etc.
- 45) Not allowing time to discuss expectations: students' and the instructor's. Students and the instructor come to class on day one thinking that each to the other will meet expectations; not so! Some individuals within the student body are ill-prepared and hope the teacher will mitigate the gap; likewise the instructor is prepare to present at level 4 or 5 only to determine too late that very few members of the student body in class are prepared to receive at that level. Day one is like a 1st dance with a new partner: are we both prepared for what is to follow.
- 46) Invalidating students' opinions and viewpoints. Nobody likes know it all's. Especially students with their instructors. If a student shares a viewpoint that is based on opinion,

conjecture, extrapolation or observations; the quickest way to cut off further sharing is to invalidate the students opinion by saying something like "I fail to see how that factors into or applies to....." Instead a simple "That may be so....." followed by your assessment defuses the appearance of an outright rejection and allows the possibility of the students opinion as valid which will encourage further discussion.

- 47) Coming to class unprepared and without passion. I shudder to think of teachers who start class by asking Where did we stop last class? Teaching is like theater: a teacher should start his/her performance with passion. A bored teacher results in an uninspired, boring class. Also, each class the teacher must 'refresh' himself/herself by reading into source materials. This invigorates the teacher and the students. I learned this from my English Civilization professor many years ago. Each lecture day he would arise at 5:00 a.m. and read into source materials. Over half of his lectures received a standing ovation from nearly 100 rather jaded Yale students.
- 48) Yelling at students. I say this because I did it once early in my career and basically lost the class—even though they'd admit I was a decent teacher. But in the end, when you yell at them, they see that you have lost control. So they lose respect for you, and then it's over. Again, the disciplined students will work for grades, but others lose motivation. The solution is your own personal development, and I mean at a spiritual level. Meditate, pray, exercise a lot, or develop a hobby that broadens you. The long run aim of these practices would be to develop a healthy sort of detachment about what you do. A modest teacher is actually a better

teacher, especially if it is coupled with the truer forms of confidence that comes being truly comfortable in your own skin.

- 49) Making all students pay for the misbehaving of one or two students in the group or class.
- 50) Gluing students to their chairs. The brain can only absorb what the butt can stand. I take the students outside every so often, and walk them around the campus while talking about whatever subject I'm teaching (Physical, World Regional or Cultural Geography). I have a class size of 40-60, so they have to get close to hear me talk. They can't sit in the back row and chatter, they can't open their laptops and write (read here: play games and chat with friends online). Funny thing, they remember most of what we talk about. So many of them are still in the kinetic stage of growth and change that sitting still for an hour and a half is nearly impossible. Rather than let their minds wander, I get their feet to wander and their minds to focus.
- 51) Never allowing students to assess their own work. I'm not sure this qualifies as a number 1 mistake for all –but it was for me! I have found that giving students the opportunity to self assess is one of the best tools that I have to jumpstart group and individual discussions about classroom performance. Reflective writing helps students use analysis and problem solving skills to not only identify areas of strengths and weaknesses, but also to propose solutions. Group discussions let students articulate their assessment of classroom activities and their role in creating a positive learning environment As we prepare students for the workplace, self assessment skills will help them with performance evaluations and promotional opportunities. I

did not provide any references – partly because our semester starts in 2 days and partly because there is plethora of supporting information. I would be happy to forward some to you at a later date if you would like.

- 52) Making incorrect assumptions about student engagement has been my worst teaching mistake. The student with his head down on the desk may be listening intently, not dozing. The student who is deeply absorbed in poking the controls of a handheld electronic device may be surfing for information related to the class activity, not texting a buddy or game playing. The student who is chattering so animatedly with her best friend may be involved in peer tutoring, not discussing party plans for the upcoming weekend. The student with the “oh so totally” bored expression may end up rating my class as one of the most interesting educational experiences of his life. My solution is to regularly remind myself to avoid jumping to conclusions. I create frequent opportunities for individual student/teacher engagement. From these, I can get past perceptions to reality.
- 53) Responding with “You should know that” when a student asks a question.
- 54) Assuming students know academic language. Professors assume that students are familiar with the vocabulary of the discipline. Similarly, math professors believe that math is a universal language, so foreign students won’t need extra time to solve the math problems. At our community college, I teach developmental reading and writing and ESOL courses. Unlike many of my colleagues, I do not assume that my students know academic language, the specific vocabulary of the discipline, or are familiar with

historical (or other famous) names. Teachers will lecture under these assumptions; later, these same professors are frustrated that the students did not understand or follow through. Even though today's students are electronically connected, many students are not connected to the culture of academia or knowledgeable of current events or procedures. This does not mean that instructors need to lower their standards. During the first week of classes, professors need to find out about their students' background: How connected are they? Do students have the skills needed to pass the class? I believe professors and students can benefit by learning about the professors' expectations and the students' readiness.

- 55) Failing to assess learning objectives. Daily lesson plans should include student learning objectives. When you identify a student learning objective for a day's lesson, assess it. For each objective, identify how you'll teach it (i.e. hands-on activity, lecture, demonstration) and how you'll determine whether the students have learned it. If you continue teaching lessons without assessing them, students may not learn content necessary for successive lessons and compound learning. As a result, students may disengage, avoid participating, give you blank stares, avoid letting you know they're falling behind, or perform poorly on periodic tests or projects. Waiting until the end to assess learning (i.e. through an exam or project) may not provide you enough time to re-teach, thus students may miss content they should carry into the next course or apply elsewhere. One way to assess daily objectives is through activities found in Classroom Assessment Techniques (CATs: by Tom Angelo and Pat Cross).

- 56) Getting too familiar with your students. In order for students to respect you as an educator, it is necessary to maintain a line between your personal relationships and your professional relationship with your students. Too many instructors, in their desire to be liked by the students, give up the need to be respected by the students. It is possible to have a good working relationship with students that is both friendly and professional, and it is necessary to maintain that boundary if you expect to continue teaching for any length of time.
- 57) Asking a question which seeks the answer without the process. As teachers, we should care whether the students know how to answer the question, not what the answer actually is. All questions should include a "how did you get that?" component or it become a useless drill rather than a learning opportunity.
- 58) Destroying the students' inborn, natural desire to learn through competition and grades. The best reference on this is to the work's of the late Dr. W. Edwards Deming . You can begin with a review of the "management of people" chapter from The New Economics. There's so much good stuff in there, including the 14 rules/guidelines for a manager of people to follow. You can read that online at google books (for free). There's so much that's re-stated, from Deming, in many of the more recent books about Toyota. You definitely see the Deming influence coming through. So it's sometimes interesting to go back and re-read earlier books. In the chapter, Deming rails against business schools, pointing out what they SHOULD teach, which is, of course, the opposite of what's taught. Deming says business schools should teach students about the



"evils" of short-term thinking and the "evils" of the merit system and ranking people. There's also a somewhat bleak chart on page 122 that makes the case that schools and management systems do nothing but demoralize people throughout their lives until they die. Deming then, on page 145, rails against grading students and grading teachers or schools. Deming's argument is that grades (especially forced ranking and grading curves) rob students of their intrinsic motivation to learn (and probably robs teachers of their joy in teaching). Deming recommends:

- a. Abolish grades (A, B, C, D) in school
- b. Abolish merit ratings for teachers
- c. Abolish comparison of schools on the basis of scores
- d. Abolish gold stars for athletics or for best costume
- e. He writes, "Our schools must preserve and nurture the yearning for learning that everyone is born with." In recent years, the trend has been toward "merit pay" for teachers and schools which only replaces collaboration with competition, totally harmful to the students. I had the good fortune to learn the basics from Dr. Deming in the late 80's and dropped grading from all my classes through my retirement.

- 59) Not knowing the material in your discipline or passing on incorrect or fallacious information to students. Acting as if you are God, i.e.- omniscient, and refusing to admit when you are wrong or have stated something incorrectly.
- 60) Letting students get you to change your mind about a grade when you know in your heart that the grade they have received is the grade they have earned. Students learn very quickly how to work the system and they will sometimes pull out every trick in the book to get you to change their

grade, including crying, lying and threatening. This "going along to get along" often results in you feeling bad about yourself, and the sad part is that even if you do give in to the student, he or she will lose respect for you anyway because giving in is seen as a sign of weakness. – Lawrence McClain

- 61) Saying “okay” about thirty times a class—once I realized I was doing it, I consciously tried to stop because it was just blather wasting time and sent the message that “none of this is really important, okay?” Also, college teachers are people who never say anything just once. And that constant repetition also sends the wrong message—“You can’t possibly get this in one try. I’ll say it again.”
- 62) Realizing you have made a mistake that adversely affects students’ academic success, self-esteem, or respect for the academic discipline and then not admitting the mistake, making an apology, and correcting the mistake as best you can.
- 63) Sitting behind a desk or podium and speaking at the students in a monotonous tone of voice from a stationary position. In a conversation with a colleague I discovered that he did that on purpose because he thought that moving around or varying his voice would distract the students from what he was saying. I pointed out to him that the human sensory system is designed to stop paying attention to constant stimuli so that failing to move at all meant that he might become invisible!
- 64) Believing that you are the answer person for the students, that you should never admit that you don’t know something, because students might lose respect for you as the professor. Every teacher is fallible and doesn’t know

everything. You aren't there to be the answer person for every question in your field. You are there to direct learning and guide students to good study habits and valuable tools and resources. Be ready to admit that you don't have all the answers, but there are tools and resources that can be used to help discover answers, and you can help them find the answers. The students will respect you more for your honesty and helpful guidance. They will learn how to find the answers for themselves and be comfortable not having all the answers.

- 65) Teaching evening classes and not realizing that most of the students have already put in a full day and are tired. Solutions include 'get up' activities that pertain to the subject matter. Having a 'get up' exercise every 30 minutes is very helpful to keeping students alert and focused. These exercises can be small group discussions, close up examinations of posters or pictures, demonstrations around a table, etc., etc. A second help is a late break with sugar to help wake up their brains for a bit longer. Both seem to work well no matter the subject.
- 66) Trying to be a friend to the student, providing the student an easy A, without the student really learning the material.

## Chapter – 6

### *Physical Director*

#### **About Physical Education**

Physical Education plays a critical role in educating the whole student. Like other academic courses of study, physical education is based upon rigorous national standards that define what students should know and be able to do as a result of participation. Physical education is unique to the school curriculum as it is the only program that provides students with opportunities to learn motor skills, develop fitness, and gain understanding about the importance of physical activity. Students will be provided an individualized, developmentally appropriate, and personally challenging instructional program that will advance the knowledge, confidence, skills, and motivation needed to engage in a lifelong, healthy, active lifestyle. With the increase in obesity nationwide, the benefits gained from physical activity include: disease prevention, decreased morbidity and premature mortality, and increased mental health and self-esteem. The benefits of physical education can also affect academic learning. Regular aerobic exercise produces an increased number of capillaries servicing the brain which allows for a greater exchange of nutrients and waste products. This optimizes oxygen and glucose delivery to the brain which can help improve brain performance. Additionally, physical education incorporates concepts of math, reading/English language arts, and science into the physical education realm. Technology is also being integrated into the curriculum through the use of heart rate monitors, pedometers, and computer-based fitness stations. The ultimate goal of physical education will always be participation in health-enhancing physical activity for a lifetime.

#### **Importance of Physical Education**

- ✓ Help promote positive, lifelong healthy attitudes

- ✓ Improve muscular strength, flexibility, and endurance
- ✓ Increase love of school and performance in academics
- ✓ Improve self-confidence, self-esteem, and self-control
- ✓ Help children establish and strive for achievable, personal goals
- ✓ Help reduce stress
- ✓ Help reduce weight
- ✓ Help promote good health
- ✓ Help develop lifetime skills and activities
- ✓ Reduce risk of heart and other disease
- ✓ Help provide an outlet for creativity and self-expression

### **The Importance of Physical Education and Recreation in Schools**

Physical education is an integral part of the total education of every child in kindergarten through grade 12.

Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented.

#### **Why do children need physical education?**

##### **✓ Improved Physical Fitness**

Improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance

##### **✓ Skill Development**

Develops motor skills, which allow for safe, successful and satisfying participation in physical activities

##### **✓ Regular, Healthful Physical Activity**

Provides a wide-range of developmentally appropriate activities for all children

✓ **Support of other Subject Areas**

Reinforces knowledge learned across the curriculum. Serves as a lab for application of content in science, math and social studies.

✓ **Self Discipline**

Facilitates development of student responsibility for health and fitness

✓ **Improved Judgment**

Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others; question actions and regulations and accept responsibility for their own behavior.

✓ **Stress Reduction**

Physical activity becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience.

✓ **Strengthened Peer Relationships**

Physical education can be a major force in helping children socialize with others successfully and provide opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture.

✓ **Improved Self-Confidence and Self-Esteem**

Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled.

✓ **Experience Setting Goals**

Gives children the opportunity to set and strive for personal, achievable goals

**Quality Physical Education**

Every student in our nation's schools, from PK-12, should have the opportunity to participate in quality physical education.

Why is quality physical education important? Quality physical education programs help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity, so that they can adopt healthy and physically active lifestyles.

Quality physical education programs provide learning experiences that improve mental alertness, academic performance, and readiness and enthusiasm for learning in our nations' youth.

### **Key Points of Quality Physical Education**

Learn the key points of the four components of a high-quality physical education program:

- ***Opportunity to Learn***
  - ✓ All students are required to take physical education
  - ✓ Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school)
  - ✓ Physical education class size consistent with that of other subject areas
  - ✓ Qualified physical education specialist provides a developmentally appropriate program
  - ✓ Adequate equipment and facilities
- ***Meaningful Content***
  - ✓ Written, sequential curriculum for grades P-12, based on state and/or national standards for physical education
  - ✓ Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child

- ✓ Fitness education and assessment to help children understand improve and/or maintain physical well-being
- ✓ Development of cognitive concepts about motor skill and fitness
- ✓ Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective
- ✓ Promotion of regular amounts of appropriate physical activity now and throughout life
- ***Appropriate Instruction***
  - ✓ Full inclusion of all students
  - ✓ Maximum practice opportunities for class activities
  - ✓ Well-designed lessons that facilitate student learning
  - ✓ Out of school assignments that support learning and practice
  - ✓ Physical activity not assigned as or withheld as punishment
  - ✓ Regular assessment to monitor and reinforce student learning
- ***Student and Program Assessment***
  - ✓ Assessment is an ongoing, vital part of the physical education program
  - ✓ Formative and summative assessment of student progress
  - ✓ Student assessments aligned with state/national physical education standards and the written physical education curriculum
  - ✓ Assessment of program elements that support quality physical education
  - ✓ Stakeholders periodically evaluate the total physical education program effectiveness



## **Physical Education Career Information and Education Requirements**

Physical education teachers are responsible for teaching students about physical fitness and general health from kindergarten through high school. Physical education teachers must typically have at least a bachelor's degree, often in a health-related subject. Those who wish to teach at a postsecondary level must have a master's degree or doctorate

### **Physical Education Career Information**

Physical education teachers are usually employed to teach children from the kindergarten level through high school. Physical education teachers are responsible for promoting physical activity and well-being through a variety of physical activities and sports. There is usually an hour-long period set aside each day for physical education classes and students may also learn about CPR, first aid and overall health during these periods.

Physical education teachers may also serve as coaches for schools' sports teams or serve as health teachers in addition to their physical education duties. They must be physically fit, as most of their typical days are spent on one's feet, and an overall knowledge of sporting and physical activity equipment is necessary.

Physical education teachers must develop lesson plans and prepare props and equipment just as any other teacher would. They must assure that their lesson plans are appropriate and effective for all students.

### **Education Requirements**

Typically, physical education teachers must complete a bachelor's degree program at a 4-year college or university. The degree is usually health-related and courses may cover kinesiology, exercise physiology, health and wellness, sports psychology and physical activity instruction in areas like volleyball, aerobics, golf, basketball and related activities.

In addition to these core courses, general teaching and physical education-specific teaching courses are offered. During matriculation at a college or university, many physical education teachers participate in an internship or student-teaching experience to work with students.

Those training to be physical education teachers may work as assistant coaches for a local grade school or community sports team. For physical education teachers who wish to work as coaches, additional training may be required in the sport or activity they choose to coach. Additional training can often be obtained through the university or through a separate community college program. Physical educators interested in advanced instructional careers may be required to pursue a master's or doctoral degree in health, physical education or a related field.

Bachelor of Physical Education degree offers many career options:

- Teacher (you'll need an additional degree in education for this career option – see the BPE/BEd combined degree program)
- Fitness instructor
- Community recreation programmer
- Fitness consultant
- Coach
- Administrator
- Athlete
- Cardiac rehabilitation specialist
- Exercise physiologist
- Personal fitness trainer
- Performance enhancement consultant
- Director of community sports or
- Organizer of provincial national or international sporting events.

**As a physical educator you may be hired by a variety of organizations, including:**

- Government agencies
- Public health agencies
- Hospitals
- Rehabilitation units / programs
- School boards
- Private health and wellness clubs
- Fitness facilities
- Disease-specific agencies
- Provincial or national sports teams
- Schools (you will need an additional degree in education to be hired in a school setting as a physical education teacher.

**Characteristic Of Coach :**

In present day society there are many characteristics, personality traits and responsibilities that an individual must interconnect, balance and perfect if they are going to fulfill their full potential as a coach and provide their players with the highest level of guidance possible. Many assume that a great coach is great because they have all in-depth technical knowledge and the ability to spot and rectify faults. The technical knowledge and other occupational requirements are important and they are the qualities instantly analyzed when observing a coach. However these qualities are only the tip of the ice berg, with many others not instantly visible. The coach will also possess personal traits that complement their occupational attributes, resulting in a greater coaching performance. The major qualities in each category are discussed below:

- 1) Personal :** The majority of individuals can be taught to coach. The time and effort taken to learn the technical knowledge will vary but everyone can improve their coaching up to a certain

level. However it is their personal characteristics that will decide whether players will relate to them in the first place. If their persona is correct then it will lead to greater player reaction (up to a certain ability level). Therefore an appropriate place to start would be by analyzing the personal characteristics an individual should possess as the foundations regardless what level they are coaching at.

- 2) **A Good Communicator** : Unquestionably one of the key attributes all coaches must have is the ability to convey their ideas and instructions to their players. As that is essentially the basis of what the profession of coaching is. A coach must therefore have the ability to communicate and connect to everyone they come into contact with within their role. Coaches should be able to not only communicate to players clearly on the training ground or pitch but must also be able to talk to them as humans off it. Communicating does not just mean that they should be able to talk; they should also have the ability to listen to others. As communication is a two-way street. If the speaker feels you are not listening to them then they are less likely to pay attention when you start talking. Nowadays it is important that coaches realize just how many different groups of people they actually interact with, as one bad experience with any of them could result in employment problems. Coaches do not just communicate with their players but also (not all applicable for every club or team set up) employees, fellow staff, parents, employers and in some high profiled cases agents, spectators, shareholders and various aspects of the media.

Their communication style, content and language used should be appropriate to the level of the player's ability and their ages. A 10 year old should not be spoken to the same way as an adult and vice versa, this may seem obvious yet it still occurs too often. One major criticism of coaches is that they want to be friends with the players so they engage in informal

chats about girlfriends and nights out, some with players as young as the age of six.

Another crucial element of communication is the body language employed. As the majority of what an individual is saying is not conveyed in their words but their body language coaches should adopt a body language that mirrors the message they are trying to get across.

- 3) **Open-Minded** : Research and innovation is constantly varying the procedures coaches should carry out and implement. Some changes are forced upon coaches while others are suggested, for example using sprays instead of ' magic sponges ' and attending a child protection workshop, respectively. These alterations are implemented to improve and enhance the individual's performance, enjoyment and safety when participating. Consequently a coach should be open-minded and willing to alter their approach, and at times their own beliefs to incorporate the changes. Coaches should not dismiss a new or improved concept just because they have been doing it a certain way for the last 10 years and never adopt the attitude ' well it never did me any harm ' as it only has to adversely affect one player to alter their perception of football and, in extreme cases, their life.
- 4) **Judging and Equality** : Distinction can come in many forms. It is essential that as a coach the approach and attitudes adopted are fair and equal towards all of the participants, especially if working with young and impressionable players. Distinction can be in the form of the obvious racist, homophobic and ageist but there are overlooked ones such as ability and background. Better players may adopt an ego and expect preferential treatment over the rest of their team mates; this should not be allowed to happen. The same rules and discipline should be the same for every individual. Amount of game time allowed to each

player is also a form of discrimination, if a player is left out every week because they are not as good as the rest or only receive a few minutes this is unfair on them, even greater importance if the player is still young (although this factor can be affected and determined by a pre-agreed club policy and practices, or code of conduct, document).

- 5) **Tolerant** : Tolerant is an attribute that is becoming more and more rare as the evolution of modern day society has led to life in general moving at a higher pace. Whatever service or product an individual desires they can now get it instantly or at least the next day. This immediate solution to demands is not present in coaching. Players are not personal computers that can be updated in an instant with new software so that they can complete new tasks and experience improved performance on old tasks. Players need to undergo a learning process and every individual learns at a different rate no matter what level of effort the player puts in. This is because not all individuals will start from the same level of experience or have the same developmental speed. Therefore a coach must understand that with a diverse group of learners some will require a complete explanation while others may need a number of demonstrations to fully appreciate the topic, so adequate planning is required to ensure all the participants' needs are considered and prepared for. In addition to observing appreciating players' experience different learning curves is the actual implementation; a coach should remain relaxed and positive when an individual and/or group fail to learn at the desired rate is key. They should not 'snap' , sulk or throw temper at the players as this will not positively improve the situation, it may result in the team ' switching ' off and stop concentrating all together and in some cases lead to the coach losing some of the respect previously gained.
- 6) **Attainable/Reachable** : Although it is appropriate for a coach to maintain a degree of separation from the players it is also

imperative that the players feel that the coach is attainable. So that when a player wishes to express concerns or fears they know that their coach is willing to listen and offer a warm, helping reception. It is common within society that humans will seek advice and guidance from those they feel close to and/or respect. This leads to the possibility that some players will approach the coach with questions and queries about all kinds of issues. The coach should be able to interact with the player so that they are capable of aiding them as an individual and as a performer.

As many of these factors can affect a player's ability to perform it is crucial that the coach assists and supports the players as much as possible. Problems will be discussed and overcome a lot earlier if the coach makes the players feel that there is an 'open door' attitude and that they are readily available whenever a player requires guidance, as well as the items discussed remaining confidential. Being available is only half the task. The player must also feel that the coach is actually taking an interest and listening, this process becomes harder when the player is actually criticizing the coach. Either way the coach must be willing to talk the issues out.

- 7) **Occupational** : The personal qualities of an individual only form the basis for their potential coaching ability. They then need to possess some qualities key for the occupation of coaching. The standard of these qualities, in conjunction with those outlined previously, will determine the ability of the coach to what level they are able to progress.
- 8) **Organized** : There is nothing worse than watching a coach rush around trying to organize a group within a completely disorganized set up. To succeed at any level the coach must be able to plan and organize a structured session, where the content easily flows from one task to the next.

- 9) **Responsible and Reliable** : It should be clearly obvious that the coach should be present at every session and should provide cover for the dates they are unable to attend. If they do not then players may be left unsupervised and in a potential danger. The coach should also be on time; ideally they should arrive there before all of their players. This then allows them time to organize and set up the session and also mean that there is supervision from the moment the players turn up, reducing harm and disorganization. Their actions and attitude should always provide their players with a responsible example to follow.
- 10) **Positive** : Regardless how life is treating the coach away from the pitch or the manner in which their group is behaving/performing the coach should remain as positive as possible. This is especially crucial when working with young and impressionable players. This does not mean players cannot be criticized for performance, attitude or behavior, but the coach should aim to keep the criticism as constructive as possible and not just throw insults or negative comments at the individual. The latter can lead to arguments, loss of respect and friction within the set up. On an individual level a negative approach can affect their enjoyment and motivation to participate in the sport, along with insecurities and unhappiness arising from personal, hurtful comments.
- 11) **Presentable** : A person can be as untidy or unkempt as they wish within their personal life but for a coach they must be as presentable as possible in every training session, game and club related affair. Not only does this create the correct impression of a coach's approach to their role it also signals to the players what is expected of them. Presentable personal attire would consist of appropriately controlled and conditioned facial hair and hair style accompanied by correct clothing and footwear. A coach's equipment is also governed by the term presentable. It



is accepted that not every coach or club can afford top of the range equipment, so at the very least it should be safe for use.

- 12) **Experience / Knowledgeable:** Some coach's knowledge can be broad and extensive, while others may just have a specialist area or topic that they excel within. The fundamentals for their knowledge are the same; the ability to highlight successful performers while identifying and rectifying any mistakes. The more experienced and superior the coach will be better at the basics than novice coaches, and be able to correct and improve a player's achievement in the least intrusive manner. The information provided will also be accurate and more comprehensive than that of a less experienced coach. The use of a question and answer approach will increase the involvement of the players and as a result greatly improve their chances of understanding a topic, as the knowledge of a coach is more effectively passed on.

There are a number of roles that coaches are not only required, but expected, to undertake. To fulfill them all entails the ability to balance the majority, if not all, of the characteristics that have been outlined so far.

- 13) **Time Management :** As a coach you need to be good at managing yours and the player's time. This also may include organization like where the players need to be at what certain time. Time management of a session can vary depending on the amount of intensity and the coach needs to know when enough enough. Also the time it could take to get to an away match leaving enough time to have a perfect warm up so they are ready for the game.

#### **Role & Responsibilities of Coach**

There are a number of roles that coaches are not only required, but expected, to undertake. In addition to their main role of conveying information regarding improving their

technical and tactical ability the other functions a coach have is to act as a:

**1) Fitness Trainer**

Not only to the physical elements of a player but also their psychological fitness as well, so that they become have a healthy all rounded human being as well as a player.

**2) Social Worker**

Modern Society and especially the sub-cultures within it have meant that the availability and usage of drugs (both illicit and recreational including binge drinking) is increasing. Players may face temptations and peer pressure to partake in such activities, the coach should be there to guide them into making the correct decisions when these choices occur. Eating disorders, which in the past have been viewed as a major cause for concern amongst young girls and women, are now equally relevant to young boys and men. So this is another genuine issue for all players. Magazines and television promote thin and slim individuals, resulting in players wishing to look the same. Coaches may have to appropriately manage such a situation.

**3) Motivator:**

This is due to the fact that players are human and will hardly adopt a laid back approach to training and at times to matches. It may be required of the coach that they need to increase the effort and intensity that the players are expending. Coaches should refrain from just using insults, bad language and threats to achieve this, instead establish the factors players hold highest to focus concentration and energy.

**4) Role Model**

Being in a position of responsibility and power will immediately place the coach in a situation where players look up to them and learn acceptable behavioral traits from them. The younger the player or the higher the aspiration for the coach the player has the more impressionable they become. The

coach should therefore act in a way that promotes a positive and acceptable conduct.

**5) Friend**

In a set up where there are many coaches or the players are young there is the possibility that the coach may become friends with some of the players. This is beneficial when it comes to the players coming to talk to you but there must exist the divide between coach and player on the professional side.

**6) Disciplinarian Manager**

Who creates and lays down the law to all the players in a universal way, no biased, discriminatory or favored way.

**7) Organizer**

Not just of session but also of trips, games, facilities, meals, and accommodation, transport and match day equipment.

Many coaches fail to realize the range of roles they have and the degree of importance that each one has. However this list has broadened as developments and recent research has been conducted. More recent additions to the role of a coach are to act as a sports scientist due to the increase in the involvement of technology and science.

**8) Life planner**

It may seem years off for those working with kids but a huge problem for players, especially those who participate on a full time basis, is the ability to cope with life after football. When they are retired and unable to compete any more. This period is known as career transition, and the causes of it (including unemployment and injury, in addition to age) mean it can affect any player at any time. Coaches must be aware of this problem and be able to assist and support the individual plan and cope with the situation.

**9) Football – Roles**

- ✓ *Role model*- A sports coach has to be a good role model to the team, this will help for example when the coach is taking sessions the players will listen and take in what he has got to say.
- ✓ *Manager*- The coach will have to pick the team for the game on a Saturday and will more often than not pick a team which he thinks can go and win the game.
- ✓ *Adviser*- This could be when a player does something wrong and he can explain and advice them how to do it next time, also it could be an off the pitch situation which the coach gives his players advice.
- ✓ *Leader*- The players need to look up to him and see that he can lead them into success, this may be by motivating the players or being calm and using his tactical knowledge to help.

#### **10) Golf – Roles**

- ✓ *Role model*- In golf you normally have a 1 to 1 session with your instructor he will be more often than not a fantastic golfer so you look up to him as a role model and aim to one day be that good.
- ✓ *Give advice/feedback*- When you hit a bad shot the instructor will stop you and ask what you think went wrong, he will then show you with a demo to help you understand easier and vice versa if you hit a good shot.
- ✓ *A friend*- A coach will also be a friend either in or out of the sport because if you have got something to say they will listen and then give you their advice on the situation.
- ✓ *Educate the player*- You may just be a beginner so the coach will have to go through everything needed to play golf for example, what club to use, what shot to play, equipment, dress code and so on.

### **11) Cricket – Roles**

- ✓ Role model- A sports coach has to be a good role model to the team, this will help for example when the coach is taking sessions the players will listen and take in what he has got to say.
- ✓ Manager- Cricket is a team game so at the end of the day the manager will have to pick a team that he thinks will go out and win the match.
- ✓ Adviser- This could be when a player does something wrong and he can explain and advice them how to do it next time, for example the player might play the wrong choice of shot and the coach can show what he would have played in that situation. Also it could be an off the field situation which the coach gives his players advice.
- ✓ Leader- The players need to look up to him and see that he can lead them in to winning the game.

### **12) Snooker – Roles**

- ✓ Give advice- A snooker coach will be working one to one with the player so it will be very easy for the coach to get their advice over to the player.
- ✓ Feedback- After training or a game the coach will give feedback on how he thinks the player has done, telling him what he did well and what he didn't do so well.
- ✓ Motivator- People will say you don't need motivation to play snooker but it's one of the main points of a player's game. This is because you have to practice day in day out doing the same thing over and over and the coach will be there with you driving you on to do well.
- ✓ A friend- The coach will be spending so much time with the player one to one that they need to be friends for it to work. For example is they wasn't friends the player

wouldn't take the coaches advice as much and would find sessions boring and lose concentration but when you've got a mate there you can have a bit of a laugh and enjoy what you are doing

### **13) Football and rugby coach**

These two coaches are very similar and will both need to be good at time management to become a good coach. Most of the time games will be played at weekends so the coaches will need to plan out a week schedule knowing the amount of intensity the training sessions should be, also obviously with a game in mind Friday's session will just be very light. The players may also need some recovery time during the week and the coach needs to know what day that should be on.

### **14) Tennis and cricket coaches**

Again these two coaches very much alike and both need to be very well organised. This could be for both training and off the field/court situations. On the field/court the coach needs to organise the correct sessions needed for their team/player to perform, this for a tennis player could include what type of court they are playing on for example if it was grass has the coach organised enough sessions for his player to get used to playing on grass for their upcoming event. Off the pitch, accommodation is key because if it's not right the player/players might not feel comfy and this could cause them to lose focus on their preparation and the match ahead.

### **15) Basketball and hockey coaches**

In both of these sports communication is vital. This may need to be used to educate the players, or to let them know when they have done something correct or incorrect. Also being very good at communication this shows you are confident and the players will show respect when you begin to talk. Motivation can also come

from communication, making sure your players are up for the game. If the coach didn't use good communication and the team were losing week in week out maybe the press would say that is the reason for the team under achieving

#### **Responsibilities::**

The occupation of coaching may now seem a daunting task as there is so many separate requirements and requests being made on the coach. In spite of this every coach is different and each will have their own personal and occupational traits that will allow them to effectively complete their duties. There will also exist areas for improvement but with guidance and educating these weaknesses can be overcome. Not only is each coach different, the teams and clubs worked with can be completely diverse, and as a result each will require the coach to adapt their approach and employ the best techniques possible to meet their needs.

- ✓ To educate players through communicating ideas and concepts
- ✓ To improve players technical ability by applying knowledge and skills
- ✓ Promote fair play and laws of the game
- ✓ Gain trust of players, parents and fellow employees
- ✓ Establish and outline realistic goals and objectives
- ✓ Continually learn
- ✓ Delivering and controlling sessions in an organized, effective and, most importantly, safe manner

#### **Football – Responsibilities**

- ✓ Health and safety- A coach will need to make sure that all the players he is working with are safe at any time during taking their session.
- ✓ Technical and tactical- The coach will need to make sure that his players are learning both technical and the tactical

side of the game this will only improve his players in the long run.

- ✓ Pass on the knowledge- The coach can pass on his experience of the game to the players in his team; this will help them to know more about football.
- ✓ Equal opportunities- They need to make sure they give everyone the same chance to make it into the team and not have favorites. They cannot afford to treat an individual different to another individual.

#### **Golf - Responsibilities**

- ✓ Health and safety- A coach will need to make sure that the players he is working with are safe at anytime during taking their session.
- ✓ Pass on the knowledge- The coach can pass on his experience of the game to the players in his team; this will help them to develop more knowledge about golf.
- ✓ Improving the player- That is what the coach is there to do and he would not be doing his job right if none of the players he was learning were not getting any better.
- ✓ Equal opportunities- For example the golf coach would not be allowed to work harder with one player maybe just because he is better than the other player he is learning, this would not give them an equal chance.

#### **Cricket- Responsibilities**

- ✓ Health and safety- The cricket coach will need to make sure his team is working in a safe environment.
- ✓ Technical and tactical knowledge- The coach will need to work on both of these because they are two totally different sides of the game. Technical will be working in the nets batting and bowling, whereas tactical will be field positions for example.



- ✓ Equal opportunities- The team will have training throughout the week and if the coach is doing his job right he will pick the players that have trained the best and the ones he thinks are right to play in the next game.
- ✓ Improving players- When the team are practicing in the nets the coach will be able to tell them what shot they should have played or tell the bowler where to pitch it to get the batsmen out, he may know this from experience but this will defiantly improve the players.

#### **Snooker – Responsibilities**

- ✓ Pass on knowledge- The coach will always know more about the game than the player so he can pass on what he knows which should eventually pay off and improve the player.
- ✓ Health and safety- The coach will need to find a quiet place which is safe for the player to work in with no distractions.
- ✓ Improving the player- There is only a few things to learn in a game of snooker for example potting, safety and positioning. Its more to do with the consistency in how they do it, so the coach will probably get the player to play the same shot over and over till they do it consistently.
- ✓ Technical and tactical- The coach will need to make sure that their player is learning both sides of the game. Obviously they will do technical everyday but when it comes to a match they will need to learn a lot about their opponent, what he does good and what he doesn't this is so they have an advantage and can play to the opponents weaknesses.

#### **Multi Sports Event**

A multi-sport event is an organized sporting event, often held over multiple days, featuring competition in many different

sports between organized teams of athletes from (mostly) nation-states. Events are typically held over a few days to accommodate the large number of events held, often more than those in single-sport competitions. The first major, modern, multi-sport event of international significance was the modern Olympic Games. Some of the most recognized sporting events in the world today are multi-sport events — the World Games, the Commonwealth Games, the Pan American Games and the Mediterranean Games — among others. This article lists all major multi-sport events, whether defunct or functioning, in the modern day. A full listing of all major multi-sport events is provided in the table below. Transnational multi-sport events are often organized across concords of cultural elements between nations. These include language, such as the Francophone Games for French-speaking nations; ethnic, such as the Maccabeus Games for Jewish athletes; political, such as the Spartakiad used to oppose the Olympics; occupation, such as the Universidad for university students; and gender, such as World Out games for the gay community. Participation is also delineated across other lines including region, religion, age, and season (winter instead of summer). A number of multi-sport events are held within nations, where athletes representing various intra-national states or districts compete against each other; these include the Thailand National Games and the National Games of the People's Republic of China. These differences in intended audiences are highlighted in the table.

#### **Technology In Physical Education :**

New technology in Physical education is playing a big role in classes. One of the most affordable and effective is a simple video recorder. With the use of a video recorder students can see the mistakes they're making in things such as a throwing motion or swinging form. Studies show that students find this more effective than having someone try to explain what they are doing wrong, and

then trying to correct it. Educators also found the use of other technologies such as pedometers and heart rate monitors very successful, using them to make step and heart rate goals for students.

Other technologies that can be used in a Physical Education setting would include video projectors, GPS and even gaming systems such as Kinect, Wii Fit and Dance Dance Revolution. Projectors can be used to show students things such as proper form or how to play certain games. GPS systems can be used to get students active in an outdoor setting and active exergames can be used by teachers to show students a good way to stay fit in and out of the classroom setting. Another type of technology that is commonly used in Physical Education is the use of pedometers. Pedometers do not necessarily track how far a person is going, but it lets them know the number of steps they are making. It will let them know how many steps on average they are making and want to strive to get more the next class. [1] There are many lessons that you can use for many grade levels when you are teaching students to use a pedometer it is important to make it a game, especially for younger students.

Sports days, sometimes referred to as field days, are events staged by many schools and offices in which people take part in competitive sporting activities, often with the aim of winning trophies or prizes. Though they are often held at the beginning of summer, they are also staged in the autumn or spring seasons, especially in countries where the summer is very harsh. Schools stage many sports days in which children participate in the sporting events. It is usually held in elementary schools, or grades Kindergarten-8th Grade. In schools which use a house system a feature of the school is the competition between the houses; this is especially brought out during sporting events such as an inter-house sports day. Games that are played on school sports days can be wide

and varied. They can include straightforward sprints and longer races for all age groups as well as egg and spoon races. Three legged races are run as well as sack races and parent and child races.

### **Games & Their Association**

This is a list of international sports federations, each of which serves as a non-governmental governing body for a given sport and administers its sport at a world level, most often crafting rules, promoting the sport to prospective spectators and fans, developing prospective players, and organizing world or continental championships.

### **Association of Summer Olympic International Federations (ASOIF)**

- ✓ Football: Fédération Internationale de Football Association (FIFA)
- ✓ Aquatics (swimming, diving, synchronized swimming, water polo and open water swimming): Fédération Internationale de Natation (FINA)
- ✓ Archery: World Archery Federation (WA)
- ✓ Athletics (covering track and field, road running, cross country running and racewalking): International Association of Athletics Federations (IAAF)
- ✓ Badminton: Badminton World Federation (BWF)
- ✓ Basketball: Fédération Internationale de Basketball (FIBA)
- ✓ Boxing (amateur): International Boxing Association (AIBA)
- ✓ Canoeing: International Canoe Federation (ICF)
- ✓ Cycling: Union Cycliste Internationale (UCI / ICU)
- ✓ Equestrianism: Fédération Équestre Internationale (FEI)
- ✓ Fencing: Fédération Internationale d'Escrime (FIE)

- ✓ Golf: International Golf Federation (IGF) (Compared to other ARISFs, the IGF governs very little of its sport. See the IGF article for more details.)
- ✓ Gymnastics, (including rhythmic gymnastics, sports acrobatics, sports aerobics, trampolining and tumbling): Fédération Internationale de Gymnastique (FIG / IFG)
- ✓ Handball (team): International Handball Federation (IHF)
- ✓ Hockey (field): International Hockey Federation (FIH)
- ✓ Judo: International Judo Federation (IJF)
- ✓ Modern pentathlon: Union Internationale de Pentathlon Moderne (UIPM)
- ✓ Rowing: Fédération Internationale des Sociétés d'Avion (FISA)
- ✓ Rugby union: International Rugby Board (IRB)
- ✓ Sailing: International Sailing Federation (ISAF)
- ✓ Shooting: International Shooting Sport Federation (ISSF)
- ✓ Table tennis: International Table Tennis Federation (ITTF)
- ✓ Taekwondo: World Taekwondo Federation (WTF)
- ✓ Tennis: International Tennis Federation (ITF)
- ✓ Triathlon: International Triathlon Union (ITU)
- ✓ Volleyball and Beach volleyball: Fédération Internationale de Volleyball (FIVB)
- ✓ Weightlifting: International Weightlifting Federation (IWF)
- ✓ Wrestling: Fédération Internationale des Luttres Associées (FILA)

**Association of International Olympic Winter Sports Federations (AIOWF)**

- Biathlon: International Biathlon Union (IBU)
- Bobsleigh and skeleton: Fédération Internationale de Bobsleigh et de Tobogganing (FIBT)
- Curling: World Curling Federation (WCF)
- Hockey (ice): International Ice Hockey Federation (IIHF)
- Ice skating (including figure skating, speed skating, and Short-track speed skating): International Skating Union (ISU)
- Luge: Fédération Internationale de Luge de Course (FIL)
- Skiing (including Alpine, Nordic combined, cross country, freestyle, ski jumping and snowboarding): Fédération Internationale de Ski (FIS)

**Association of the IOC Recognised International Sports Federations (ARISF)**

- Air sports (including aerobatics, air racing, ballooning, gliding, hang gliding, and parachuting/skydiving): Fédération Aéronautique Internationale (FAI)
- Auto racing: Fédération Internationale de l'Automobile (FIA)
- Bandy: Federation of International Bandy (FIB)
- Baseball: International Baseball Federation (IBAF)  
IBAF and the International Softball Federation (ISF; see below) announced in April 2013 that they would merge into a single governing body to be known as the World Baseball Softball Confederation (WBSC).

- Basque pelota: Fédération Internationale de Pelota Vasca (FIPV)
- Billard sports (including carom billiards, pocket billiards/pool, and snooker): World Confederation of Billiard Sports (WCBS)
  - Carom: Union Mondiale de Billard (UMB)
  - Pool: World Pool-Billiard Association (WPA)
  - Snooker: International Billiards and Snooker Federation (IBSF)
- Boules sports: Confédération Mondiale des Sports de Boules (CMSB)
  - Bocce: Confederazione Boccistica Internazionale (CBI)
  - Bowls: World Bowls (WB)
  - Boule Lyonnaise: Fédération Internationale de Boules (FIB)
  - Pétanque: Fédération Internationale de Pétanque et Jeu Provençal (FIPJP)
- Bowling (Ten-pin): Fédération Internationale des Quilleurs (FIQ)
- Bridge: World Bridge Federation (WBF)
- Chess: Fédération Internationale des Échecs (FIDE)
- Cricket: International Cricket Council (ICC)
- DanceSport: International DanceSport Federation (IDSF)
- Floorball: International Floorball Federation (IFF)
- Karate: World Karate Federation (WKF)
- Life saving: International Life Saving Federation (ILSF)

- Motorcycle sport: Fédération Internationale de Motocyclisme (FIM)
- Mountaineering: Union Internationale des Associations d'Alpinisme (UIAA)
- Netball: International Federation of Netball Associations (IFNA)
- Orienteering: International Orienteering Federation (IOF)
- Polo: Federation of International Polo (FIP)
- Powerboating: Union Internationale Motonautique (UIM)
- Racquetball: International Racquetball Federation (IRF)
- Roller sports (including inline hockey, roller racing, rink hockey, roller derby and artistic): International Federation of Roller Sports (FIRS)
- Squash: World Squash Federation (WSF)
- Sports climbing: International Federation of Sport Climbing (IFSC)
- Sumo: International Sumo Federation (ISF)
- Surfing and bodyboarding: International Surfing Association (ISA)
- Tug-of-war: Tug-of-War International Federation (TWIF)
- Underwater sports: Confédération Mondiale des Activités Subaquatiques (CMAS)
- Water skiing: International Water Ski Federation (IWSF)
- Wushu: International Wushu Federation (IWUF)

## **Others**



- Softball: International Softball Federation (ISF)  
The ISF is being folded into the new World Baseball Softball Confederation

**Federations recognized by the International Paralympic Committee (IPC)**

- There are 11 international federations recognized by the IPC, while the IPC itself serves as the international federation for 9 sports.
- Alpine Skiing: IPC Alpine Skiing (IPC AS)
- Archery: World Archery Federation (WA)
- Athletics: IPC Athletics (IPC AT)
- Badminton: Parabadminton World Federation (PBWF) / Badminton World Federation (BWF)
- Cycling: International Cycling Union (UCI)
- Equestrian: International Federation for Equestrian Sports (FEI)
- Ice Sledge Hockey: IPC Ice Sledge Hockey (IPC ISH)
- Nordic skiing (including Biathlon and Cross-Country Skiing): IPC Nordic Skiing (IPC NS)
- Powerlifting: IPC Powerlifting (IPC PO)
- Rowing: International Rowing Federation (FISA)
- Sailing: International Federation for Disabled Sailing (IFDS)
- Shooting: IPC Shooting (IPC SH)
- Swimming: IPC Swimming (IPC SW)
- Table Tennis: International Table Tennis Federation (ITTF)
- Volleyball: World Organization Volleyball for Disabled (WOVD)

- Wheelchair basketball: International Wheelchair Basketball Federation (IWBF)
- Wheelchair Dance Sport: IPC Wheelchair Dance Sport (IPC WDS)
- Wheelchair curling: World Curling Federation (WCF)
- Wheelchair rugby: International Wheelchair Rugby Federation (IWRF)
- Wheelchair tennis: International Tennis Federation (ITF)

#### **Disability specific organizations**

- Boccia: Cerebral Palsy International Sports and Recreation Association (CPISRA)
- Football 7-a-side: Cerebral Palsy International Sports and Recreation Association (CPISRA)
- Football 5-a-side: International Blind Sports Federation (IBSA)
- Goalball: International Blind Sports Federation (IBSA)
- Judo: International Blind Sports Federation (IBSA)
- Wheelchair Fencing: International Wheelchair and Amputee Sports Federation (IWAS)
- Inas for athletes with an intellectual disability

#### **Sport Accord (GAISF)**

- Aikido: International Aikido Federation (IAF)
- Bodybuilding: International Federation of Bodybuilding & Fitness (IFBB)
- Casting: International Casting Sport Federation (ICSF)
- Commonwealth Games: Commonwealth Games Federation

- Dragon boat racing: International Dragon Boat Federation (IDBF)
- Draughts: World Draughts Federation (FMJD)
- Fishing: International Confederation of Sports Fishing (CIPS)
- Fistball: International Fistball Association (IFA)
- Flying disc: World Flying Disc Federation (WFDF)
- Football (American and Canadian): International Federation of American Football (IFAF)
- Go: International Go Federation (IGF)
- Ju-jitsu: Ju-Jitsu International Federation (JJIF)
- Kendo: International Kendo Federation (IKF)
- Kickboxing: World Association of Kickboxing Organizations (WAKO))
- Lacrosse: Federation of International Lacrosse
- Labour Sport: International Labour Sports Federation
- Masters Games: International Masters Games Association
- Military Sports: International Military Sports Council (Conseil International du Sport Militaire)
- Miniature golf: World Minigolfsport Federation (WMF)
- Muay Thai: International Federation of Muaythai Amateur
- Panathlon: Panathlon International
- Paralympic: International Paralympic Committee
- Cerebral Palsy International Sport and Recreation Association
- International Blind Sports Federation

- International Sports Federation for Persons with Intellectual Disability
- International Wheelchair and Amputee Sports Federation
- Powerlifting: International Powerlifting Federation (IPF), WUAP, GPC, WPC
- Sambo: Federation International of Amateur Sambo (FIAS)
- School Sport: International School Sport Federation
- Sepak Takraw: International Sepaktakraw Federation (ISTAF)
- Ski mountaineering: International Ski Mountaineering Federation (ISMF)
- Sled dog racing: International Federation of Sleddog Sports, Inc.
- Soft Tennis: International Soft Tennis Federation (ISTF)
- Special Olympics: Special Olympics, Inc.
- Sports Chiropractic: Fédération Internationale de Chiropratique du Sport; or International Federation of Sports Chiropractic.
- Sports Facilities: International Association for Sports and Leisure Facilities
- Sports for the Deaf: International Committee of Sports for the Deaf
- Sports Press: Association Internationale de la Presse Sportive
- Timekeepers: Fédération Internationale des Chronomètres

- University Sports: Federation Internationale du Sport Universitaire
- World Games: International World Games Association
- Wushu: International Wushu Federation (IWUF)

**Other international sport federations**

- Airsoft: International Airsoft Practical Shooting (IAPS)
- Ham Radio Contesting, Amateur Radio Direction Finding & High Speed Telegraphy: International Amateur Radio Union (IARU)
- Australian rules football: AFL Commission
- Bowling (Canadian five-pin): Canadian 5 Pin Bowlers Association (C5PBA)
- Beach Soccer: Beach Soccer Worldwide (BSWW), Fédération Internationale de Football Association (FIFA)
- Broomball: International Federation of Broomball Associations (IFBA)
- Boxing: World Professional Boxing Federation (WPBF)
- Croquet: World Croquet Federation (WCF)
- Darts: World Darts Federation (WDF)
- Elephant Polo : World Elephant Polo Association (WEPF)
- Foosball: International Table Soccer Federation (ITSF)
- Fives: Rugby Fives Association (RFA)
- Football (arena): Gridiron Enterprises
- Arena football is a proprietary sport owned by Gridiron Enterprises, a for-profit company.
- Football (Gaelic): Gaelic Athletic Association (GAA)

- Goalball: International Blind Sports Federation (IBSA)
- Golf: The R&A; United States Golf Association (USGA)
- Greyhound racing: American Greyhound Track Operators Association (AGTOA), National Greyhound Racing Club (NGRC)
- Handball (court): Irish Handball Council, United States Handball Association (USHA)
- Harness horse racing: Harness Horsemen International (HHI), European Trotting Union (UET)
- Horse racing: International Racing Bureau (IRB)
- Horseshoes: National Horseshoe Pitchers Association of America (NHPA)
- Hurling: Gaelic Athletic Association (GAA)
- Intercrosse: Fédération Internationale d'Inter-Crosse (FIIC)
- International game: International Ball game Confederation
- International game: International Rope Skipping Federation (IRSF)
- International Pitch and Putt Association (IPPA)
- Jujutsu: World Ju-Jitsu Federation
- Tchoukball: Fédération Internationale de Tchoukball
- Kabaddi: International Kabaddi Federation (IKF)
- Kickboxing: World Federation of Kickboxing (WFK)
- Kickboxing, Muay Thai and San Shou: International Kickboxing Federation (IKF)
- Kung Fu: International Kung Fu Federation (IKF)

- Lacrosse: Federation of International Lacrosse (FIL)  
This organisation was founded in August 2008 with the merger of the sport's two former governing bodies: the International Lacrosse Federation (ILF), which governed the men's sport, and the International Federation of Women's Lacrosse Associations (IFWLA), which governed the women's sport.
- Mallakhamb: Mallakhamb Confederation of World (MCW)
- Mixed martial arts: International Sport Combat Federation (ISCF)
- Modern Arnis: International Modern Arnis Federation (IMAF)
- Mountainboarding: International Mountainboard Riders Association (IMRA)
- Muay Thai: International Kickboxing Federation (IKF)
- Mountain running: World Mountain Running Association (WMRA)
- Paddleball: National Paddleball Association (NPA)
- Parkour: World Free running Parkour Federation (WFPF)
- Pesäpallo: Pesäpalloliitto
- Pigeon racing: Royal Pigeon Racing Association (RPRA)
- Poker: International Federation of Poker (IFP)
- Pole Sports: International Pole Sports Federation
- Practical shooting: International Practical Shooting Confederation (IPSC)

- Professional wrestling: World Wrestling Entertainment (WWE)
- Quizzing: International Quizzing Association (IQA)
- Racketlon: International Racketlon Federation (FIR)
- Radio-controlled car: International Federation of Model Auto Racing (IFMAR)
- Rafting: International Rafting Federation (IRF)
- Rogaining: International Rogaining Federation (IRF)
- Rounders: National Rounders Association (NRA)
- Rock-It-Ball: International Rock-It-Ball Federation (IRIBF)
- Rope Skipping: World Rope Skipping Confederation (WRSC)
- Rubik's Cube: World Cube Association (WCA)
- Rugby league: Rugby League International Federation (RLIF)
- Shinty: Camanachd Association
- Shuttlecock: International Shuttlecock Federation
- Skibobbing: International Skibob Federation (FISB)
- Table hockey: International Table Hockey Federation (ITHF)
- Table Soccer: International Table Soccer Federation (ITSF)
- Throwball: International Throwball Federation (ITF)
- Boot throwing: International Bootthrowing Association (IBTA)
- Vovinam: International Vovinam Federation (IVF)/The Vovinam-VietVoDao World Federation (WVVF)



- Yogasports:Yogasports Confederation of World (YCW)
- League of Legends: League of legends (LOL)

## Chapter – 7

### *Library & Librarian*

#### **Academic Library**

An academic library is a library that is attached to an higher education institution which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students. It is unknown how many academic libraries there are internationally. An academic and research portal maintained by UNESCO links to 3,785 libraries. According to the National Center for Education Statistics there are an estimated 3,700 academic libraries in the United States. The support of teaching and learning requires material for class readings and for student papers. In the past, the material for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves. In the period before electronic resources became available, the reserves were supplied as actual books or as photocopies of appropriate journal articles.

Academic libraries must determine a focus for collection development since comprehensive collections are not feasible. Librarians do this by identifying the needs of the faculty and student body, as well as the mission and academic programs of the college or university. When there are particular areas of specialization in academic libraries these are often referred to as niche collections. These collections are often the basis of a special collection department and may include original papers, artwork, and artifacts written or created by a single author or about a specific subject.

#### **Value of Academic and Research Libraries**

Change across all facets of society—including demographic, technological, and economic change—has the potential to greatly impact higher education and the academic library. As we move further into the 21st century, it is

important to pay attention to the trends around us to inform our thinking about where institutions of higher education and their libraries are headed.

### **Google Scholar and academic libraries**

Google Scholar is a web-based scholarly search engine, a citation analysis tool and a gateway to materials on the web that are open access. As well as this it connects to library journal subscriptions and book collections. It has been described as a "blended" resource for academic libraries as it cannot be categorized as one type of resource. It has also been described as "an ad-supported search engine with interesting added capabilities. Neither replaces libraries or intends to". However, Google Scholar does not currently display any advertising.

Since the launch of Google Scholar in 2004, librarians, and those in academic libraries in particular, have had cause for concern that their role in providing study and research resources could be adversely affected. It provides access to citations, abstracts and may link directly to full text articles that the library has purchased from a broad range of academic journals in the familiar Google format. The Google Generation are familiar with the way web search engines allow them to access information quickly and easily and so Google Scholar can be seen as a useful tool for librarians to encourage these users into using academic sources. A study commissioned by the British Library and Joint Information Systems Committee and carried out by University College London's Centre for Information Behavior and the Evaluation of Research highlights a concern that students will use search engines like Google Scholar as a way of accessing abstracts making the expensive journal databases conventionally employed by academic libraries redundant.

### **Challenges for libraries:**

The challenge for academic librarians is that students might bypass the university library and access Google Scholar

instead, due to its ease of use and simple, familiar search format. As Google uses retrieval algorithms based on ranking and relevance to the search term, students may feel that it's a more useful tool for research than a library catalog that often ranks relevant items in chronological order. This ease of use has made it very popular amongst medical and science academics who were in the past drawn to more traditional resources.

Librarians are not the only group feeling at risk due to the technological innovation of tools such as Google Scholar. Many professions have to re-evaluate their mode of practice and find fresh ways of embracing new technology and maintaining their relevance in an online digital age. However, while many academic library stakeholders are concerned by Google Scholar, there are some who see it as an opportunity.

### **Opportunities**

Google Scholar provides another tool for academic librarians in their own work, giving access to journals beyond those held by their institution and, more importantly perhaps, it could be used as an opportunity to reaffirm the academic library's position. It is argued that Google Scholar presents a marketing opportunity for academic libraries and their reference librarians by highlighting the vast range of scholarly resources available to information-seeking students: "...Google Scholar provides a range of opportunities for librarians at the front lines and behind the scenes – at the reference desk, in the classroom, and in our web space. In short, here is a great marketing opportunity for libraries".[7] Reference librarians can re-position themselves at the vanguard of this new awareness in information literacy and help students navigate the myriad of materials available in Google Scholar. There is no prospect of students not utilising Google Scholar, so rather than ignore its existence, trained information professionals can see this as an opportunity, embracing Google Scholar and focusing efforts on helping improve information literacy and

critical analysis of research tools amongst students and other users of the service.

### **Criticisms**

Several criticisms have been levelled at Google Scholar, these include: unreliability of advanced search functions, lack of controlled vocabulary, issues of secrecy regarding scope of coverage and questionable currency. The 'scholarliness' and consistency of cross-disciplinary coverage of Google Scholar has also been questioned. However this study concluded that Google Scholar was as good, if not better than library databases and was simply a useful tool for accessing the content in academic library databases. One advantage it is seen to have over traditional databases is in accessing 'gray' literature.

Google Scholar has been criticized for its lack of transparency in its sources and citations, which is a concern for librarians.[4] Google Scholar's closest rival, Scirus lists an extensive range of sources from which their search engine crawls for information in the "about us" section of the website. In contrast Google Scholar's "about" page is quite sparse and does not attempt to disclose its sources. As well as this, it does not reveal the search algorithm it uses for page ranking which it has been criticized for. Google Scholar is not a science expert and their decision to not reveal this has angered those in the field - "we are giving the direction of our science over to a company in which we have no voice as the science community."

### **Working with academic libraries and students**

Through the Library Links programme, Google offers academic libraries the opportunity to link their resources into the Google Scholar search results. Students and faculty searching on Google Scholar through the university network will be shown a link to the full text of any articles held by on library journal database. Those libraries who store their material on the WorldCat system can have a similar system put in place.

Google Scholar provides guidance specifically targeted at academic library users, reminding them that their library may hold the full text of an article they see cited or in abstract on Google Scholar. It also offers guidance for students at universities who are in the Library Links scheme advising the links to their own institution's databases they access on campus or off-campus if they set up preferences.

### **Principles and Performance Indicators**

The standards consist of principles and performance indicators.

#### ***Principles***

- ✓ **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
- ✓ **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
- ✓ **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
- ✓ **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
- ✓ **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
- ✓ **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
- ✓ **Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

- ✓ **Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
- ✓ **External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

### **What Librarians Need to Know**

Below is a sample of what is often required for librarian job positions. Don't worry if some of the requirements sound confusing! More information is available to help you with some of the tougher decisions.

#### **❖ Education**

The requirements for a librarian position can span the range below:

- ✓ Four-year undergraduate degree in any field
- ✓ Master of library science degree (MLS)
- ✓ MLS degree from an American Library Association (ALA)-accredited school
- ✓ ALA-accredited MLS degree plus a teaching certificate (often the case in school libraries) or an ALA-accredited MLS plus a second masters degree, e.g., a law degree

#### **❖ Skills**

- ✓ Desire to meet and serve the library's user community
- ✓ Ability to think analytically and to develop new or revised systems, procedures, and work flow
- ✓ Ability to exercise initiative and independent judgment
- ✓ Knowledge of computers, the internet, and commercially available library software
- ✓ Knowledge of a foreign language for communities with non-English speaking populations
- ✓ Ability to prepare comprehensive reports and present ideas clearly and concisely in written and oral form

- ✓ Ability to make administrative decisions, interpret policies, and supervise staff
- ✓ Ability to motivate, establish and maintain effective working relationships with associates, supervisors, volunteers, other community agencies and the public
- ✓ Knowledge of the philosophy and techniques of library service
- ✓ Ability to organize job duties and work independently
- ✓ Demonstrated knowledge of library materials and resources
- ✓ Creativity to develop and implement library programs and services
- ✓ Ability to communicate both orally and in writing
- ✓ Positive attitude toward library users with special needs
- ✓ Accuracy and skill in typing

#### ❖ **Experience**

It's best to have some experience working in a library before graduating. This can be as a volunteer, page, library assistant, or even as part of an internship or graduate school project. Some libraries allow students who have demonstrated sufficient progress towards their library science master's degree to begin working as a librarian.

#### **What Library Assistants and Technicians Need to Know**

Below is a sample of what is often required for library assistant and technician job positions. More discussion about degree requirements is available in the next section.

#### ❖ **Education**

Requirements vary greatly and may include:

- ✓ High school degree
- ✓ Library technician certificate or associate's degree

#### ❖ **Skills**

- ✓ Ability to communicate clearly with patrons, co-workers and supervisors



- ✓ Ability to follow library policies and procedures, especially as relate to issuing library cards, checking out items, collecting fines and fees, and processing new materials
- ✓ Ability to count change and handle money
- ✓ Ability to work with computer applications; most library assistants will use the library's computer system to manage library card holder records, or add new items to the online catalog
- ✓ Ability to work with and troubleshoot office machines, such as copiers

❖ **Experience**

Generally previous experience is not required, although preference may be given to people who are already somewhat familiar with a library environment.

❖ **Career path**

- ✓ Library assistants who excel in their area of work may make excellent candidates for a managerial position, such as a circulation manager or head of circulation. In public libraries, it is not unusual for a similar career path in the cataloging or "technical services" area.
- ✓ Library assistants who complete a four-year undergraduate degree in any field are excellent candidates to consider becoming a librarian.

**What Library Directors Need to Know**

Library director jobs perhaps offer the largest range of duties in the library world. In a rural setting, the director may be the only regularly scheduled employee. In a large urban setting, the "city librarian" or director may oversee a staff of hundreds and fifty branches. In the small library the director may handle everything from locking the doors to paying the bills. In a large library the director may have maintenance and accounting departments.

### ❖ Education

The requirements for a library director position can span the range below:

- ✓ Four-year undergraduate degree in any field
- ✓ Master of library science degree (MLS)
- ✓ MLS degree from an American Library Association (ALA)-accredited school
- ✓ ALA-accredited MLS degree plus a teaching certificate (often the case in school libraries) or an ALA-accredited MLS plus a second masters degree, e.g., a law degree.

### ❖ Skills

- ✓ Desire to meet and serve the library's user community
- ✓ Ability to think analytically and to develop new or revised systems, procedures, and work flow
- ✓ Ability to exercise initiative and independent judgment
- ✓ Knowledge of computers, the internet, and commercially available library software
- ✓ Ability to prepare comprehensive reports and present ideas clearly and concisely in written and oral form
- ✓ Ability to make administrative decisions, interpret policies, and supervise staff
- ✓ Ability to motivate, establish and maintain effective working relationships with associates, supervisors, volunteers, other community agencies and the public
- ✓ Knowledge of the philosophy and techniques of library service
- ✓ Ability to organize job duties and work independently
- ✓ Demonstrated knowledge of library materials and resources
- ✓ Creativity to develop and implement library programs and services
- ✓ Ability to communicate both orally and in writing

- ✓ Employs management techniques effectively in directing, planning, organizing, staffing, coordinating, budgeting, and evaluating the library's operation
- ❖ **Experience**
  - ✓ Typically ten years of experience as a librarian with five years of managerial or administrative experience although will vary greatly by size of library and responsibilities of the job
  - ✓ Demonstrated interest in professional development through attending workshops and conferences
- ❖ **Career path**
  - ✓ Library directors typically seek other leadership positions that may offer new opportunities such as a new building or renovation project, greater challenges in terms of size of library, and a variety of other factors. Directors who start out in smaller libraries may seek library manager positions in larger libraries.

### **Performance Indicators for Each Principle**

The standards consist of principles and performance indicators.

#### ***Principles***

- ✓ **Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.
- ✓ **Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
- ✓ **Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and

use information effectively for academic success, research, and lifelong learning.

- ✓ **Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
- ✓ **Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.
- ✓ **Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
- ✓ **Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.
- ✓ **Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
- ✓ **External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

### **Performance Indicators for Each Principle**

**1. Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

- The library defines and measures outcomes in the context of institutional mission.
- The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.
- The library develops outcomes that are aligned with accreditation guidelines for the institution.

- The library develops and maintains a body of evidence that demonstrates its impact in convincing ways.
- The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.
- The library contributes to student recruitment, retention, time to degree, and academic success.
- The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

**2. Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

- The library resists all efforts to censor library resources.
- The library protects each library user's right to privacy and confidentiality.
- The library respects intellectual property rights and advocates for balance between the interests of information users and rights holders through policy and educational programming.
- The library supports academic integrity and deters plagiarism through policy and education.
- The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.
- The library engages in collaborations both on campus and across institutional boundaries.

**3. Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

- Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.
- Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.
- Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.
- Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.
- Library personnel collaborate with campus partners to provide opportunities for faculty professional development.
- The library has the IT infrastructure to keep current with advances in teaching and learning technologies.

**4. Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

- The library organizes information for effective discovery and access.
- The library integrates library resource access into institutional web and other information portals.
- The library develops resource guides to provide guidance and multiple points of entry to information.
- The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.
- The library has technological infrastructure that supports changing modes of information and resource discovery.
- The library provides one-on-one assistance through multiple platforms to help users find information.

**5. Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.

- The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.
- The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.
- The library builds and ensures access to unique materials, including digital collections.
- The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.
- The library educates users on issues related to economic and sustainable models of scholarly communication.
- The library ensures long-term access to the scholarly and cultural record.

**6. Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

- The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.
- The library provides safe and secure physical and virtual environments conducive to study and research.
- The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.
- The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.
- The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

- The library's physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.
- The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.
- The library's physical and virtual spaces are informed by consultation with users.

**7. Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

- The library's mission statement and goals align with and advance those developed by the institution.
- Library personnel participate in campus decision making needed for effective library management.
- The library allocates human and financial resources effectively and efficiently to advance the library's mission.
- The library's budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.
- The library partners with multiple institutions (e.g., via collections consortia) for greater cost-effectiveness and to expand access to collections.
- The library plans based on data and outcomes assessment using a variety of methods both formal and informal.
- The library communicates assessment results to library stakeholders.
- Library personnel model a culture of continuous improvement.
- The library has the IT infrastructure needed to collect, analyze, and use data and other assessments for continuous improvement.



**8. Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

- Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.
- Library personnel have education and experience sufficient to their positions and the needs of the organization.
- Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.
- Library personnel contribute to the knowledge base of the profession.
- Library personnel are professionally competent, diverse, and empowered.
- Personnel responsible for enhancing and maintaining the library's IT infrastructure keep current with library technology applications and participate in ongoing training.

**9. External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

- The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.
- The library communicates with the campus community regularly.
- Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

**The purpose of the Library is to provide:**

- Comfortable, secure and appropriate study spaces and facilities such as I.T. and photocopying, for College members and visitors;

- Relevant print and electronic resources to support student learning, with priority being given to undergraduates in their first two years.

**It will achieve this through providing:**

Buildings which are appropriate places for study, to house the collections and for staff to work in,

- the cost-effective management of resources
- the acquisition, organization and dissemination of materials
- regular review and care of the collection
- support for readers at all levels
- the development of motivated, knowledgeable and skilled staff

**Key assumptions**

A College Library represents in physical form the College's values, history and commitment to scholarship and is of especially importance in attracting new applicants and visitors.

It is unlikely that a new College library will be built for 20 years, although there remains the possibility that a benefactor may come forward.

- The new Library will not replicate the existing building. Instead it will be a multi-purpose centre for the study and the exchange of information at all levels, including space for the Archives and special collections and other facilities not possible in the present building.
- Cambridge is, and intends to remain, a university of world-class status. Selwyn Library will continue to provide facilities and resources to all members, especially undergraduate students, and visitors.
- Student numbers are unlikely to increase significantly in the next ten years.
- Inflation in the cost of materials will continue to exceed any growth in the Library's income.

- The Library will continue to offer paper and electronic resources as appropriate in each subject area. The growth of electronic resources will not be matched by an equivalent decline in the publication or use of traditional paper-based library resources for the next five years, except possibly in some of the sciences.
- I.T. provision will be key to undergraduate study, with the expectation that library services should be available from the desktop as quickly and easily as possible and with 24-hour support.
- The increasing amount of electronic-only material will mean that the College will buy into electronic resources purchased centrally and/or co-operatively instead of purchasing as an independent institution.
- The Library does not have the space, staffing or funds to accept donations of material which are not strictly within the terms of its Collection Development Policy.

#### **Critical success factors**

- The Library's priority is to provide the resources which match undergraduate student requirement. Adequate funding and regular collection review by Directors of Studies are both essential to ensuring that resources remain relevant. Changes to curriculum content or to the range of subjects taught in
- College affect the Library.
- The Library depends on the maintenance of good relations with students to ensure that it runs smoothly, and that the regulations to support this are understood and observed.
- The Library depends on effective liaison with the CCLF (Cambridge College Libraries' Forum), Faculty Libraries and the University Library, especially as services become more centralized. Cuts in services to or closures of any other Library will place extra demand on the College.

- The Library depends on good working relations with other College departments and it is important that staff work with them as positively as possible.
- Library provision is an integral part of the facilities offered by the College to students with disabilities and advance warning of admissions enables it to respond effectively.

### **Major risks to success**

- ❖ Lack of visibility within the College
  - Impact: The Library becomes under-resourced and is not integrated fully into College plans.
- ❖ Reduction in funding
  - Impact: inability to provide core services or adequate resources.
- ❖ Reduction in staffing
  - Impact: inability to maintain efficient collection and circulation procedures and timely throughput of newly acquired materials,
  - reduction in opening hours
  - inability to assist readers with disabilities
  - inability to deal effectively with external enquiries
- ❖ Disaster

Impact: a fire, flood or infestation could incur expensive recovery costs while disadvantaging readers.

### **Strategic goals**

References here to time-spans should be interpreted as short-term (1-3 years); medium-term (3-7 years) and long-term (7-20 years) goals.

- **Appropriate buildings with facilities for study and to house the collections.**

In the past 10-15 years, a number of Colleges have built new or significantly refurbished their libraries: for example, Trinity Hall, Newnham, St John's, Pembroke, Peterhouse and Corpus Christi. Selwyn Library was built in 1928 as a war memorial, and a ground floor extension was added in the

1980s. It is now showing its age, and lags behind others especially in its furnishings, equipment, heating, ventilation and noise control and its use of spaces within the building.

At present the Library offers 66 study spaces for an undergraduate population of 360. This represents a ratio of 8:1 and is the average number of spaces for all Cambridge colleges. However, this figure represents only the number of chairs available and thus assumes all readers are willing to work within a restricted desk area. Realistically, the Library is full with 40 readers.

#### **Medium/Short-term**

Investigate feasibility of reconfiguring the ground floor room to provide an entrance foyer with separate space for the issue pc, photocopier, returns box and student socializing. Refit the rest of the room to provide improved IT facilities.

The Library's disaster plan and equipment store (held in the Porter's Lodge) should be reviewed and updated every 3 years.

- **The cost-effective management of resources**

#### **Short-term**

The College Library operates within its budgetary limits and it is unlikely that extra funding will be available.

#### **Medium/Long-term**

Any decrease in book purchasing is likely to be outpaced by contributions to centrally or co-operatively purchased electronic resources; regular increases in funding will become inevitable.

Other sources of funding for special projects such as book conservation should be investigated.

- **The acquisition, organization and dissemination of library materials**

#### **Short/Medium-term**

Demand for traditional resources (electronic and print) remains high at present, but undergraduate students will increasingly require electronic resources. These will be provided on a University/College-wide basis, and the Library

should continue to work with the 5 CCLF, the University/College Library and others in developing a co-ordinated approach to this provision.

**Long-term**

Collection development should envisage moving a reduced print collection to a new library.

The Collection Development Policy should be reviewed every 5 years, ensuring that it remains relevant to College needs.

**Medium-term**

Rare books: The College's rare books and special collections are currently housed in rooms in Old Court. This collection is currently under review with a view to consolidation and some possible relocation. Once this has been carried out, funding for a conservation programme should be sought and the collection promoted to bring it to the attention of College members and external researchers.

**Extension stack:** The special collections here should be reviewed, reclassified with catalogue records upgraded, conserved and promoted as appropriate.

**Long-term**

All revised and conserved collections will be moved to the new building and housed in appropriate conditions.

- **To provide external researchers with supervised, appropriate conditions for studying its collections**

**Short/medium-term**

No change to the current arrangements is likely. External researchers consult books in the Library under supervision, and books from Old Court have to be brought across by a member of staff. Consultation is only possible during staffed hours.

**Long-term**

A new library building would incorporate appropriate study space for external researchers adjacent to the special collections and which can be more easily supervised.

- **Support for readers at all levels**

#### **Short-term**

Ensure that staff provide readers with an appropriate level of guidance on the use of the Library and its resources through induction tours, literature, the website and informal contact.

#### **Medium-term**

Any further shift towards electronic provision should be accompanied by library staff playing a greater role in advising readers on the effective and responsible use of these resources.

Improvements should continue to be made through liaison with JCR and MCR, questionnaires and informal contact with students.

Review provision to students with disabilities. Services to readers with disabilities are heavily dependent on staff or student assistance. Students with impaired mobility are not able to reach the first floor (history, archaeology, classics) and wheelchair access to all shelves is not possible with current shelving.

- **The development of motivated, knowledgeable and skilled staff**

#### **Short/medium-term**

In the light of new service demands and expected changes to processes, ensure that staff are equipped with appropriate skills and work within an efficient management structure.

Ensure that staff works in a safe and comfortable environment compliant with current legislation.

#### **Long-term**

Flexibility in recruitment, training and deployment of staff will be essential.

#### **Responsibilities of Librarian:**

A librarian is a person who works professionally in a library, and may hold a degree in librarianship (known either as library science or library and information science). Traditionally, a librarian is associated with collections of

books, as demonstrated by the etymology of the word "librarian" (from the Latin *liber*, "book"). The role of a librarian is continually evolving to meet social and technological needs: a modern librarian may deal with information in many formats, including books, magazines, newspapers, audio recordings (both musical and spoken word), video recordings, maps, manuscripts, photographs and other graphic material, bibliographic databases, web searching, and digital resources. A librarian may provide other information services, including computer provision and training, coordination of public programs[clarification needed], basic literacy education, assistive equipment for people with disabilities, and help with finding and using community resources. Appreciation for librarians is often included by authors and scholars in the Acknowledgment (creative arts and sciences) sections of books.

### **Role & Responsibilities of Librarian**

*1. Manage the planning, administrative and budgetary functions of library and information services*

#### **Main Activities**

- Establish and implement library and information policies and procedures
- Develop and manage convenient, accessible library and information services
- Establish and manage the budget for library and information services, technology and media
- Develop and manage cost-effective library and information services, technology and media
- Order materials and maintain records for payment of invoices
- Analyze and evaluate library and information services, technology and media service requirements
- Prepare reports related to library and information services, technology and media services, resources and activities



*2. Provide effective access to library collections and resources*

*Main Activities*

- Develop and maintain collections management policies and procedures
- Perform original cataloguing and classification of print, audio-visual and electronic resources
- Develop and maintain special indexing systems and files for special collections

*3. Maintain the organization of library materials Main Activities*

- Ensure an accurate inventory of resources
- Ensure efficient retrieval by users
- Search external database programs for the availability of cataloguing copy
- Maintain inventories, compile statistics and generate reports as required
- Develop and maintain cataloguing procedures
- Distribute materials for cataloguing
- Determine the type of cataloguing required
- Enter cataloguing data into the library's automated system
- Process resources for placement on shelf
- File cards in shelf list
- Complete cataloguing records where only partial copy is available
- Index materials for the pamphlet collection

*4. Provide library services in response to the information needs of library users Main Activities*

- Respond to daily on-site requests for information
- Train library users to effectively search the Library catalogue, Internet and other electronic resources
- Provide an interlibrary loan service for both book and audiovisual materials and maintain records
- Maintain records for the interlibrary loan service

- Maintain circulation files, records and statistics

*5. Perform other related duties*

**KNOWLEDGE, SKILLS AND ABILITIES**

**(The knowledge, skills and attitudes required for satisfactory job performance)**

**A. Knowledge**

The incumbent must have proficient knowledge in the following areas:

- library policies, procedures, methods, ethics and professional standards
- library programming standards
- research and information gathering systems and methods
- a variety of information database systems
- conducting Internet searches
- organization and structure of the library
- other information and library resources
- computerized information database systems
- library systems for cataloguing, acquisitions and searching, on-line bibliographic utilities
- capabilities and information resources of the Internet and other electronic databases

**B. Skills**

- The incumbent must demonstrate the following skills:
- ability to manage a library and its collection
- team building skills
- research skills
- organizational skills
- analytical and problem solving skills
- decision making skills
- effective verbal, presentation and listening communications skills
- effective written communications skills

- computer skills including the ability to operate computerized library, spreadsheet, word-processing, spreadsheets, email, database and graphics and website development programs at a highly proficient level
- computer skills including the ability to operate email and conduct Internet research
- stress management skills
- time

**C. Personal Attributes**

The incumbent must maintain strict confidentiality in performing the duties of the Librarian. The incumbent must also demonstrate the following personal attributes:

- be honest and trustworthy
- be respectful
- possess cultural awareness and sensitivity
- be flexible
- demonstrate sound work ethics

**D. Promoting the library collection**

Students will find it easier to choose books from a collection with good signage that is displayed attractively with as much face out display as possible. Providing a wide range of resources that are up to date and not labeled by age group will help readers to choose a book that interests them. Promoting books across ages. For instance, sophisticated picture books can be promoted to older students, easy reading fiction as “quick reads” suitable for older children will encourage struggling readers to find books that suit their abilities. It is also important to provide a range of formats including graphic novels, audio books DVDs, Mp3 players, magazines, for use in the library and to take home. Sophisticated picture books and graphic novels are an important part of the collection as the illustrations provide visual scaffolding to the text, enabling readers to create meaning.

#### **E. Using the librarian's professional expertise**

School librarians are experts in their collections. By working with students, understanding their personal interests as well as their reading abilities, the school librarian is able to match books with readers successfully. Knowing their students interests, helps librarian's to promote books and to do "book talks" that are most likely to interest the children. For a list of desirable skills and attributes for the school librarian role, see The Library Team and also refer to the job description for school librarian. Using series is another good way to encourage reluctant or struggling readers to engage with reading. Hooking a reader into the first of a series, helps them to then easily choose their next book as they can then read through the series, enjoying the books and becoming more confident and fluent in their reading. Librarians can also use a utility such as Library Thing to create mini-library collections for targeted users as well as using the library catalogue to create book lists for different interest areas or groups of children. By working with students and monitoring their progress and developing confidence, librarians can also help readers to make the transition from one area to another when they are ready by providing "stepping stones"; from picture books to fiction for example.

#### **Duties of Librarian**

The traditional concept of a library is being redefined from a place to access paper records or books to one that also houses the most advanced electronic resources, including the Internet, digital libraries, and remote access to a wide range of information sources. Consequently, librarians, often called information professionals, increasingly combine traditional duties with tasks involving quickly changing technology. Librarians help people find information and use it effectively for personal and professional purposes. They must have knowledge of a wide variety of scholarly and public information sources and must follow trends related to publishing, computers, and the media in order to oversee the

selection and organization of library materials. Librarians manage staff and develop and direct information programs and systems for the public and ensure that information is organized in a manner that meets users' needs.

Most librarian positions focus on one of three aspects of library work: user services, technical services, and administrative services. Still, even librarians specializing in one of these areas have other responsibilities, too. Librarians in user services, such as reference and children's librarians, work with patrons to help them find the information they need. The job involves analyzing users' needs to determine what information is appropriate and searching for, acquiring, and providing the information. The job also includes an instructional role, such as showing users how to find information. For example, librarians commonly help users navigate the Internet so they can search for and evaluate information efficiently. Librarians in technical services, such as acquisitions and cataloguing, acquire, prepare, and classify materials so that patrons can find it easily. Some write abstracts and summaries. Often, these librarians do not deal directly with the public. Librarians in administrative services oversee the management and planning of libraries: they negotiate contracts for services, materials, and equipment; supervise library employees; perform public-relations and fundraising duties; prepare budgets; and direct activities to ensure that everything functions properly.

In small libraries or information centers, librarians usually handle all aspects of library operations. They read book reviews, publishers' announcements, and catalogues to keep up with current literature and other available resources, and they select and purchase materials from publishers, wholesalers, and distributors. Librarians prepare new materials, classifying them by subject matter and describing books and other library materials to make them easy to find. Librarians supervise assistants, who enter classification information and descriptions of materials into electronic catalogs. In large libraries, librarians often specialize in a single area, such as acquisitions,

cataloguing, bibliography, reference, special collections, or administration. Teamwork is increasingly important.

Librarians also recommend materials. Many compile lists of books, periodicals, articles, audiovisual materials, and electronic resources on particular subjects and analyze collections. They collect and organize books, pamphlets, manuscripts, and other materials in a specific field, such as rare books, genealogy, or music. In addition, they coordinate programs such as storytelling for children and literacy skills and book talks for adults. Some conduct classes, publicize services, write grants, and oversee other administrative matters.

Many libraries have access to remote databases and maintain their own computerized databases. The widespread use of electronic resources makes database-searching skills important for librarians. Librarians develop and index databases and help train users to develop searching skills. Some libraries are forming consortiums with other libraries to allow patrons to access a wider range of databases and to submit information requests to several libraries simultaneously. The Internet also has greatly expanded the amount of available reference information. Librarians must know how to use these resources and inform the public about the wealth of information available in them.

Librarians are classified according to the type of library in which they work: a public library; school library media center; college, university, or other academic library; or special library. Librarians in special libraries work in information centers or libraries maintained by government agencies or corporations, law firms, advertising agencies, museums, professional associations, unions, medical centers, hospitals, religious organizations, and research laboratories. They acquire and arrange an organization's information resources, which usually are limited to subjects of special interest to the organization. They can provide vital information services by preparing abstracts and indexes of current periodicals, organizing bibliographies, or analyzing background information and preparing reports on areas of particular

interest. For example, a special librarian working for a corporation could provide the sales department with information on competitors or new developments affecting the field. A medical librarian may provide information about new medical treatments, clinical trials, and standard procedures to health professionals, patients, consumers, and corporations. Government document librarians, who work for government agencies and depository libraries in each of the States, preserve government publications, records, and other documents that make up a historical record of government actions.

Some librarians work with specific groups, such as children, young adults, adults, or the disadvantaged. In school library media centers, librarians-often called school media specialists-help teachers develop curricula and acquire materials for classroom instruction. They also conduct classes for students on how to use library resources for research projects.

Librarians with computer and information systems skills can work as automated-systems librarians, planning and operating computer systems, and as information architects, designing information storage and retrieval systems and developing procedures for collecting, organizing, interpreting, and classifying information. These librarians analyze and plan for future information needs. (See the section on computer scientists and database administrators elsewhere in the Handbook.) Automated information systems enable librarians to focus on administrative and budgeting responsibilities, grant writing, and specialized research requests, while delegating more routine services responsibilities to technicians. (See the section on library technicians elsewhere in the Handbook.)

More and more, librarians apply their information management and research skills to arenas outside of libraries-for example, database development, reference tool development, information systems, publishing, Internet coordination, marketing, Web content management and design, and training of database users. Entrepreneurial librarians sometimes start their own consulting

practices, acting as freelance librarians or information brokers and providing services to other libraries, businesses, or government agencies.

**Work environment.** Librarians spend a significant portion of time at their desks or in front of computer terminals; extended work at video display terminals can cause eyestrain and headaches. Assisting users in obtaining information or books for their jobs, homework, or recreational reading can be challenging and satisfying, but working with users under deadlines can be demanding and stressful. Some librarians lift and carry books, and some climb ladders to reach high stacks, although most modern libraries have readily accessible stacks. Librarians in small settings without support staff sometimes shelve books themselves.

More than 20 percent of librarians work part time. Public and college librarians often work weekends, evenings, and some holidays. School librarians usually have the same workday and vacation schedules as classroom teachers. Special librarians usually work normal business hours, but in fast-paced industries-such as advertising or legal services-they can work longer hours when needed.

### **Professional Duties of a Librarian**

#### **A. Customer Service**

Customer service is central to librarians' duties. Patrons who need help tracking down information, conducting research or learning to use library resources stop at the librarian's desk for guidance. Explaining library policies and handling patron complaints is part of the job as well. Customer-service work varies by library type. School librarians teach children to use library resources. Government librarians provide research services for staffers of public agencies. Law librarians locate and organize legal information for law students, judges and attorneys. Medical librarians track down details on clinical trials and health treatments for consumers, doctors and researchers. Academic librarians teach classes on research and help people with information needs.



## **B. Community Outreach**

Libraries are community resources, so librarians have a duty to develop outreach programs for neighborhood residents and businesses. Librarians plan and oversee community newsletters and special services for corporate clients, nonprofits or other groups. They also set up storytelling hours and other events for children. Finally, they put together and teach classes on topics including literacy, library instruction and technology use.

## **C. Cataloging**

Ordering and cataloging information is where the "science" comes in library science. Librarian duties include organizing library materials so patrons can easily find what they need. Assembling and indexing databases of library materials is also part of the librarian's role. Some librarians specialize in technical services, where they obtain, prepare and classify new materials. Technical services librarians often have less contact with the public.

## **D. Administration**

Librarians have a number of administrative duties. Library budgets are their responsibility. They also hire, train and manage library staff, including technicians and assistants. If the library needs computers, copiers or other new equipment, librarians research products and make purchasing decisions. They also negotiate contracts for materials and equipment. The smaller the library, the bigger the range of administrative responsibilities a librarian has. At larger libraries, most management tasks fall to librarians who specialize in administrative services.

## **E. Skills**

Fulfilling the duties of a librarian requires several skill sets. Interpersonal and communications skills help librarians understand what patrons need. Computer skills are essential, because library management and cataloging are mostly electronic. Librarians use problem-solving skills to find solutions to patrons' questions. Reading comprehension is a

must as well, because the job requires reading to track down information. Also, the library sector evolves constantly to match new technologies. To handle change, librarians must be adaptable, and able to apply knowledge to new practices.

#### **F. Education**

To become a librarian, you need extensive postsecondary education. A bachelor's degree in any major will get you into a graduate program in library science, where you earn the master's degree required for most librarian jobs. A graduate degree in library science trains aspiring librarians in areas such as selecting and processing materials, organizing information and research methods. The American Library Association accredited 56 U.S. programs in the field as of 2011. Some librarian jobs require additional training. School librarians in most states need a teaching certificate or license. Librarians in law, corporate or medical libraries need knowledge or an advanced degree in the field in which they work.

#### **Types Of Library :**

- |  |                                    |
|--|------------------------------------|
| 1) Academic Library                    | 14) One-person library             |
| 2) Bookmobile Library                  | 15) Prison library                 |
| 3) Botanical and horticultural library | 16) Private library                |
| 4) Chained library                     | 17) Public library                 |
| 5) Christian Science Reading Room      | 18) Reference library              |
| 6) Data library                        | 19) Research library               |
| 7) Digital library                     | 20) School library                 |
| 8) Green library                       | 21) Seed library                   |
| 9) Hybrid library                      | 22) Slide library                  |
| 10) Learning Resource Centre           | 23) Social library                 |
| 11) Lending library                    | 24) Special library                |
| 12) Multimedia library                 | 25) Subscription library           |
| 13) National library                   | 26) List of tool-lending libraries |
|  | 27) Traveling library              |

## 28) Universal library

### 1) **Academic library**

An **Academic library** is a library that is attached to an higher education institution which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students. It is unknown how many academic libraries there are internationally. An academic and research portal maintained by UNESCO links to 3,785 libraries. According to the National Center for Education Statistics there are an estimated 3,700 academic libraries in the United States. The support of teaching and learning requires material for class readings and for student papers. In the past, the material for class readings, intended to supplement lectures as prescribed by the instructor, has been called reserves. In the period before electronic resources became available, the reserves were supplied as actual books or as photocopies of appropriate journal articles.

Academic libraries must determine a focus for collection development since comprehensive collections are not feasible. Librarians do this by identifying the needs of the faculty and student body, as well as the mission and academic programs of the college or university. When there are particular areas of specialization in academic libraries these are often referred to as niche collections. These collections are often the basis of a special collection department and may include original papers, artwork, and artifacts written or created by a single author or about a specific subject.

There is a great deal of variation among academic libraries based on their size, resources, collections and services. The Harvard University Library is considered to be the largest academic library in the world and has the third largest collection in the United States. Another notable example is the University of South Pacific which has academic libraries distributed throughout its twelve member countries.

### 2) **Bookmobile Library**

A **bookmobile or mobile library** is a large vehicle designed for use as a library. It is designed to hold books on shelves in such a way that when the vehicle is parked they can be accessed by readers. Mobile libraries are often used to provide library services to villages and city suburbs that have no library buildings. They can also service groups of those who have difficulty accessing libraries, e.g., occupants of retirement homes. They may also carry other information or computer equipment. Some libraries also use their bookmobiles to deliver materials, such as audio books, large print novels, and eBooks, to homebound people without anyone to go to the library for them.

### **3) Botanical and horticultural library**

A **botanical and horticultural library** is a library specializing in the preservation and collection of literature and materials about plants. The mission of many botanical and horticultural libraries is to make accessible and available to those who use it the information on this topic.

Botanical and horticultural libraries can be found in arboretums, botanical gardens, research institutions, horticultural societies, conservatories, governmental offices, colleges, and universities as part of a larger university library.

### **4) Chained library**

A **chained library** is a library where the books are attached to their bookcase by a chain, which is sufficiently long to allow the books to be taken from their shelves and read, but not removed from the library itself. This practice was usual for reference libraries (that is, the vast majority of libraries) from the Middle Ages to approximately the 18th century, as books were extremely valuable during this period. The chains were used to provide sufficient security. It is standard for chained libraries to have the chain fitted to the corner or cover of a book. This is because if the chain were to be placed on the spine the book would suffer greater wear from the stress of moving it on and off the shelf. Because of the location of the

chain attached to the book (via a ringlet) the books are housed with their spine facing away from the reader with only the pages' fore-edges visible (that is, the 'wrong' way round to people accustomed to contemporary libraries). This is so that each book can be removed and opened without needing to be turned around, hence avoiding tangling its chain.

#### **5) Christian Science Reading Room**

A **Christian Science Reading Room** is a place operated as a public service by a Christian Science church in the community where that church exists. These "branches" of The Mother Church, The First Church of Christ, Scientist, in Boston, Massachusetts maintain these rooms as a place where one may study and contemplate the Bible and Christian Science literature in a quiet atmosphere, similar to a library. Literature and other items related to the study of Christian Science may be borrowed or purchased. There are approximately 2,000 Christian Science Reading Rooms worldwide.

#### **6) Subscription library**

A subscription library (also membership library or independent library) is a library that is financed by private funds either from membership fees or endowments. Unlike a public library, access is often restricted to members, but access rights can also give to non-members, such as students.

#### **7) Data library**

A **data library** refers to both the content and the services that foster use of collections of numeric, audio-visual, textual or geospatial data sets for secondary use in research. (See below to view definition from the Online Dictionary for Library and Information Science.) A data library is normally part of a larger institution (academic, corporate, scientific, medical, governmental, etc.) established to serve the data users of that organization. The data library tends to house local data collections and provides access to them through various means (CD-/DVD-ROMs or central server for download). A data library may also maintain subscriptions to licensed data

resources for its users to access. Whether a data library is also considered a data archive may depend on the extent of unique holdings in the collection, whether long-term preservation services are offered, and whether it serves a broader community (as national data archives do)

#### **8) Digital library**

The first use of the term **digital library** in print may have been in a 1988 report to the Corporation for National Research Initiatives. The term digital libraries was first popularized by the NSF/DARPA/NASA Digital Libraries Initiative in 1994. These draw heavily on *As We May Think* by Vannevar Bush in 1945, which set out a vision not in terms of technology, but user experience. The term virtual library was initially used interchangeably with digital library, but is now primarily used for libraries that are virtual in other senses (such as libraries which aggregate distributed content).

A distinction is often made between content that was created in a digital format, known as born-digital, and information that has been converted from a physical medium, e.g. paper, by digitizing. It should also be noted that not all electronic content is in digital data format. The term hybrid library is sometimes used for libraries that have both physical collections and electronic collections. For example, American Memory is a digital library within the Library of Congress.

## **9) Electronic library**

An **electronic library** (colloquially referred to as a digital library) is a library in which collections are stored in electronic media formats (as opposed to print, microform, or other media) and accessible via computers. The electronic content may be stored locally, or accessed remotely via computer networks. An electronic library is a type of information retrieval system.

In the context of the DELOS, a Network of Excellence on Digital Libraries, and DL.org, a Coordination Action on Digital Library Interoperability, Best Practices and Modeling Foundations, Digital Library researchers and practitioners and software developer produced a Digital Library Reference Model which defines a digital library as: "A potentially virtual organization, that comprehensively collects, manages and preserves for the long depth of time rich digital content, and offers to its targeted user communities specialized functionality on that content, of defined quality and according to comprehensive codified policies."

## **10) Green library**

**Green libraries** are a part of the larger green building movement. Also known as sustainable libraries, green libraries are being built all over the world[citation needed], with many high profile projects bringing the concept into the mainstream. Along with library 2.0, green design is an emerging trend, defining the library of the 21st century. Many view the library as having a unique role in the green building movement due to its altruistic mission, public and pedagogical nature, and the fact that new libraries are usually high profile, community driven projects.

## **11) Hybrid library**

**Hybrid library** is a term used by librarians to describe libraries containing a mix of traditional print library resources and the growing number of electronic resources

## **12) Learning Resource Centre**

**Learning Resource Centre (LRC)** is a term which is used in the United Kingdom to describe a type of library that exists within an educational setting such as Secondary Schools, Further Education Colleges and Universities. LRC can also stand for Library Resource Centre and in some cases Learning Resource Centre has been shortened to Learning Centre.

These centers contain traditional educational resources such as books, journals, software and audio/visual materials, but they also exist to promote electronic information resources. Examples of these are subscription electronic journals, databases, free websites and other web based resources. The traditional Librarian role has been replaced with the LRC Manager who is an Information Professional with qualifications recognized by CILIP. As well as managing the physical environment of the LRC the LRC Manager is usually involved in editing LRC web pages and making contributions to the Virtual Learning Environment, in order to provide access to quality and timely resources to colleagues and students.

LRCs usually have a responsibility for the teaching of Information Literacy and/or Study Skills within the institution they are in. Although this role is firmly established in further and higher education, it has only become a serious responsibility for the Secondary School LRC since the publication of Key Stage 3 National Strategy in 2003. The schools inspectorate Of STED have also made this a key area for school LRCs to evaluate themselves on in their self-evaluation document for LRCs in 2003.

## **13) Lending library**

A **lending library** is a library from which books are lent out. The earliest reference to or use of the term "lending library" yet located in English correspondence dates from ca. 1586; C'Tess Pembroke Ps. CXII. v, "He is ... Most liberall and lending," referring to the books of an unknown type of library,



and later in a context familiar to users of contemporary English, in 1708, by J. Chamberlayne; St. Gt. Brit.; III. xii. 475 "[The Libraries] of Cambridge are Lending-libraries; that is, he that is qualified may borrow out of it any book he wants". This definition is closely associated with libraries in England before the Public Libraries Act 1850 was passed which allowed cities to use taxes to create and maintain libraries but did not require cities build them. This definition is also applicable in the United States before 1850 and widespread School District Library Acts which were passed in many states at the same time. It may also refer to a library or other institution that sends materials on request to another library, usually via interlibrary loan.

#### **14) Multimedia Library**

A **multimedia library** is a public institution functioning as a library but containing not only traditional books, newspapers and magazines, but also video recordings (movies, documentaries), sound recordings (music, audio books) and all sorts of electronic resources.

A multimedia library is distinct from a hybrid library which contains only books and e-books.

#### **15) National library**

A **national library** is a library specifically established by the government of a country to serve as the preeminent repository of information for that country. Unlike public libraries, these rarely allow citizens to borrow books. Often, they include numerous rare, valuable, or significant works.

There are wider definitions of a national library, putting less emphasis to the repository character. National libraries are usually notable for their size, compared to that of other libraries in the same country. Some states which are not independent, but who wish to preserve their particular culture, have established a national library with all the attributes of such institutions, such as legal deposit.

Many national libraries cooperate within the National Libraries Section of the International Federation of Library Associations and Institutions (IFLA) to discuss their common tasks, define and promote common standards and carry out projects helping them to fulfill their duties. National libraries of Europe participate in The European Library. This is a service of The Conference of European National Librarians (CENL).

#### **16) One-Person Library (OPL)**

A **one-person library (OPL)** is a library lead by a single person or a single professional librarian without any professional library peers. These libraries represent the vast majorities of libraries in the world. They may be found in public and governmental settings, in companies and any organizations, in academic and research and as private initiatives for many subjects. Very often they are specialized towards a specific subject of collection and thus part of the special libraries scene. In 1972 the U.S. Special Libraries Association (SLA) invited at their annual conference to a discussion on the issue of such a library type under the heading "The One Man Library" lead by lead by Guy St. Clair by then librarian at the University Club of New York of New York City. Thanks to the long time engagement and dedication of Guy St. Clair after the initial meeting the One Person Library became a global movement proliferating to other countries throughout the world.

#### **17) Prison library**

**Prison libraries** are provided in many prisons. Reading materials and information are provided in almost all federal and state correctional facilities in the United States (Lehmann, 2011, p. 490). Libraries in federal prisons are controlled by the Federal Bureau of Prisons, U.S. Department of Justice, while libraries in the states are controlled by each state's own department of corrections (Lehmann, p. 490). Many local jails also provide library services through partnerships with local public libraries and community organizations

#### **18) Private library**

A **private library** is a library under the care of private ownership, as compared to that of a public institution, and is usually only established for the use of a small number of people, or even a single person. As with public libraries, some people use bookplates – stamps, stickers or embossing – to show ownership of the items. Some people sell their private libraries to established institutions such as the Library of Congress, or, as is often the case, bequeath them thereto after death, through a will.

#### **19) Public library**

A **public library** is a library that is accessible by the general public and is generally funded from public sources, such as taxes. It is operated by librarians and library paraprofessionals, who are also civil servants. There are five fundamental characteristics shared by public libraries. The first is that they are generally supported by taxes (usually local, though any level of government can and may contribute); they are governed by a board to serve the public interest; they are open to all and every community member can access the collection; they are entirely voluntary in that no one is ever forced to use the services provided; and public libraries provide basic services without charge. Public libraries exist in many countries across the world and are often considered an essential part of having an educated and literate population. Public libraries are distinct from research libraries, school libraries, and other special libraries in that their mandate is to serve the general public's information needs (rather than the needs of a particular school, institution, or research population). Public libraries also provide free services such as preschool story times to encourage early literacy, quiet study and work areas for students and professionals, or book clubs to encourage appreciation of literature in adults. Public libraries typically allow users to take books and other materials off the premises temporarily; they also have non-circulating reference

collections and provide computer and Internet access to patrons.

#### **20) Reference library**

A **reference library** does not lend books and other items; instead, they must be read at the library itself. Typically such libraries are used for research purposes, for example at a university. Some items at reference libraries may be historical and even unique. Examples of reference libraries include the British Library in London and the Bodleian Library at Oxford University. Many lending libraries contain a "reference section", which holds books, such as dictionaries, which are common reference books, and are therefore not lent out. Such reference sections may be referred to as "reading rooms", which may also include newspapers and periodicals.

#### **21) Research library**

A **research library** is collection of materials on one or more subjects. A research library supports scholarly or scientific research and will generally include primary as well as secondary sources; it will maintain permanent collections and attempt to provide access to all necessary materials. A research library is most often an academic or national library, but a large special library may have a research library within its special field and a very few of the largest public libraries also serve as research libraries. A large university library may be considered a research library; and in North America such libraries may belong to the Association of Research Libraries. In the United Kingdom they may be members of Research Libraries UK.

A research library can be either a reference library, which does not lend its holdings, or a lending library, which does lend all or some of its holdings. Some extremely large or traditional research libraries are entirely reference in this sense, lending none of their materials; most academic research libraries, at least in the U.S. and the U.K., now lend books, but not periodicals or other materials. Many research libraries are

attached to a parental organization and serve only members of that organization.

#### **22) School library**

A **school library** (or a school library media center) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access "to books and reading, to information, and to information technology. A school library media center "uses all types of media... is automated, and utilizes the Internet [as well as books] for information gathering. School libraries are distinct from public libraries because they serve as "learner-oriented laboratories which support, extend, and individualize the school's curriculum... A school library serves as the center and coordinating agency for all material used in the school.

#### **23) Seed library**

A **seed library** is an institution that lends or shares seed. It is distinguished from a seed bank in that the main purpose is not to store or hold germ plasma or seeds against possible destruction, but to disseminate them to the public which preserves the shared plant varieties through propagation and further sharing of seed. Seed libraries usually maintain their collections through donations from members. but may also operate as pure charity operations intent on serving gardeners and farmers. A common attribute of many seed libraries is to preserve agricultural biodiversity by focusing on rare, local, and heirloom seed varieties.

#### **24) Slide library**

A **slide library** is a library that houses a collection of photographic slides, either as a part of a larger library or standing alone within a larger organization, such as an academic department of a college or university, a museum, or a corporation. Typically, a "slide library" contains slides depicting artwork, architecture, and cultural objects, and is

typically used for the study, teaching, and documentation of art history, architectural history, and visual culture. Other academic disciplines, such as biology and other sciences, also maintain image collections. Corporations may also have image libraries to maintain and document their publications and history. Increasingly, these types of libraries are known as "Visual Resources Collections," as they may be responsible for all "visual" materials for the study of a subject and include still and moving images in a variety of physical and virtual formats.

#### **25) Special library**

A **special library** is a term for a library that is neither an academic, school, public or national library. Special libraries include corporate libraries, law libraries, medical libraries, museum libraries, news libraries, and nonprofit libraries. These libraries are not usually open to the general public, though many are available to specific elements of the public or scheduled appointments. Special libraries are also sometimes known as information centers. They are generally staffed by librarians, although many librarians employed in special libraries are specialists in the library's field rather than generally trained librarians, and often are not required to have advanced degrees in specifically library-related field due to the specialized content and clientele of the library.

Special libraries often have a more specific clientele than libraries in traditional educational or public settings, and deal with more specialized kinds of information. They are developed to support the mission of their sponsoring organization and their collections and services are more targeted and specific to the needs of their clientele. Depending on the particular library, special libraries may or may not be open to the general public or elements thereof. Those that are open to the public may offer services similar to research, reference, public, academic, or children's libraries, often with restrictions such as only lending books to patients at a hospital or restricting the public from parts of a military collection. Given the highly individual nature of special libraries, visitors

to a special library are often advised to check what services and restrictions apply at that particular library.

#### **26) Tool-lending libraries**

**Tool-lending libraries** allow patrons to borrow tools, equipment and "how-to" instructional materials, functioning either as a rental shop, with a charge for borrowing the tools, or more commonly free of charge as a form of community sharing.

#### **27) Traveling library**

A **traveling library** is a collection of books lent for stated periods by a central library to a branch library, club, or other organization or, in some instances, to an individual. The chief characteristics from which it derives its name are its temporary location in the place to which the collections of books is sent and the implication that any traveling library will or may be changed for another collection of book

#### **28) Universal library**

A **universal library** is a library with universal collections. This may be expressed in terms of it containing all existing information, useful information, all books, all works (regardless of format) or even all possible works. This ideal, although unrealizable, has influenced and continues to influence librarians and others and be a goal which is aspired to. Universal libraries are often assumed to have a complete set of useful features.

#### **Degree Programs for Librarian**

The normal preparation for a faculty member in a department of library science or library stream is a Ph.D. in Library science or Information science. In some fields of librarianship, a Ph.D. in another related subject, such as archival studies, is the equivalent, and some faculty have doctorates in various subject fields, as well as an MLS (Master in Library Science) degree.

**Many universities are providing this course with different names.....**

- Libraries & Information Studies (LIS)
- Master in Library Science (MLS)
- Master of Science in Library Science (MSLS)
- Master in Information Science (MIS)
- Master of Information Studies (MIS<sub>t</sub>)
- Master of Information (MI)
- Master of Library Information Science (MLIS)
- Master of Information Library Science (MILS)

**Job Titles for Librarian:**

- Consultant
- Cataloguer
- Deputy Librarian
- Director/Head of  
Information Centre
- Junior Librarian/Semi  
Professional Assistant
- Junior  
Librarian/Professional  
Assistant
- Junior  
Librarian/Assistant  
Librarian
- Junior Information  
Analyst
- Lecturer
- Librarian
- Library Assistant
- Library Attendant
- Researcher
- Senior Information  
Analyst



**Employment Areas :**

- Companies and Organizations with large information handling requirements.
- Foreign embassies
- Information centers/documentation centers
- Museum and galleries with reading rooms and research facilities.
- News agencies and organizations
- Public /government libraries
- Universities and other academic institutions
- Photo/film libraries
- Private organizations & special libraries

**Library Funding**

The Funding Information Network is a network of libraries, community foundations, and other nonprofit resource centers that can be found across the U.S. and around the world. Network partners provide a core collection of Foundation Center publications and a variety of supplementary materials and services in areas useful to grant seekers.

A key initiative of the Foundation Center is to reach under-resourced and underserved populations throughout the United States and in other locations around the globe, who are in need of useful information and training to become successful grant seekers. One of the ways we accomplish this goal is by designating new Funding Information Network partners in regions that have the ability to serve the nonprofit communities most in need of Foundation Center resources. We are seeking proposals from qualified institutions (e.g. public, academic or special libraries, nonprofit resource centers, community foundations, United Ways, etc.) that can help us carry out this important initiative.

**Major Funding Agency Data Guidelines**

- [University Libraries](#)
- [Data Management and Publishing](#)

- [Education and Research Funding: Grants, Scholarships and Fellowships](#)
- [Michigan State University](#)

**List of Library Association Internationally :**

**1) International Council on Archives**

*Year of Formation : 1948*

*Headquarters : Paris*

*Aim of Association :*

Its mission is to promote the conservation, development and use of the world's archives.

**2) International Federation of Library Associations and Institutions**  
*Year of Formation : 1927*

*Headquarters : The Hague*

*Aim of Association :*

It promotes international cooperation, research and development in all fields related to library activities.

**3) International Organization for Standardization**

*Year of Formation : 1947*

*Headquarters : Geneva, Switzerland*

*Aim of Association :*

The association promulgates worldwide proprietary, industrial, and commercial standards.

**4) Special Libraries Association**

*Year of Formation : 1909*

*Headquarters : Alexandria, Virginia*

*Aim of Association :*

Aims at adopting of information technologies for selecting, analyzing, managing, storing, and delivering information and knowledge, the average SLA member might be performing a range of services and employing a diverse mix of skills related to, but not exclusive of, library science.

**5) International Association of Law Libraries**

*Year of Formation : 1959*

*Aim of Association :*

It promotes the law library profession and access to legal information.

**6) International Association of Agricultural Information Specialists**  
*Year of Formation : 1955*

*Aim of Association :*

It is involved in creating, capturing, accessing, or disseminating information and knowledge concerning agriculture and rural development.

**List of library associations**

- Association of Christian Librarians Website
- Commonwealth Library Association[2]
- Information for Social Change Website
- International Association of Agricultural Information Specialists (IAALD) Website
- International Association of Aquatic and Marine Science Libraries and Information Centers (IAMSLIC) Website
- International Association of Law Libraries Website
- International Association of Music Libraries Website
- International Association of Music Libraries, Archives and Documentation Centres Website
- International Association of School Librarianship Website
- International Association of Scientific and Technological University Libraries Website
- International Council on Archives Website
- International Federation of Library Associations and Institutions (IFLA) Website
- International Organization for Standardization (ISO) Website
- Librarians for Fairness Website
- Masonic Library and Museum Association Website
- Special Libraries Association (SLA) Website

**Africa**

- Ghana Library Association Website
- Health Information and Libraries in Africa Website
- Library and Information Association of WagWag (Wag)
- Namibian Information Workers Association Website
- Nigerian Library Association (NLA) website

- Tanzania Library Association Website
- Uganda Library Association Website
- Kenya Library Association Website

#### **Asia**

- Association of Special Libraries of the Philippines Website
- Bangladesh Association of Librarians, Information Scientists and Documentalists Website
- Bengal Library Association Website
- Central Government Library Association
- China Society for Library Science Website
- East-Kazakhstan Librarians' Association Website
- Hong Kong Library Association Website
- Indian Association of Special Libraries and Information Centres Website
- Indian Library Association Website
- Iranian Library and Information Science Association Website
- Iranian Librarians Association of America Website
- Iranian Medical Library Association Website
- The union of Iranian library and information science student associations (ADKA) Website
- Israeli Association of Librarians and Information Professionals Website
- Japan Association of Private University Libraries Website
- Japan Library Association Website
- Japan Medical Library Association Website
- Japan School Library Association Website
- Japan Special Libraries Association Website
- Kerala Library Association [1]
- Korean Library Association Website
- Librarians Association of Malaysia Website
- Library Association of Bangladesh Website

- Library Association of China Website
- Library Association of Singapore Website
- Library Association of the Republic of China Website
- Macau Library and Information Management Association Website
- Medical and Health Librarians Association of the Philippines Website
- Medical Library Association of India Website
- Middle East Librarians Association Website
- Pakistan Library Association Website
- Pakistan Librarians Welfare Organization Website
- Pakistan Library Automation Group (PakLAG) Website
- Philippine Association of Academic and Research Librarians Website
- Pakistan Library Club Website
- Philippine Association of School Librarians, Inc. Website
- Philippine Librarians Association, Inc. Website
- Sri Lanka Library Association Website
- Thai Library Association Website
- Uzbekistan Library Association Website
- Turkish Librarians Association - Turkey Website
- University and Research Librarians Association - Turkey Website
- University of Peshawar Library & Information Science Alumni Association - Pakistan Website

#### **Europe**

- Association for Information Management (UK) Website formerly Association of Special Libraries and Information Bureaux (ASLIB)
- Association of European Research Libraries (LIBER) Website
- Association of French Librarians Website
- Association of Hungarian Librarians Website

- Association of information and documentation professionals, ADBS, formerly the Association of specialized librarians and librarians (French) Website
- Association of Libraries of Czech Universities Website
- Association of Library and Information Professionals of the Czech Republic
- Swiss Association Library & Information Management (SLI) Website
- Austrian Association of Librarians Website
- Austrian Library Association Website
- Belarusian Library Association Website
- Belgian Association for Documentation Website
- British and Irish Association of Law Librarians
- Bulgarian Library Association Website
- Chartered Institute of Library and Information Professionals (CILIP), formerly the Library Association and the Institute of Information Scientists (UK)
- Consortium of European Research Libraries Website
- Consortium of Research Libraries (CURL) Website
- Croatian Library Association Website
- Cyprus Association of Librarians – Information Scientists (CALIS) Website
- Danish Library Association Website
- Danish Union of Librarians
- Dutch Association of University Libraries, the Royal Library and the Library of the Royal Dutch Academy of Science Website
- Dutch National Association of Public Libraries Website
- Estonian Librarians Association Website
- European Association for Health Information and Libraries (EAHIL) Website
- European Association of Libraries and Information Services on Addictions (Elisad) Website, formerly the European Association of Libraries and Information Services on Alcohol and other Drugs Website

- European Association of Sinological Librarians (EASL) Website
- European Bureau of Library, Information and Documentation Associations Website
- Federation Union of German Library and Information Associations Website
- Finland's Swedish Library Association Website
- Finnish Library Association Website
- Finnish Music Library Association Website
- Finnish Research Library Association Website
- Georgian Association of Information Specialists Website
- Georgian Library Association Website
- German Library Association [2]
- Greek Librarians Association Website
- Icelandic Library and Information Science Association Website
- Italian Library Association Website
- Library & Information Science Promotion Society (India) Website
- Library Association of Ireland
- Lithuanian Librarian's Association Website
- Malta Library and Information Association
- Netherlands Public Library Association Website
- Norwegian Association of Special Libraries Website
- Norwegian Library Association Website
- Polish Librarians Association Website
- Private Libraries Association (UK) Website
- Russian Library Association Website
- Romanian Library Association Website
- School Library Association (UK)
- Slovenian Library Association Website
- Swedish Library Association Website
- Ukrainian Library Association[3] Website

- Turkish University and Research Librarians' Association (UNAK) Website
- Turkish Librarians' Association (TKD) Website

#### **Latin America**

- Librarian Association of El Salvador Website
- Comité de Cooperación entre Bibliotecas Universitarias de Guatemala Website
- Asociación Bibliotecológica de Guatemala Website
- Argentinian Library Association Website
- Brazilian Federation of Librarians Associations, Information Scientists and Institutions Website
- Mexican Library Association Website

#### **North America**

- List of Library Associations specific to American states
- List of Library Associations specific to Canadian territories
- American Library Association (ALA) Website
- American Association of Law Libraries (AALL) Website
- American Association of School Librarians (AASL) Website
- American Indian Library Association Website
- American Theological Library Association (ATLA) Website
- Art Libraries Society of North America (ARLIS/NA) Website
- Asian/Pacific American Librarians Association
- Association of Architecture School Librarians
- Association of Caribbean University, Research and Institutional Libraries Website
- Association of College and Research Libraries (ACRL) Website
- Association of Jewish Libraries



- Black Caucus of the American Library Association, INC Website
- Border Regional Library Association (BRLA)
- Canadian Association for School Libraries Website
- Canadian Association for Information Science (CAIS-ACSI)
- Canadian Association of Law Libraries Website
- Canadian Association of Special Libraries and Information Services Website
- Canadian Health Libraries Association
- Canadian Library Association
- Library and Information Association of Jamaica [www.liaja.org.jm ]
- Catholic Library Association Website
- Chinese American Librarians Association Website
- Church and Synagogue Library Association Website
- Colorado Library Consortium (CLiC)
- Connecticut Library Association Website
- Evangelical Church Library Association Website
- Foothills Library Association Website
- Illinois Library Association Website
- L'association des bibliothécaires du Québec/Quebec Library Association Website
- Library and Information Association of Jamaica Website
- Library and Information Technology Association Website
- Library Association of Trinidad and Tobago Website
- Lubbock Area Library Association Website
- Maine Library Association Website
- Manitoba Library Association Website
- Massachusetts Library Association
- Medical Library Association
- Metropolitan New York Library Council (METRO) Website

- Michigan Library Association Website
- Minnesota Library Association Website
- Mountain Plains Library Association Website
- Music Library Association Website
- Major Orchestra Librarians' Association Website
- New England Library Association Website
- New Jersey Library Association (NJLA)
- New York Library Association
- North American Serials Interest Group (NASIG) Website
- Ontario Library Association (OLA) Website
- Oregon Library Association (OLA) Website
- Pacific Northwest Library Association Website
- Patent and Trademark Depository Library Association Website
- Pennsylvania Library Association
- Polish American Librarians Association (PALA) Website
- Public Library Association Website
- Southeastern Library Association Website
- Substance Abuse Librarians & Information Specialists (SALIS) Website
- Texas Library Association Website
- Theatre Library Association
- Urban Libraries Council Website
- USA Toy Library Association Website
- Utah Library Association Website
- Wisconsin Library Association Website

#### **Oceania**

- Australian and New Zealand Theological Library Association Website
- Australian Library and Information Association
- Australian School Library Association Website
- Australian School Library Association (NSW) Website

- Library and Information Association of New Zealand trading as LIANZA
- Pacific Islands Association of Libraries and Archives Website
- School Library Association of New Zealand Aotearoa Website
- School Library Association of South Australia (SLASA) Website
- School Library Association of Victoria Website
- Council of Australian University Librarians
- Public Libraries Australia Website
- Public Libraries NSW - Country (formerly Country Public Libraries Association NSW) Website
- Metropolitan Public Libraries Association (NSW) Website

## Chapter – 8

### Post Doctorate

#### **What is Post Doctorate:**

Postdoctoral research is scholarly research conducted by a person who has completed doctoral studies. It is intended to further deepen expertise in a specialist subject, including integrating a team, acquiring novel skills and methods. Postdoctoral research is often considered essential while advancing the scholarly mission of the host institution; it is expected to produce relevant publications. In some countries, postdoctoral research may lead to further formal qualifications or certification, while in other countries it does not. Postdoctoral research may be funded through an appointment with a salary or an appointment with a stipend or sponsorship award. Appointments for such a research position may be called Postdoctoral Research Fellow, Postdoctoral Research Associate, or Postdoctoral Research Assistant. Depending on the type of appointment, postdoctoral researchers may work independently or under the supervision of a principal investigator. However, a designated postdoctoral research appointment may also be taken up when other suitable positions are not available, rather than merely pursuing the deepening of scholarly experience. In many English-speaking countries, postdoctoral researchers are colloquially referred to as "postdocs."

#### **What is Postdoc**

A postdoctoral scholar ("postdoc") is an individual holding a doctoral degree who is engaged in a temporary period of mentored research and/or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of his or her choosing.

It is estimated that there are millions of postdocs involved in research worldwide. The number of postdocs in the world has been steadily increasing due to the fact that the postdoc position has become the de facto next career step following the receipt of a doctoral degree in many disciplines.

In these positions, postdocs typically perform research under the supervision and mentorship of a more senior researcher, often called the postdoctoral advisor. The key characteristic of a postdoc position is that it is a temporary career-building step on the path to a more permanent position.

Postdoctoral appointees can pursue basic, clinical or translational projects so long as their primary effort is devoted toward their own scholarship. Postdocs are essential to the scholarly mission of the mentor and host institution, and thus are expected to have the freedom to publish the results of their scholarship.

### **Structure of Postdoctoral Study**

A postdoc is a person who has received a doctoral degree and who is pursuing additional research, training, or teaching in order to have better skills to pursue a career in academia, research, or any other fields. Postdocs work closely with a faculty mentor for a temporary and defined period of time. Postdocs can be appointed up to 5 years. Postdocs play a crucial role in the university; they supplement the research expertise of faculty by sharing new techniques, collaborating with other institutions, and helping to manage the daily operations of a laboratory or research site. They also contribute teaching and advising supports for undergraduate and graduate students.

At Cornell, postdoc associates are considered employees and are appointed as academic, non-professorial staff. They are appointed centrally as are all employees and are paid through the university payroll system. Their salaries follow the NIH Postdoc Stipend; they receive the privileges that all employees receive including health benefits, retirement, and the ability to take credit courses.

Postdoc fellows are postdocs who arrive with the own grant money (NSF, NIH, BARD, etc). Postdoc fellows are not considered Cornell employees as they are not paid by the university, but are appointed academic, non-professorial staff. Fellows might be eligible for health benefits, but are not eligible for all benefits, including: retirement, child care grant, taking courses.

## **Fellowship for Post-Doctoral**

### **1) GENERAL**

1.1. The Indian Council of Social Science Research (ICSSR) under its Research Fellowships programme awards Senior Fellowships (National, Senior and post-Doctoral) to social science scholars for conducting research on specific themes and issues proposed by the applicants. Fellowships are awarded for conducting studies that have the potential to contribute to theoretical and conceptual advancement in the disciplines, generate field-work based empirical work and new data, and are policy relevant. The studies could be both, macro or micro in nature. The broad disciplines of study, within the domain of social sciences, are:

- ✓ Sociology and Social Anthropology;
- ✓ Political Science/Pub. Admn. and allied subjects;
- ✓ Economics and allied subjects;
- ✓ International Studies;
- ✓ Social Geography and Population Studies;
- ✓ Commerce and Management;
- ✓ Social Psychology and allied subjects;
- ✓ Education and allied subjects;
- ✓ Socio-Linguistics/Socio-Cultural and allied subjects;
- ✓ Law, International Law and allied subjects;
- ✓ National Security & Strategic Studies;
- ✓ Any other (specify)

1.2. Within the framework of social sciences, an effort is made to promote interdisciplinary studies. In regard to other major disciplines such as natural science, medical science, agriculture science, etc., areas of interface between these disciplines and the social sciences are also covered under the Fellowships scheme.

1.3. Despite the fact that the award of Fellowships is -- in general-- application based and demand driven, the ICSSR may from time to time indicate the priority areas of research in its advertisement to obtain desired proposals.

1.4. The Fellowships are aimed at:

- ✓ Providing opportunities to social scientists to engage themselves in full-time research on important themes of their choice or to write books about their research;
- ✓ Assist young scholars who have the potential and competence for research to work full time on their approved research themes;

1.5. Three categories of fellowships are offered /awarded to scholars who are at different levels in their profession: National Fellowships, Senior Fellowships, and Post-Doctoral Fellowships.

## **2) Eligibility for Award**

- 1 Social scientists having a reasonable amount of quality research publications to their credit are eligible for the Fellowships. However, civil servants, journalists, social workers, action researchers, etc. may also be considered under this scheme provided they have an established record of academic work and involvement with social science research as reflected in their published contributions.
- 2 Post-Doctoral Fellowships are awarded to scholars, preferably below the age of 50 years, who have shown significant competence in research work, have completed their Ph.D. or have done equivalent research work (in Social Science) of merit, and desire to work on approved research themes at institutions of excellence under the guidance of senior social scientists.

## **3) General Terms and Conditions**

1. While accepting fellowships from any of the Council's a fellow should not accept fellowship from any other organization. Also such fellow should not hold any fellowship from the same Council of research in span of five years (whether preceding or succeeding the fellowship from the Council of research) from the date of acceptance of the fellowship from the Council.
2. The research undertaken by fellow would be reviewed periodically/time to time and the fellowship being granted

by the Council may be discontinued if research undertaken by any fellow is found unsatisfactory. Fellowship amount already released to a fellow may be recovered if the research undertaken by him/her is not found to be satisfactory.

3. Extension of Fellowships of National, Senior and post-doctoral fellowships up to six months to a maximum of one year may be considered in exceptional cases by the expert committee of the ICSSR. Any extension to be granted to a fellow should be considered on merit after due examination by an Expert Committee.
4. In case of fellowship is awarded to in-service scholars/academic employed in University, Government Department etc.)' their pay may be protected. However, in case of retired scholars/academics, pension should not be deducted form the amount of fellowships granted by the Council.

#### **4) PROCEDURES**

1. Post-Doctoral Fellowships are awarded to scholars (in Social science), preferably below the age of 50 years, who have shown significant promise and potential for research. They should have completed/awarded their doctoral degree. They are required to work at an institution of excellence under the guidance of senior social scientists on a theme approved by the Council.

#### **5) How to Apply**

1. Applications for the Fellowships can be sent once they are invited through advertisements in the organizations Website or through any advertising media, Association of Universities Newsletter (AIU), Employment News, the Economic and Political Weekly, Mainstream, and some important daily newspapers. Completed applications can be sent to the organization throughout the year.
2. Applications must be duly forwarded on the prescribed format with signatures and seal of the Head of the



Institution where the scholar is employed or affiliating institution in case the scholar is not employed.

**6) Mode of Processing**

1. Post-Doctoral Fellowship applications will be evaluated by a Committee of experts set up for each social science discipline. The committee will meet first to evaluate the proposals and second for interactions if necessary.

**7) Procedure for Selection**

1. All requests in response to the advertisement must be accompanied by the Application, Research Proposal, name of a senior social scientist who will supervise the study and his consent letter along with a copy of his bio-data. The scholar must mention name of the affiliating institution/organization and proposed supervisor.
2. The proposals are examined by a panel of experts and its recommendations are placed before the Research Committee/Council for formal approval. No scholar will be considered for a second fellowship unless five years have elapsed from the date of termination of the last fellowship.

**8) Affiliation**

1. The fellow must be affiliated to an university/college/ reputed institute (funded by central or state government) of his/her choice with the prior approval of the Council for distribution and administration of funds. The affiliating institution will provide the requisite research infrastructure to the scholar and maintain proper accounts.

**9) Final Report and Accounts**

1. Fellows are expected to submit the Final Report (in triplicate) in publishable form, within six months after the completion of their fellowship.
2. The affiliating body will have to submit an Audited Statement of Accounts and Utilization Certificate, duly certified by a authorized department, for the entire expenditure incurred.

**10) Monitoring of Senior and post-Doctoral Fellowship**

1. All fellows will be required to submit a six monthly progress report and simple statement of accounts duly signed by the Registrar/Director of the Institute..
2. The Fellow is required to submit three hard copies of the final report of the study along with its two copies of the summary to the Council on completion of the fellowship.
3. The Council will evaluate the final report by the expert and send the comments to the scholar.

#### **11) Obligations of the Forwarding Institution**

1. The forwarding institution, where the proposed fellowship research is to be located has to provide, in the prescribed format contained in the Application Form, an undertaking to administer and manage the concern organization grant and provide logistical support for study.
2. Such institution will be under obligation to ensure submission of the final report and audited statement of accounts.

## **Chapter – 9**

### *Important Educational Tools*

#### **Educational TV Channels**

The television medium will and has been used for a large number of academic purposes. Some TV programs are expressly academic, whereas others solely incidentally thus. Some formats mixes the 2 within the two amuse however additionally retain some academic price. Some TV programs area unit designed with primarily academic functions in mind, though they could swear heavily on diversion to speak their academic messages. AlternativeTV programs area unit designed to boost social awareness. Academic content could also be inherent to the planning of the show, like with medical dramas wherever the plot invariably explores anatomical and biological problems. AcademicTV or Learning show is that the use of TV programs within the field of distance education. it should be within the kind of individual TV programs or dedicated specialty channels. Within the social aspects of TV, many studies have found that academic TV has several

benefits. The nice Things concerning TV, that TV will be an awfully powerful and effective learning tool for youngsters if used with wisdom. The presence of amusement is very evident in children's TV series.

#### **1TV Documentary**

Documentary TV. Channel One (Russian: Первый канал, Pervy kanal;) is the Russian TV channel with the widest reception area

#### **AandE**

AnE is a United States-based cable and satellite television network with headquarters in Manhattan and offices in Stamford, Atlanta, Detroit, Los Angeles, Chicago, and London. AnE stands for Arts and Entertainment, which, for many years, was in the channel's full title. The channel, which originally focused programming on biographies, documentaries, and drama series (especially crime dramas and mysteries), and has expanded to include reality television programming.

#### **Airport TV**

TV channel dedicated to aviation.

#### **Agricultura**

Teleradio, service programs, opinion and news.

#### **AIRTV**

AIRTV is a TV channel dedicated to aeronautics.

#### **Al Arabi**

Al Arabi addresses the educated in the Arab World and attracts many literary, cultural, scientific and artistic participations such as arts and others. The Channel was launched according to the wish of the former minister of information, HE Sheikh Sabah Al Khalid Al Sabah, for setting up a station similar to Al Arabi Magazine. However, this station shall be visual and not printed, and shall be named as Al Araby Cultural Channel. This channel covers the cultural contributions in a comprehensive sense for everyone interested in culture with its particular details and covers all activities of the National Council of Culture and Arts, including seminars, cultural

evenings, art festivals, the various architectural activities, as well as all the various cultural festivals, including Qurain Cultural Festival, Music Festival, Theater Festival, Book Fair, and Cultural Summer Festival.

#### **Al Jazeera Documentary**

Al Jazeera Documentary Channel is an Arabic language documentary channel and a branch of the Al Jazeera network. It aims to provide viewers an immense amount of high quality documentary films. These films are expected to cover and analyze a breadth of topics including historical, scientific, political, artistic, and travel issues.

#### **Animal Planet**

Animal Planet is an American satellite and cable television channel (also broadcast via IPTV in the UK), that launched on October 1, 1996. It is distributed by Discovery Communications.

#### **Animal Planet**

Description: Animal Planet is an American cable tv specialty channel that launched on October 1, 1996. It is distributed by Discovery Communications.

#### **AQTV**

AQTV is an educational TV channel from Palestine.

#### **Ararat TV**

Ararat TV is a cultural TV channel from Armenia.

#### **Archeo TV**

Archéo TV is a web TV whose ambition is to spread rich and diverse world of archeology.

#### **Argentinísima Satelital**

Argentinísima Satellite TV is a channel from Argentina dedicated to the folklore , folk song and tango.

#### **AT TV**

Video and Collaboration Services from the University of Florida.

**ATEI**

TV Educativa Iberoamericana.

**Bahn TV**

Bahn TV is a TV channel dedicated to traffic from Germany.

**Belgesel TV**

Belgesel TV is a documentary TV channel from Turkey.

**Bilim Kultur TV**

Suleyman Demirel University offering, live activities and audio visual archives.

**Cal Poly Pomona 1**

NASA Television or other programming.

**Cal Poly Pomona 2**

Classic Arts Showcase or class session.

**Campus TV**

TV from the Technischen Fachhochschule Wildau.

**Canal 23**

University TV from Caribe, Barranquilla.

**Canal 5 de Vinculación**

Canal 5 de Vinculación is an educational TV channel from Mexico.

**Canal 53 (UANL TV)**

XHMNU channel 53, also known as El Canal del Conocimiento (The Knowledge Channel), is an educational television station owned and operated by the Universidad Autónoma de Nuevo León (UANL) in Monterrey, Nuevo Leon. Programming on XHMNU generally consists of educational telecourse programs for UANL students, plus public affairs, documentary and cultural programming.

**Canal 7**

Canal Siete, TV Pública or TV Pública Digital is an Argentine television network founded on October 17, 1951. Between 1978 and 1999, the network was known as Argentina Televisora Color (ATC).

Owned, financed and operated by the Argentine State, Canal 7 is one of Argentina's five nationwide television networks. The station specializes in cultural programming and educational documentaries, sometimes in cooperation with the Buenos Aires University, and coverage of news events, especially government activities.

#### **Canal Rural**

Canal Rural is a TV channel from Argentina. Channel content is related to agriculture.

#### **Canal Rural**

Canal Rural is a TV channel from Brazil. Channel content is related to agriculture.

#### **Canal Universitario**

University of Vitoria Television.

#### **CCTV 10**

CCTV-10 is the science and education focused channel of the CCTV (China Central Television) Network in the People's Republic of China. Its schedule includes mostly local and imported documentaries, as well as educational studio productions.

#### **CCTV 9**

CCTV International or CCTV-9 is a news, entertainment and educational television channel originating in the People's Republic of China that plays a major role in the external publicity.

#### **CCTV Russia**

CCTV International Russian (Chinese: 中国中央电视台俄语国际频道 Zhōngguó zhōngyāng diànshìtái Éyǔ guójì pín dào; often shorted as CCTV-Русский) is a Russian language international news, entertainment, and education television channel which is owned by China Central Television.

#### **Cervantes TV**

Cervantes TV is a cultural TV channel from Spain.

**CPCE UNB TV**

CPCE UNB TV is a cultural and educational TV channel from Brazil.

### [CSTV](#)

Channel 19 provides unique programming that addresses the needs and interests of the citizens of College Station and its surrounding community. Tune in for information on City Council and Planning and Zoning meetings, development projects, special events, job opportunities, and many other pertinent issues and notices.

### **Cultura TV**

Cultura TV is a cultural TV channel from Netherlands.

### **Discovery Channel**

Discovery Channel (formerly The Discovery Channel) is an American satellite and cable TV channel (also delivered via IPTV, terrestrial television and internet television in other parts of the world), founded by John Hendricks and distributed by Discovery Communications. It provides documentary programming focused primarily on popular science, technology, and history. In the U.S., the programming for the main Discovery network is primarily focused on reality-based television themes, such as speculative investigation (with shows such as MythBusters, Unsolved History, and Best Evidence), automobiles, and occupations (Dirty Jobs and Deadliest Catch); it also features documentaries specifically aimed at families and younger audiences. A popular annual feature is Shark Week.

### **Discovery Channel**

Discovery Channel (formerly The Discovery Channel) is an American satellite and cable specialty channel, founded by John Hendricks and distributed by Discovery Communications. It provides documentary television programming focused primarily on popular science, technology, and history. In the U.S., the programming for the main Discovery network is primarily focused on reality television themes, such as speculative investigation (with shows such as MythBusters, Unsolved History, and Best Evidence), automobiles,



and occupations (Dirty Jobs and Deadliest Catch); it also features documentaries specifically aimed at families and younger audiences.

#### **Discovery Channel**

Discovery Channel (formerly The Discovery Channel) is an American satellite and cable specialty channel. It provides documentary television programming focused primarily on popular science, technology, and history.

#### **Discovery Channel Romania**

Discovery Channel Romania is a television targeting Romania. The dedicated channel for Romania was launched in 2006. At the same time Discovery Networks Europe opened a local office in Bucharest.[4] Prior to this, Romania had received a Pan-Regional feed of the Discovery Channel.

#### **Discovery Travel and Living**

Discovery Travel and Living is a channel from Discovery Communications targeting Romania. This name is used in countries of Europe, Latin America and Asia. In other parts of the world the channel is known as Travel Channel. It features travel shows rather than the documentaries on Discovery Science.

#### **Discovery World**

Discovery World is a European television network known as Discovery Civilisation from 1999 - 2008. Discovery World offers an experience of the very best factual programming from around the globe. Discovery World showcases a rich and colourful selection of high quality factual programmes from around the globe, with different genres.

#### **Docs4U**

Docs4U is a live documentary channel broadcasting non-stop reality films and documentaries related to History, Exploration, Science, Art and a variety of other interesting and exploratory subjects.

**Dost TV**

Live broadcast about child-education, life in general and much more.

**Eco Bulgaria**

Documentaries about nature, animals, environment and humans.

**ERTA - ETV Interviews**

ERTA - ETV Interviews is an Ethiopian TV channel that contains recorded interviews.

**ESky Films**

ESky Films is a live Romanian web channel broadcasting various documentaries from National Geographic, Animal Planet and Discovery with Romanian Subtitles.

**Espace Galaxy**

Edited for Science and Tech, Space Galaxy is a new version of the Center for Research and Study on Aerospace Phenomena.

**Espace Galaxy UFOs Télévision**

Espace Galaxy UFOs Télévision is a TV channel dedicated to UFOs.

**Faap TV**

Educational TV located in Sao Paulo.

**Farm Channel**

Channel content related to agriculture and farming.

**FilmDoc**

FilmDoc is a documentary TV channel with documentaries about science, culture and famous people.

**First Educational Television**

First Educational Television is an educational TV channel from Russia.

**FMTV**

For Mankind Television or FMTV is a cultural TV channel from Thailand.

**FREND TV**

FREND TV is a cultural TV channel from Algeria.

**GMUTV**

George Mason University.

**Greek Architects**

Greek Architects is an architectural TV channel from Greece.

**Gyan Darshan 1**

Gyan Darshan 1 is a satellite based TV channel devoted to educational and developmental needs of the society.

**Gyan Darshan 2**

Gyan Darshan 2 is a satellite based TV channel devoted to educational and developmental needs of the society.

**Health TV**

Health TV is a health TV channel from Pakistan.

**Heilen TV**

Educational TV located in Germany

**History**

History, formerly known as The History Channel, is an international satellite and cable TV channel that broadcasts programs regarding blue collar Americana, occult, pseudoscientific, and paranormal phenomena—often with observations and explanations by noted historians, scholars, authors, esotericists, astrologers, and Biblical scholars—as well as reenactments and interviews with witnesses, and/or families of witnesses as well as various historical events and persons.

**[Investigation Discovery](#)**

Investigation Discovery (commercially abbreviated and stylized as ID.) is a digital cable television channel that is owned by Discovery Communications. The channel features programming

dealing with criminal investigations, primarily homicide investigations, and other crime-related documentaries.

#### **Irib TV4**

Channel 4 (شبکه چهار in Persian), is one of five nationally broadcast television channels in Iran. The IRIB channel started broadcasting shortly after Channel 3 went on air. The channel is known to be a more artistic and academic channel. The twenty-four hour a day channel broadcasts documentaries, academic conferences, interviews with scholars, artistic movies, economic magazines, plays and philosophical discussions.

#### **Ita Web TV**

Eduhard is an outreach program of technology produced by the Instituto Tecnológico Argentino (ITA).

#### **KAMU**

KAMU-TV is a full-service, PBS member station in College Station, Texas broadcasting on digital channel 12 from its transmitter near the university campus, and is owned and operated by Texas A and M University.

#### **Kultura TV**

Kultura TV is a cultural TV channel from Ukraine.

#### **LA36**

LA36 is a cultural and educational TV channel from California.

#### **Medizin TV**

Medizin TV (Schmerz) is a health TV channel from Germany.

#### **KAMU TV**

College channel from Tamu.

#### **More4**

More4 is a digital television channel, produced by United Kingdom broadcaster Channel 4, that launched on 10 October 2005. More4 centres around lifestyle, documentary, and arts programming, and competes with the BBC's similar offering, BBC Four.

### **NASA TV**

Follow every step of NASA with NASA TV LIVE.

### **NASA TV - ISIS**

Live International Space Station.

### **National Geographic**

National Geographic Channel, also commercially abbreviated and trademarked as Nat Geo, is a subscription television channel that airs non-fiction television programs produced by the National Geographic Society. Like History and the Discovery Channel, the channel features documentaries with factual content involving nature, science, culture, and history.

### **National Geographic**

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### **National Geographic Asia**

National Geographic Channel, also commercially abbreviated and trademarked as Nat Geo, is an Asian subscription television channel that airs non-fiction television programs produced by the National Geographic Society. Like History and the Discovery Channel, the channel features documentaries with factual content involving nature, science, culture, and history.

### **National Geographic Channel**

National Geographic Channel, also commercially abbreviated and trademarked as Nat Geo, is a subscription television channel that airs non-fiction television programs produced by the National Geographic Society. Like History and the Discovery Channel, the channel features documentaries with factual content involving nature, science, culture, and history.

### **National Geographic Wild**

National Geographic Wild, commonly referred to as Nat Geo Wild, is a subscription TV channel. Nat Geo Wild programming is sourced from various agencies, including UK and European distributors, terrestrial joint productions and National Geographic Television productions.[2] All programs are based on natural wildlife and wildlife history, with a heavy focus on nature's most fierce predators. Both the UK and Asian versions of the channel include programming focusing on wildlife in their local areas.

### **New Energy**

Web TV about alternative forms of energy.

### **ODTÜ TV**

Mid-Eastern Technical University, collegial lessons can be watched live.

### **Once TV México**

Once TV México, Spanish for Mexico Eleven TV, also known as Canal 11 (Channel 11), whose call sign is XEIPN-TV, is a Mexican university-owned educational television network in Mexico City, owned and operated by the National Polytechnic Institute. It broadcasts across Mexico and to the United States through Once Mexico Channel on DirecTV and SATMEX Maximo. Most of its programs are also webcast through the Internet, though its programming is not the same as the actual aerial or satellite signal. Its main local competitors are the commercial television channels owned by Televisa and TV Azteca.

### **Pentagon channel**

Military TV.

### **Prosveshenie**

Prosveshenie (ПРОСВЕЩЕНИЕ) or direct translation on English Education is Russian educational TV channel. The main concept of TV channel EDUCATION is presenting information in various fields of science and culture.

### **Rai 5**

Rai 5 is an Italian television channel owned RAI and broadcasted on Digital terrestrial television in Italy. The channel is responsible for culture and has taken the place of Rai Extra.

### **Rai Nettuno Sat 1**

Rai Nettuno Sat 1 (Rai Nettuno) is an Italian educational television channel owned in the majority by public broadcaster RAI (through its commercial subsidiary, Rai SpA), with the remainder owned by Università telematica internazionale UniNettuno, a distance education organisation.

### **Rai Storia**

Rai Storia is an Italian television channel owned by a division of RAI (Rai Educational) and is available by satellite or terrestrial digital broadcasting, and provide programs about history and culture in Italian from Rai Educational and Rai Teche.

### **Rail TV**

Trains, railway and transportation.

### **Research channel**

The research TV channel of the University of Washington.

### **RTVE**

Educational TV from Parana.

### **RTД**

RTД (RT Documentary) is a 24-hour documentary channel launched on June 23, 2011, broadcasts in English. The bulk of its programming is RT-produced documentaries related to Russia.

### **Russian Railways TV**

Russian Railways TV is the Russian TV channel which presents a special shows dedicated to the Russian railways. The Russian Railways (RZhD) (Russian: Российские железные дороги (РЖД), Rossiyskie zheleznnye dorogi (RZhD)), is the government owned national rail carrier of the Russian Federation, headquartered in Moscow.

### **SCCTV**

Seattle Community Colleges TV.

### **Science Channel**

The Science Channel is a cable and satellite television channel produced by Discovery Communications. Science Channel features science-related television programs covering all aspects of science, e.g. space, technology, prehistory and animals. Science Channel broadcasts a number of science-related television series and films originally produced by or aired on The Discovery Channel, e.g. Beyond Tomorrow, among some others. There have also been a few television programs produced for The Science Channel, such as MegaScience and What The Ancients Knew. Programs from other Discovery Networks, PBS and the BBC are either regularly or occasionally aired. Television series produced in the 1990s, e.g. Discover Magazine, and Understanding, can be viewed on weekdays.

### **Science TV**

Science TV is a documentary TV channel from South Korea.

### **SDCOE TV**

San Diego County Office of Education.

### **Shkolnik TV**

Shkolnik TV is a educational TV channel from Russia.

### **Teleantioquia**

Local TV channel from Medellin (EAFIT University).

### **TFO**

TFO is a Canadian French language educational public television network in the province of Ontario. It is the only French-language television network in Canada whose operations are based entirely outside of Quebec.

### **Thaqafia**

Thaqafia is a cultural channel run by Saudi Government.



**THS TV**

Tenefly High School.

**TRT Belgesel**

TRT Belgesel is a Turkish television own and operated by Turkish Radio and Television Corporation. It broadcasts documentaries.

**TRT Okul**

TRT Okul or TRT School is an educational TV channel from Turkey.

**TV Itararé**

TV Itararé is a broadcaster of television in Brazil based in Campina Grande , Paraíba. The station is affiliated with TV Cultura.

**TV Século 21**

Educational programming from Sao Paulo.

**TV UFPE**

TV UFPE is a university TV channel from Brazil.

**TV Unam**

TV Unam is a university TV channel from Mexico.

**TVRM Cultural**

TVRM Cultural is a cultural TV channel from Romania.

**TVRM Educational**

TVRM Educational is a educational TV channel from Romania.

**TVS 4**

TVS 4 is an educational and documentary TV channel from Serbia.

**TVUAA**

TV Universidad Autónoma de Aguascalientes is an educational TV channel from Mexico.

**UATV**

The University of Alaska Television Network broadcasts original programming throughout the state in order to inspire

learning, advance and disseminate knowledge, and emphasize the North and its diverse peoples. The University of Alaska Television Network will be used to inform Alaskans and facilitate and showcase: Academic Accomplishments, Student Achievement, and Public Service. The channel will serve to demonstrate to Alaskan residents and prospective students the accomplishments of the University of Alaska and its impact on the state.

**UCTV**

The educational tv network for the University of California.

**ULBS**

Educational TV from Romania.

**Uniac**

University television channel from Santiago.

**Universidad Autónoma de Occidente**

Universidad Autónoma de Occidente is an educational TV channel from Colombia.

**Universidad Canal 1**

University TV from Monterrey.

**Universp TV**

Universp TV is an educational TV channel from Brazil.

**UPV TV**

Universitat Politècnica de València.

**URJC**

TV from the University Rey Juan Carlos.

**UTV**

Utv is television on the internet from the University of Strasbourg. Its objective is to introduce the world of research, higher education, university life and the broader culture of science and technology. On the other hand it offers, teaching material, using resources such as "rich media". Utv is produced by the usage of Digital UDS.

### **UW2TV**

University of Washington TV, channel 2.

### **UWTV**

TV from the University of Washington.

### **VIVE TV**

ViVe (Visión Venezuela) is a cultural television network funded by the Venezuelan national government that was inaugurated on November 11, 2003 and whose objective consists of spreading information related to achievements made by Hugo Chávez's political process and the encouragement of Venezuela's culture. ViVe maintains its goal of showing the work of independent producers, and keeps self-financed productions aimed at showing the realities of Venezuelan people "From the inside", in form of short documentaries with a bare-bones approach, therefore needing little production skills to show un-edited versions of the facts, showed off by their own characters.

### **VSU TV**

Students in the television area work with VSU-TV, South Georgia. The Mass Media program produces several programs including: News, Sports, Cultural, Educational, Episodic, and Narrative based shows. VSU TV is also affiliated with the following programming providers Classic Arts Showcase, LinkTV and Deutsche Welle TV

### **Vyas**

Vyas is a higher education TV channel from India.

### **WETN**

College TV from Wheaton.

### **Wildlife Channel**

Wildlife Channel is a documentary TV channel from United Kingdom.

### **WUWF TV**

Public Access TV from West Florida University also bringing Deutsche Welle and Classic Arts Showcase.

### **Yes Italia**

Yes Italia is a cultural and educational TV channel from Italy.

### **Zolotoy Vek**

Zolotoy Vek is a documentary TV channel from Russia.

### **ZOOM**

ZOOM National University Channel is broadcast on television in Colombia closed through all the wire services and community channels. It is a television channel that specializes in the university community, comprised of 49 Colombian universities with the support of NTV, the Ministries of Communications, Culture and Education, Colciencias and SENA. ZOOM programming is produced by 100% Colombian universities.

### **100 Apps for Teachers**

With the planet around us turning into a lot of technologically advanced each day, developer's area unit making apps designed specifically to form your life as a teacher easier.

Check out our one hundred useful apps below!

### **4 Dice: Fraction Games**

Two Player Bluetooth Math Game! You can now use two devices and play competitively or cooperatively with your classmates or parents.

Designed For : Classroom Learning, Platform : [iOS](#)

### **5 Dice: Order of Operations**

The game encourages students to use higher order thinking to solve the 'target' number by working backwards given the answer but not the equation. The best feature about this simple math game is that teachers are able to receive immediate feedback of their students' progress through email.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Animation Studio**

This app is for students and teachers interested in art and the benefits that can come from creating something original. Students

can create short films with animation and upload to YouTube, where their work can be viewed and shared with the people they choose.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Bubble Math**

Allows kids to practice math facts in an engaging way. Included in the free version are the beginner, easy, and medium levels with addition, and the beginner subtraction level. I use the 'level complete' screen as a signal for kids working independently in centers to check in with me, as it shows the score.

Designed For : Classroom Learning, Platform : [iOS](#) and [Android](#)

### **Collins Big Cat**

This app is excellent for emerging readers. There is an option to listen then record your voice reading the words, which is great for students practicing fluency and expression, or for teachers who want to assign this as an independent activity to check later.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Digital Leaf**

The app has an incredibly engaging interface mixed with quality original content. It's hard to tear your eyes away from the visually stunning books and interactive games.

Designed For : Classroom Learning, Platform : [iOS](#) and [Android](#)

### **DoInk Animation and Drawing**

The DoInk Animation and Drawing app is a creative learning app and is simple to use to do a quick doodle and yet can create sophisticated Flash-like animations and vector drawings. The app is great for students to 'Show What They Know' in math, science, English and storytelling.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Domino-KIDS-Calculations**

This is an app for practicing missing addend problems. It has a high range of variability with difficulty, [and it] allows a student to save sheets and even share them via email.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Futaba Classroom Games**

A multi-player game designed for children in K-5 classrooms to help them review a large variety of curriculum they ordinarily encounter. Up to four students can engage in friendly competition and learn using just one iPad. Each player takes a seat around a single iPad and races to match an image or word problem to a choice of four answers in front of them.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Grammer Jammers**

It matches catchy tunes with grammar rules and topics. I've shown these videos during whole class lessons and also had kids work with them on their own.

Designed For : Classroom Learning, Platform : [iOS](#)

### **I Like Books**

Includes 37 different books in one app. The subject matters range from colors, animals and family to outdoors, shapes and cars. These books are for children 0-6 years old, and include vivid and interactive imagery to accompany the story.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Kid's Zone**

With iPhone's touch feature, kids can draw and doodle with the maximum ease. The stencils feature teaches them about shapes and also helps kids to perfect their art. Every parent like me would always want our kids to watch kid friendly videos only. The kids' video feature in Kid's Zone will save parents lots of headaches to know that their kids are only watching videos that are perfect for their age.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Math Series**

It stands out because of the simplicity of the preferences. It's easy to differentiate, and is packed with positive reinforcements.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Native Numbers**

Inspired by research from Harvard and MIT, this app offers a complete curriculum to help early learners develop a number sense. It is designed to engage with children and minimize distractions. In addition, the app has more than 25 engaging activities to develop an understanding of core mathematics concepts.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Ollie's Handwriting and Phonics**

The app helps young children improve fine motor and handwriting skills as well as introduce, reinforce, and solidify letter and sound recognition. The app has three sections: Capital Letters, Lowercase Letters and Words. Teachers can use the application to demonstrate how to form letters during handwriting lessons, or how to pronounce letter sounds during phonics lessons.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Pencils, Words and Kids**

It organizes the writing process, captures the prompts I have developed in the trenches, and is a big help in working with a classroom of students whose imaginations and work each require one-on-one attention and feedback. Teachers spend a lot of time repeating themselves, and the content of the app is a great way to reinforce the messages of the lessons - slow it down.

Designed For : Classroom Learning, Platform : [iOS](#) and [Android](#)

### **Preschool University**

People have an array of apps that work through a variety of phonics phases. Though every app doesn't have differentiation abilities, I have found ABC Spelling Magic and ABC Magic apps that meet the specific needs of my students.

Designed For : Classroom Learning, Platform : [iOS](#)



### **SHAPES+**

Kids can match colors, shapes, and numbers together. They can trace shapes on the drawing board in their choice of colors, or simply draw freely. Teachers can use SHAPES+ on an iPad with one or a group of children to reinforce color, shape, and number lessons.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Socratica**

Includes 19 different educational categories covering subjects from Greek mythology, geography, art, math, architecture and spelling. There is always something to learn.

Designed For : Classroom Learning, Platform : [Android](#)

### **Tell Time – Little Matchups**

For those who are struggling with identifying analog clock times. This simple interface makes it easy to quickly make sure each student is on exactly the right level of difficulty, and also allows them to work independently or in a partnership.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Vimeo**

I like vimeo because I can create a 'class' with just my students where we share work in video format. A student could post videos of themselves giving a speech, and I can share lectures with my students. It's private; I have the ability to comment to the entire class or to an individual student.

Designed For : Classroom Learning, Platform : [iOS](#) and [Android](#) and [Windows](#)

### **UpToDate**

Several studies have documented the impact of UpToDate (UTD) on medical education and continual learning among trainees and clinicians. Teachers have the ability to instantly refresh their memory around a clinical topic while they are at the bedside. Trainees can have access to prepare for teaching rounds and review educational materials in the context of real patients.

Designed For : Classroom Learning, Platform : [iOS](#) and [Android](#) and [Windows 8](#)

### **Word Ball**

This is a great app for those who may have a little more confidence with word building. Students get to use the letters available to create words of their choosing for points, more of which are awarded for challenging words.

Designed For : Classroom Learning, Platform : [iOS](#)

### **Audioboo**

Create, record, and share audio files with your friends and family. In a teaching setting, this app is perfect if you are looking to record a lesson plan idea, a brainstorming session or meeting with colleagues.

Designed For : Communication Tools, Platform : [Android and iOS](#) and [Windows](#)

### **Blackboard Mobile Learn**

Link to your Dropbox account so teachers and students can easily manage and share course documents. In addition to Dropbox integration, you can view grades, create and administer tests, send notifications and announcements, host a discussion, post and access content from class, blog, view class members and create and manage tasks.

Designed For : Communication Tools, Platform : [iOS](#) and [Android](#) and [Blackberry](#) and [WebOS](#)

### **Bonfyre**

A private networking app that creates clubs, sports, and study groups, and improves parent-to-teacher communication. “Bonfyre provides an intimate, private level of connection between a student's daily classroom activity and their parents that cannot be achieved through other social networks or content platforms. This has opened up the lines of communication between parents and their children in beneficial ways that we could not have anticipated.

Designed For : Communication Tools, Platform : [Android and iOS](#)

### **Celly**

Lets anyone create a cell – groups, individuals, organizations – for group communication. Functions include exchanging messages with others, polling, alerts and reminders. Teachers can use this app for study groups, clubs, sports teams, field trips, news and reminders for their students.

Designed For : Communication Tools, Platform : [Android and iOS](#)

### **Conduit Mobile**

A product that allows for creation and development of various school-related apps. “Apps created using Conduit Mobile can include special features that are specifically useful for the education segment. A school's app can offer notifications and the latest updates on school-related and class-specific news and events. Apps can even include a bully-reporting feature that enables users to detail incidents of bullying in the classroom, schoolyard, or cyber-bullying.

Designed For : Communication Tools, Platform : [Android and iOS](#)

### **Color Note**

A notepad with the ability to take a note, write a memo, send an email and create a shopping list or to-do list. What sets it apart? You can organize your notes by color, add a checklist, sync with your calendar, password lock, search, share and backup your files securely.

Designed For : Communication Tools, Platform : [Android](#) and [Amazon](#)

### **Engrade**

Supports all-in-one communication between students, teachers and parents. With the ability to access the app anywhere, teachers can communicate attendance, grades, seating charts, messages and future assignments all from their smartphone, tablet or computer.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **Google Drive**

Offers an excellent Smartphone app that allows me all the same functionality of the web interface from my phone. I can read, edit or upload documents, presentations and images.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **Gmail**

With over 2GB of space, label creators, search, signatures, rich-text formatting and so much more, this app is great for sharing content and for teachers who need an email with multiple capabilities.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **Instagram**

This app is a terrific housing place for all your pictures and gives people the ability to find your Instagram account and see your pictures if you wish. You could create a classroom profile and allow kids and parents to follow that profile of things happening during the school year.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **KMail**

Provides a safe environment for children to send and receive emails. The app allows students to check their email via mobile tablets or smartphones when they're on-the-go, at school or around the house. The unique part of this app is that all email is monitored by teachers through email. When a message is received, the email goes straight to the teacher for approval, if the teacher declines the message, the student never sees the email.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **Moodle**

An online education management platform. Features of the app include recording audio files (private or public), class roster for courses, messaging to class members, sync with address book, and downloadable files for offline viewing.

Designed For : Communication Tools, Platform : [iOS](#)

### **OneNote**

A note-taking app for capturing all of your ideas, thoughts, and to-do's while you're on-the-go. Use OneNote to create a note with bullet points, pictures, text or a checkbox to-do list. Additionally, sync your notes for free with Microsoft SkyDrive online storage.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#) and [Windows](#)

### **Pages**

A word processing app for iOS devices. The app connects to all iOS devices via cloud-based storage software and syncs platforms so you can view, edit and create documents wherever you go. Also choose from 16 different templates to create a document.

Designed For : Communication Tools, Platform : [iOS](#)

### **Panopto**

Panopto's mobile application allows educators to easily record any content – from entire lectures to small class updates – from their iPhone. With just a few clicks, their recordings are immediately uploaded and stored in a secure online video library, where students can view them instantly using any device,

Designed For : Communication Tools, Platform : [iOS](#)

### **QuickOffice**

Allows me to edit documents from my phone. I use this constantly, whether to email a copy of last night's assignment to a student while I'm on the move, or to update grade books and reading questions whenever a great idea strikes. These three apps increase my productivity and ensure that I can tie up any loose ends no matter where I am.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **Remind101**

Send out bulk SMS messages (one way messaging) to students and parents. This app is great for reminding parents and students of any upcoming tests, homework, projects or field trips.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **Skype**

I love Skype to bring in guest speakers. I am not shy about asking really big companies (IBM, Zappos among so many others) to Skype with my students to share their knowledge on a particular subject matter. Say there was an expert in London. I know I'd never be able to afford to bring that person to my campus, but with Skype I can for free. It eliminates geographic boundaries as well as financial constrictions.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#) and [Windows](#)

### **Snapseed**

This app is awesome for manipulating and having fun with pictures you have taken or brought into your camera roll. It has many different choices to take an existing picture and make it something spectacular! These pictures could then be easily shared to social media sites like Twitter and Facebook or put it in a blog post.

Designed For : Communication Tools, Platform : [Android](#) and [iOS](#)

### **Wordpress**

This goes beyond teaching about blogging. WordPress can create a participative learning community. The community is made up of your class, but also others within the larger community. Conversations about course material can be shared on a larger platform and with many others. With the ability to share links, videos, and articles the information is so rich.

Designed For : Communication Tools, Platform : [Android](#) and [Blackberry](#) and [iOS](#) and [Nokia](#) and [WebOS](#) and [Windows](#)

### **1Password**

Keeps track of all of my passwords so that I can log into websites and programs quickly. With so many accounts between my work and personal life, 1Password makes it easy to generate and store highly secure passwords so that my personal and student information stays private.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

### **Any.DO**

A to-do list app that helps you to remember things that need to get done. Whether the task needs to be done today, tomorrow, this week or later, you have the option to set the time limit and due date. Bonus: personalize the task with an alarm, a phone number (which actually calls the person listed) or place in a folder.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

### **Air Sharing**

Works with several different file formats including iWork, Microsoft Office, PDF, RTF, movies, audio, images and more, and stores this information through an external hard drive or cloud storage. View your documents on-the-go or print documents wirelessly. This app is a huge time saver for those who are constantly on the go.

Designed For : Personal Organization, Platform : [iOS](#)

### **Dragon Dictation**

Use your voice to create email messages or send text messages. You can also dictate your updates for social networks or send reminders to yourself. The app will also, over time, adapt to the distinct sound of your voice.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

### **Dropbox**

Provides cloud storage for all of my files, and I can access them from my work computer, personal computer, iPad or iPhone. I store both personal and work files on Dropbox, and they automatically sync in the cloud, so no matter which device I am using I can open my most recent versions.

Designed For : Personal Organization, Platform : [Amazon](#) and [Android](#) and [Blackberry](#) and [iOS](#)

### **Evernote**

Allows you to track notes from brainstorming or idea sessions with colleagues. You can also record voice memos, write to-do lists and notes. If you don't remember your phone, no problem, Evernote is also accessible from your computer

Designed For : Personal Organization, Platform : [Windows](#) and [Android](#) and [Blackberry](#) and [iOS](#)

### **Flipboard**

View all your favorite news and social media updates together in one app. All news information from this app is cleverly put together in a magazine-style news format.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)



**iBrainstorm**

Draw a quick doodle and write a note with this app. By using color, sticky notes and your own handwriting, this app has what you need to get all the notes down for that next great classroom idea.

Designed For : Personal Organization, Platform : [iOS](#)

**iGrader – Pocket Grade Calculator**

Get rid of your old grade and download the fastest and easiest way to track grades! By selecting the number of questions from a test, this app will automatically update any mistakes or incorrect answers, as well as provide a full list of possible grades.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

**Instapaper**

Download articles or look for your favorite web pages without an Internet connection. You can also adjust fonts and text sizes and find words with the built-in English dictionary. Additionally, sync with other devices and download up to 500 articles at a time.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

**iTeacherBook**

Lets you plan and track your own schedule as well as student courses and attendance. It can also create and send assignments for your students, grade student progress, create reports and export and schedule events.

Designed For : Personal Organization, Platform : [iOS](#)

**Learnist**

I use the app on my iPhone and iPad to work with students on specific content review, to watch relevant videos, and to access a carefully selected grouping of materials.

Designed For : Personal Organization, Platform : [iOS](#)

### **Mindjet**

Enter ideas, tasks, and meeting notes and produce visual maps to help you organize concepts and prioritize the to-do lists of everyday life. Additionally, sharing these maps will allow you to collaborate with coworkers.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

### **OmniFocus**

Quickly capture your thoughts with this actionable to-do list app. It will capture miscellaneous to-do items from your email, organize tasks and sync with other devices so you will always have that list with you when you're on the go.

Designed For : Personal Organization, Platform : [iOS](#)

### **Penultimate**

This handwriting app syncs with Evernote to give you the natural experience of writing on paper, but with your iOS device. Take notes, sketches, and ideas with you or use it in the convenience of your home or office.

Designed For : Personal Organization, Platform : [iOS](#)

### **Pocket**

Save any content you discovered during the day to a specific folder. What if you're offline? No worries, with this app you can still view content saved in offline mode. Perfect for those who are always busy or traveling.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

### **Remember the Milk**

With this app you can sink your to-do lists with almost any other mobile or web service you use, including Outlook, iCal, Gmail, Google Calendar, Siri, Twitter and more! As a teacher, you'll never forget that to-do list again.

Designed For : Personal Organization, Platform : [Android](#) and [iOS](#)

### **SeatCharter**

Helps you organize your classroom by creating seating arrangements with a grid-like format, customized backgrounds and a randomizer. Also included is AirPrint support and exporting capabilities.

Designed For : Personal Organization, Platform : [iOS](#)

### **TeacherKit**

A digital teachers assistant, this app allows you to add notes and view student, attendance, courses, lesson plans, behavior notes and more. With this much organization, think of all of the free time you'll have.

Designed For : Personal Organization, Platform : [iOS](#)

### **Teachers Pay Teachers**

A marketplace for teachers that lets you buy, sell and share teaching resources. Whether you need to get rid of something or you would like to make some money on old course materials, this app helps you find other teachers to purchase materials, track sales and add items to your wish list.

Designed For : Personal Organization, Platform : [iOS](#)

### **Things**

With this easy-to-use task manager, you'll be organized in no time. Start by entering your to-do lists, and discover how to become more productive with your time. You can also sync this app with your computer so you never miss out on what to do next.

Designed For : Personal Organization, Platform : [iOS](#)

### **WiFi File Transfer**

Upload or download multiple files at a time from your phone or tablet. Also view photos or delete, rename, copy, zip and unzip files with the built-in file manager – all without a USB cable. Just be sure you're using a secure wireless connection.

Designed For : Personal Organization, Platform : [Android](#)

**Art Authority**

Find great works of art wherever you are! This app provides access to more than 60,000 works of art from over 1,000 different artists right at your fingertips including Gothic, Baroque, Modern, American art and more. Save and share your favorite images of your favorite pieces of art.

Designed For : Reference, Platform : [iOS](#)

**Articles for iPhone**

A Wikipedia reader app for any of your digital devices. With this app, read whatever may be looming in your mind, learn about a topic or look up a historic event with the tap of your finger.

Designed For : Reference, Platform : [iOS](#)

**BookLeveler**

A scan and search tool for books. Scan ISBNs for reading level, grade, curriculum and more. Also help other teachers by sharing your thoughts on the books and the information contained in the app.

Designed For : Reference, Platform : [iOS](#)

**Brainscape**

Learn quickly about several different subjects with these smart flashcards. Create your own flashcards or work on subjects you want to learn more about. Brainscape helps to optimize your studying and learning time.

Designed For : Reference, Platform : [iOS](#)

**Chrome**

My preferred web browser, and while it's not my phone's default browser, there's an excellent app to download. I use Chrome for [quick research] or to search images.

Designed For : Reference, Platform : [Android](#) and [iOS](#)

**Common Core Standards**

A great reference point for students, parents and teachers on the core standards of any grade or subject. This app includes k-12 standards for math and language arts.

Designed For : Reference, Platform : [Android](#) and [iOS](#)

### **Dictionary.com**

Provides up-to-date definitions of English words, thesaurus suggestions, audio definitions, sentence examples, spelling suggestions, abbreviations and more.

Designed For : Reference, Platform : [Android](#) and [BlackBerry](#) and [iOS](#) and [Windows](#)

### **eduPort**

An online video hub for viewing educational videos from the most popular YouTube channels. As a user, you can download videos for offline viewing, sort through categorized and channel videos and save links to your favorite videos.

Designed For : Reference, Platform : [Android](#)

### **Encyclopedia Britannica**

Includes more than 80,000 articles, images, diagrams and charts on U.S. presidents, scientists and other historical figures. You can also browse topics, research historical events and store your favorite documents.

Designed For : Reference, Platform : [iOS](#) and [Windows](#)

### **Goodreads**

Connect with your family, friends and colleagues with this book-based networking app. Save your favorite books, make lists of your must-reads, share and read reviews on books and track your reading progress.

Designed For : Reference, Platform : [Android](#) and [iOS](#)

### **Google Maps**

Lost on a school field trip? No worries! Type in where you want to go with this app and the app will automatically find your location and direct you your destination. It provides information via walking directions, bus directions or driving directions.

Designed For : Reference, Platform : [Android](#) and [iOS](#)

### **Google Voice**

Gives you one phone number that you can use to make outgoing calls from and forward incoming calls to any phone. The app's voicemail inbox transcribes your voice messages so that you can preview them at a glance. I think all administrators should be using this.

Designed For : Reference, Platform : [Android](#) and [iOS](#)

### **Khan Academy**

Covers several topics in education including math, science, finance, humanities and history along with test preparation tools. Learn at your own pace, and learn what you're interested in with over 3,500 videos available in the palm of your hand.

Designed For : Reference, Platform : [Android](#) and [iOS](#) and [Nokia](#) and [Web OS](#) and [Windows](#)

### **Merriam Webster Dictionary and Thesaurus**

Brings you the ability to use your voice to search for synonyms, antonyms, example sentences, words of the day and any word you want to define.

Designed For : Reference, Platform : [Android](#) and [iOS](#) and [Windows](#)

### **TED**

With technology playing a prominent role in our classrooms today, this video gallery will help demonstrate different methods of learning for students. Hook up your mobile device to a projector or monitor and show your class educational talks on from experts on almost any subject.

Designed For : Reference, Platform : [iOS](#) and [Android](#) and [Windows](#)

### **Twitter**

The Twitter app is great! It is very well organized and easy to use and in my opinion the best app for Twitter.

Designed For : Reference, Platform : [Android](#) and [BlackBerry](#) and [iOS](#) and [Nokia](#) and [Windows](#)

### **Wikihood**

Full of all the information from Wikipedia and more! This app knows the answers to many of your questions like, Is there a museum or church nearby? The app scrapes information from Wikipedia to provide credible results.

Designed For : Reference, Platform : [Android](#) and [iOS](#)

### **2013 World Factbook**

The complete CIA World Factbook in the palm of your hand. This app provides information on more than 250 countries and locations throughout the world. With country flag descriptions, color maps, government information, economy stats and transportation information, you'll always be informed about what's going on in the world.

Designed For : Reference, Platform : [iOS](#)

### **WolframAlpha**

Collects facts, measurements, calculations and more. Find information like the nutritional information of your meal, the measurement for a design, or the facts surrounding a historical event.

Designed For : Reference, Platform : [Android](#) and [iOS](#)

### **ClassDojo for Teachers**

Helps teachers improve classroom behavior. High school math teacher Mike Durant says, “In 15 years of teaching, I have never had more students complete assignments and have less classroom [disciplinary issues].” Use this app to track homework assignments, test scores and classroom management techniques.

Designed For : Teaching Tools, Platform : [Android](#) and [iOS](#)

### **Educreations**

If you are an educator that is interested in creating supplemental material for your students to use outside of the classroom, Educreations is a great app. Educreations is an effective tool for creating content for online classes. Additionally, the app is very user friendly and priced competitively.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Explain Everything**

A robust whiteboard that affords the content creator the ability to upload directly to YouTube. It can be utilized by educators to create content that is consumable outside of the classroom. This application is ideal if you are an educator that is interested in creating supplemental material for your students to use outside of the classroom.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Google Translate**

Translates words and phrases from more than 65 different languages. Features include: translate by speaking; word pictures with translations; speech-to-speech translation; and dictionary results.

Designed For : Teaching Tools, Platform : [Android](#) and [iOS](#)

### **iResponse PRO Classroom Responder System**

Allows for student-teacher interaction during live lectures and classroom lessons for an instant interactive learning experience. Teachers can create a question within the app and receive



responses via the app. This tool also helps with tracking student participation and progress.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Jump Desktop**

A remote desktop app that allows you to securely connect to any computer in the world.

Designed For : Teaching Tools, Platform : [Android](#) and [iOS](#)

### **Kindle**

Helps me quickly access novels I might be teaching even if I don't have a hard copy on hand. I can take notes or highlight important passages, which makes searching for a particular chunk of text easier.

Designed For : Teaching Tools, Platform : [Android](#) and [iOS](#) and [Windows](#)

### **Nearpod**

Syncs with your student's iOS device to manage the content they are viewing. You can also share the content you are presenting with your students or colleagues through this app for collaboration purposes.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Pandora**

Great for playing some kid-friendly music during down time in my classroom. When we are cleaning out cubbies, organizing materials or drawing, I like to play Pandora because I never have to worry about an accidental curse word showing up in a track and my students love to sing along.

Designed For : Teaching Tools, Platform : [Android](#) and [iOS](#) and [BlackBerry](#)

### **Phoster**

Allows you to create your own poster. It has a gallery to choose from as well or you can create new from a variety of templates and it will allow you to annotate over with words. These

images could then be inserted into blog posts, websites, or social media sites like Twitter and Facebook.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Presentation Note**

Easily transfer your lectures onto an iPad and use Presentation Note to teach. This app eliminates the need for a laptop and adds interactivity with features like whiteboard and laser pointer.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Prezi**

Create, edit, present and share your presentations or “prezis” anywhere. This app lets you customize your prezis and inspire others with your creative approach to learning and sharing information.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Quizlet**

Learn your own way with this studying app – whether through flashcards, matching and racing games or a test – this app helps you learn it all before the next big test. You can also develop and create flashcards or quick quizzes for your students

Designed For : Teaching Tools, Platform : [iOS](#)

### **Scan**

This is a very nice app that allows you to scan QR codes quickly and easily. Maybe your students are having a QR Scavenger Hunt and you can use this for that! It keeps a history of things you scanned which comes in handy for many uses.

Designed For : Teaching Tools, Platform : [Android](#) and [iOS](#) and [Windows](#)

### **Sibme**

A private video app used for collaboration with teachers. Use the app to record a teaching lesson and share with colleagues for feedback. “The app is designed to make professional development

easier. Great students deserve great teachers and Sibme will help make that a reality.

Designed For : Teaching Tools, Platform : [iOS](#)

### **Socrative**

Empowers teachers to engage students with discussion prompts, games and other educational exercises. All of these activities are facilitated through a medium that students enjoy using, and the app allows for instant feedback.

Designed For : Teaching Tools, Platform : [Android](#) and [iOS](#)

### **100 Best Video Sites for Educators**

Bringing multimedia into the classroom may be a good way to have interaction students in learning. Supplementing lessons, gap up new interests, and giving inspiration, on-line videos play a fantastic teaching tool. Now, we tend to coated a hundred one hundred video sites for educators, and we've currently updated our list for now with over one hundred resources on the net.

Specifically designed for education, these collections create it simple to seek out video learning resources.

- [TeacherTube](#)  
This YouTube for teachers is an amazing resource for finding educationally-focused videos to share with your classroom. You can find videos uploaded by other teachers or share your own.
- [Edutopia](#)  
An awesome place to find learning ideas and resources, Edutopia has videos, blogs, and more, all sorted into grade levels.
- [YouTube EDU](#)  
A YouTube channel just for education, you can find primary and secondary education, university-level videos, and even lifelong learning.
- [Classroom Clips](#)  
Classroom Clips offers media for educators and students alike, including video and audio in a browseable format.

- [neoK12](#)  
Find science videos and more for school kids in K-12 on neoK12.
- [OV Guide](#)  
Find education videos on this site, featuring author readings and instructional videos.
- [CosmoLearning](#)  
This free educational website has videos in 36 different academic subjects.
- [Google Educational Videos](#)  
Cool Cat Teacher offers this excellent tutorial for finding the best of Google's educational videos.
- [Brightstorm](#)  
On Brightstorm, students can find homework help in math and science, even test prep, too.
- [Explore.org](#)  
Explore.org shares live animal cams, films, educational channels, and more for your classroom to explore.
- [UWTV](#)  
Offered by the University of Washington, UWTV has videos in the arts, K-12, social sciences, health, and more.
- [Videlectures.net](#)  
With Videlectures.net, you'll get access to browseable lectures designed for the exchange of ideas and knowledge, offering videos in architecture, business, technology, and many more categories.
- [TED-Ed](#)  
From a site that's long been known for big ideas, you'll find TED-Ed, videos specifically designed to act as highly engaging and fun lessons.
- [Zane Education](#)  
Zane Education offers resources for visual learning, including the very popular on demand subtitled videos.

- [Backpack TV](#)  
In this educational video library, you'll find a special interest in math, science, and other academic subjects.
- [MentorMob](#)  
Featuring learning playlists, MentorMob is a great place to find lessons you want to teach.
- [Disney Educational Productions](#)  
This resource from Disney is a great place to find videos for students at the K-12 level.
- [Hulu](#)  
A great place to find the latest TV shows, Hulu is also a source of educational videos. Documentaries, PBS, even Discovery videos are all available on the site.
- [Internet Archive](#)  
Find so much more than videos in the Internet Archive. Images, live music, audio, texts, and yes, historical and educational videos are all available on Archive.org.
- [TED](#)  
Share seemingly endless inspiration with your students through TED, a fountain of talks based on compelling ideas.
- [MIT Video](#)  
Online education giant MIT has an incredible video collection, offering more than 10,000 videos for science, technology, and more.
- [TVO](#)  
TVO is a really fun and useful online TV station, with great ways for kids, parents, and educators to learn about the world.
- [Big Think](#)  
Much like TED, Big Think offers videos (and more) from some of the world's top thinkers and learners.
- [Google Talks](#)

On this YouTube channel, you'll find talks from creators: authors, musicians, innovators, and speakers, all discussing their latest creations.

- [Metacafe](#)  
Find free video clips from just about anywhere, offering educational videos, documentaries, and more.
- [Link TV](#)  
On Link TV, you'll find videos and broadcasts meant to connect you and your students to the greater world through documentaries and cultural programs.
- [Academic Earth](#)  
Learn about science, justice, economics, and more from some of the world's great universities. You can even earn a degree from this site
- [Teacher Training Videos](#)  
Specifically created to teach educators, Teacher Training Videos is a great place to find online tutorials for technology in education.
- [Classroom 2.0](#)  
Check out Classroom 2.0's videos to learn about Web 2.0, social media, and more.
- [Atomic Learning](#)  
Visit Atomic Learning to find resources for K-12 professional development.
- [iTunesU](#)  
Find university-level learning and more from iTunesU.
- [Videos for Professional Development](#)  
An excellent collection of professional development videos, Wesley Fryer's post shares some of the best teacher videos available.
- [Learner.org](#)

Annenberg Learner offers excellent teacher professional development and classroom resources for just about every curriculum available.

- [MIT Open CourseWare](#)  
The leader in Open CourseWare, MIT has free lectures and videos in 2,100 courses.
- [Teachers' Domain](#)  
Join the Teachers' Domain, and you'll get access to educational media from public broadcasting and its partners, featuring media from the arts, math, science, and more.
- [Meet Me at the Corner](#)  
A great place for younger kids to visit, Meet Me At the Corner has educational videos, and kid-friendly episodes, including virtual field trips and video book reviews by kids, for kids.
- [WatchKnowLearn](#)  
WatchKnowLearn is an incredible resource for finding educational videos in an organized repository. Sorted by age and category, it's always easy to find what you're looking for.
- [BrainPOP](#)  
On this education site for kids, you'll find animated educational videos, graphics, and more, plus a special section for BrainPOP educators.
- [The KidsKnowIt Network](#)  
Education is fun and free on this children's learning network full of free educational movies and video podcasts.
- [Khan Academy](#)  
With more than 3,200 videos, Khan Academy is the place to learn almost anything. Whether you're seeking physics, finance, or history, you'll find a lesson on it through Khan Academy.
- [Awesome Stories](#)  
Students can learn the stories of the world on this site, with videos explaining what it was like to break ranks within the

Women's Movement, the life of emperor penguins, and even Martin Luther King, Jr's "We Shall Overcome" speech.

- [Nobelprize](#)  
Cap off lessons about Nobel Prize winners with videos explaining their work and life, direct from the source on Nobelprize.org.
- [JohnLocker](#)  
JohnLocker is full of educational videos and free documentaries, including Yogi of Tibet and Understanding the Universe.
- [Green Energy TV](#)  
On Green Energy TV, you'll find learning resources and videos for the green movement, including a video version of the children's book Living Green: A Turtle's Quest for a Cleaner Planet.
- [BioInteractive](#)  
Find free videos and other resources for teaching "ahead of the textbook" from BioInteractive, part of the Howard Hughes Medical Institute.
- [ARKive](#)  
Share images and videos of the world's most endangered species with your students, thanks to ARKive. These wildlife films and photos are from some of the world's best filmmakers and photographers, sharing stunning images that everyone can appreciate.
- [MathTV](#)  
Students who need extra help with math can find support on MathTV. This site offers videos explaining everything from basic mathematics all the way to trigonometry and calculus.
- [The Vega Science Trust](#)  
A project of Florida State University, The Vega Science Trust shares lectures, documentaries, interviews, and more for students to enjoy and learn from.
- [The Science Network](#)



Check out The Science Network, where you'll find the world's leading scientists explaining concepts including viruses and the birth of neurons.

- [PopTech](#)  
Bringing together a global community of innovators, PopTech has videos explaining economics, water, and plant-based fuels.
- [PsychCentral](#)  
Students can learn about what makes people tick through PsychCentral's brain and behavior videos.
- [How Stuff Works](#)  
The video channel from How Stuff Works offers an in-depth look at adventure, animals, food, science, and much more.
- [Science Stage](#)  
Find science videos, tutorials, courses, and more streaming knowledge on Science Stage.
- [Exploratorium TV](#)  
Allow students to explore science and beyond with Exploratorium TV's videos, webcasts, podcasts, and slideshows.
- [SciVee](#)  
SciVee makes science visible, allowing searchable video content on health, biology, and more.
- [The Futures Channel](#)  
Visit the Futures Channel to find educational videos and activities for hands-on, real world math and science in the classroom.
- [All Things Science](#)  
For just about any science video you can imagine, All Things Science has it, whether it's about life after death or space elevators.
- [ATETV](#)  
Check out Advanced Technological Education Television (ATETV) to find videos exploring careers in the field of technology.

- [The Kennedy Center](#)  
Find beautiful performances from The Kennedy Center's Performance Archive.
- [The Archaeology Channel](#)  
Students can explore human cultural heritage through streaming media on The Archaeology Channel.
- [Web of Stories](#)  
On Web of Stories, people share their life stories, including Stan Lee, writer, Mike Bayon, WWII veteran, and Donald Knuth, computer scientist.
- [Stephen Spielberg Film and Video Archive](#)  
In this archive, you'll find films and videos relating to the Holocaust, including the Nuremberg Trials and Hitler speeches.
- [Culture Catch](#)  
Students can tune into culture with Dusty Wright's Culture Catch.
- [Folkstreams](#)  
On Folkstream.net, a national preserve of documentary films about American roots cultures, you'll find the best of American folklore films.
- [Digital History](#)  
A project of the University of Houston, Digital History uses new technology, including video, to enhance teaching and research in history.
- [History Matters](#)  
Another university project, this one is from George Mason University. Sharing primary documents, images, audio, and more, there's plenty of historic multimedia to go around on this site.
- [Social Studies Video Dictionary](#)  
Make definitions visual with this video dictionary for social studies.

- [The Living Room Candidate](#)  
From the Museum of the Moving Image, The Living Room Candidate features presidential campaign commercials from 1952 to 2008.
- [Video Active](#)  
Find Europe's TV heritage through Video Active, a collection of TV programs and stills from European audiovisual archives.
- [Media Education Foundation](#)  
The Media Education Foundation offers documentary films and other challenging media for teaching media literacy and media studies.
- [DropShots](#)  
On DropShots, you'll find free, private, and secure storage and sharing for video and photos.
- [Muvee](#)  
Using Muvee, you can create your own photo and video "muvees" to share privately with your class.
- [Tonido](#)  
Tonido makes it possible to run your own personal cloud, accessing video files on your computer from anywhere, even your phone.
- [Vidique](#)  
On Vidique, you'll find a video syndication system where you can create your own channel of curated content for the classroom.
- [SchoolTube](#)  
On SchoolTube, you'll find video sharing for both students and teachers, highlighting the best videos from schools everywhere.
- [PBS Video](#)  
Watch and share PBS videos online with this site.
- [National Geographic](#)

Find some of the world's most amazing videos of natural life on National Geographic's online video home.

- [NOVA Teachers](#)  
NOVA shares highly organized videos for teachers, with 1-3 hour programs divided into chapters, plus short 5-15 minute segments from NOVA scienceNOW.
- [Discovery Education](#)  
Use Discovery Education's videos to inspire curiosity, bringing the Discovery channel into your classroom.
- [C-SPAN Video Library](#)  
Find Congressional and other political programs and clips in this digital archive from C-SPAN.
- [NBC Learn](#)  
Check out NBC Learn to find excellent resources for learning from NBC, including the science behind just about everything from the summer Olympics to hockey.
- [History.com](#)  
Watch full episodes, clips, and videos from the History channel.
- [Biography](#)  
Get the true story behind peoples' lives from these videos from the Biography channel.
- [BBC Learning](#)  
BBC offers an excellent learning site, including learning resources for schools, parents, and teachers. One of BBC's most impressive resources is a live volcano conversation discussing the world's most active volcano in Hawaii.
- [Free Documentaries](#)  
On Free Documentaries, "the truth is free," with a variety of documentary films available for streaming.
- [SnagFilms](#)  
On SnagFilms, you can watch free movies and documentaries online, with more than 3,000 available right now.

- [Top Documentary Films](#)  
Watch free documentaries online in this great collection of documentary movies.
- [TV Documentaries](#)  
This Australian site has excellent documentaries about child growth, historic events, and even animations about classical Greek mythology.
- [5min](#)  
If you've got five minutes, you can learn how to do something on this site. Check it out to find instructional videos and DIY projects.
- [Wonder How To](#)  
Learn everything about anything from Wonder How To's show and tell videos.
- [Instructables](#)  
This community of doers shares instructions (often, video) for doing just about anything, from making secret doors to tiny origami.
- [Howcast](#)  
Find some of the best how-to videos online with Howcast.
- [MindBites](#)  
Check out MindBites to find thousands of video lessons, how-tos, and tutorials.
- [W3Schools](#)  
Through W3Schools' web tutorials (video and otherwise), you can learn how to create your own websites.
- [Videojug](#)  
Videojug encourages users to "get good at life" by watching more than 60,000 available how-to videos and guides.
- [US National Archives](#)  
Explore US history in this YouTube channel from the US National Archives.

- [National Science Foundation](#)  
From the National Science Foundation, you'll find a wealth of multimedia, including instructional and educational videos.
- [NASA eClips](#)  
NASA offers a great way for students and educators to learn about space exploration, with clips divided by grade level.
- [NASA TV](#)  
Tune in to NASA TV to watch launches, talks, even space station viewing.
- [Library of Congress](#)  
Through the Library of Congress, you can find videos and other classroom materials for learning about American history.

#### **100 Best Youtube Channels for Educators**

With the increasing use of technology in classrooms, it's no wonder that teachers have a growing interest in using YouTube and other online media sharing sites to bring information into their classrooms. Here are 100 YouTube videos that can provide supplementary information for the class, give inspiration, help you keep control of class and even provide a few laughs here and there.

- [Learn History](#)  
Genre : History  
This YouTube channel provides loads of videos on historical events related to crime and punishment and the American west.
- [Animated Bayeux Tapestry](#)  
Genre : History  
Students learning about European history can watch this video which takes the Bayeux Tapestry and brings it to life.
- [The Day the Music Died](#)  
Genre : History  
This video can be a great introduction to pop culture in the 50's and 60's through the song American Pie

- [Surviving the Holocaust](#)  
Genre : History  
Teach students about the impact of the Holocaust by showing them how it impacted this individual.
- [Oliver Cromwell](#)  
Genre : History  
Here you'll find photos and text that tell about the life of Oliver Cromwell.
- [Elizabeth I](#)  
Genre : History  
Let students learn about the history of England by watching this video presentation on Elizabeth I.
- [Computer History](#)  
Genre : History  
Technology is a big deal these days, and students can learn about where it all started by watching this video.
- [Gettysburg Reenactment](#)  
Genre : History  
Bring the American Civil War to life by showing students this reenactment of a battle.
- [The Assassination of JFK](#)  
Genre : History  
This famous video is a huge part of American history, and you can let students watch it via YouTube.
- [Fall of the Berlin Wall](#)  
Genre : History  
Classes studying modern history can learn about the impact of the fall of the Berlin Wall through this news report.
- [How to Make a Mummy](#)  
Genre : History

Created by teachers, this animated video shows how the ancient Egyptians created their mummies.

- [A Brief History of Mankind](#)

Genre : History

This video sums up the history of mankind in just a few minutes, making it a good intro to history classes.

- [Rubber Hand Illusion](#)

Genre : Science

This video explores the strange phenomenon of the rubber hand illusion which can help get students interested in biology and psychology.

- [Theory of Everything](#)

Genre : Science

Here you'll find an explanation of the Theory of Everything.

- [The World of Chemistry](#)

Genre : Science

This video gives a humorous take on several chemistry principles.

- [Physics of Superheroes](#)

Genre : Science

Take physics to another level by showing students how physics can help explain the abilities of superheroes.

- [The Physics of Baseball](#)

Genre : Science

Get students more interested in physics by relating them to sports with this video.

- [Meiosis](#)

Genre : Science

Explain the division of reproductive cells by using this video as an illustration.



- [Virtual Frog Dissection](#)  
Genre : Science  
If the idea of dissecting a real frog makes you cringe, consider showing your classes this virtual dissection instead.
- [How to Build a Simple Electric Motor](#)  
Genre : Science  
Science students can watch this video and complete this simple experiment to make class more interesting.
- [Chemistry Experiments](#)  
Genre : Science  
This series of videos covers a wide range of fun and interesting chemistry experiments.
- [DNA Replication Process](#)  
Genre : Science  
Show students this video to help illustrate just how DNA replicates.
- [Classification Rap](#)  
Genre : Science  
What better way to remember the categories of classification than to create a rap? Students will enjoy this catchy song.
- [Birth of the Solar System](#)  
Genre : Science  
Students may enjoy watching this video that shows how our solar system was formed.
- [Improving Listening Skills for ESL Teachers](#)  
Genre : Language  
Those teaching students to speak English can help boost their listening skills with some advice from this video.
- [Language Learning and Web 2.0](#)  
Genre : Language

Watch this to learn how you can use technology to improve your language classes.

- [Alphabet Road](#)

Genre : Language

Young children will enjoy watching this series of videos that shows them letters in relation to animals and machines on a farm.

- [Task Based Learning](#)

Genre : Language

See how task based learning can impact your language courses by watching this video.

- [Teach Your Children Spanish](#)

Genre : Language

Spanish teachers working with younger children can supplement their lessons with these helpful videos.

- [Tips on Teaching a Foreign Language](#)

Genre : Language

This video gives some valuable tips that can help improve your skills as a language teacher.

- [Teach Yourself Sign Language](#)

Genre : Language

Whether you're working with deaf kids or just want to learn a new skill, this video can help you to learn to sign.

- [ESL Teaching Tips](#)

Genre : Language

Teaching ESL comes with its own set of challenges. This video can give you some pointers on being a better teacher.

- [Spanish for Gringos](#)

Genre : Language

Students young and old can benefit from these videos which help with pronunciation and grammar in Spanish.

- [How to Teach Latin](#)  
Genre : Language  
Latin may come off as boring to many students, so help jazz it up with some tips from this video.
- [Grammar Rock](#)  
Genre : Language  
Who doesn't love those old Schoolhouse Rock videos? Play these for your kids when they're learning about elements of grammar, including this one on verbs.
- [ARTSplash](#)  
Genre : Arts  
This video can help you learn about the ARTSplash program, which can be a valuable addition to the arts education programs in your school.
- [Teaching Flute to the Remedial Band Student or Novice](#)  
Genre : Arts  
Music teachers who are struggling with students working below the level they should be at can get some teaching pointers from this video.
- [The Dark Genius of Caravaggio](#)  
Genre : Arts  
Show students the work of Italian artist Caravaggio in this video slide show.
- [A Tribute to Vincent Van Gogh](#)  
Genre : Arts  
Students can enjoy the colorful and unique work of Van Gogh in this video.
- [Salvador Dali](#)  
Genre : Arts

Explore the eccentric genius of Salvador Dali by showing your students this video of his surrealist paintings and movies.

- [Pablo Picasso](#)

Genre : Arts

One of the best known artists, students can learn to recognize numerous works by Picasso from watching this video.

- [Rijksmuseum](#)

Genre : Arts

Take a virtual field trip through the Rijksmuseum and see great works by artists like Rembrandt, Vermeer and Van Gogh.

- [Art Education for the Blind](#)

Genre : Arts

Learn to make art education valuable for even your blind students by watching this video.

- [Art In Secondary Education](#)

Genre : Arts

Get some tips on using art education in high schools through this video created in part by several museums and high schools.

- [Art Education 2.0](#)

Genre : Arts

This video gives educators an introduction to Art Education 2.0, an online community on ning.com.

- [Innovative Art Education](#)

Genre : Arts

Take your creativity to the next level with suggestions from this video.

- [Cairo Museum](#)

Genre : Arts

Take a virtual tour of numerous works of art in the Cairo Museum with this video.

- [Teachers Make a Difference](#)  
Genre : Inspiration  
This video tells an inspirational story about how a teacher made a difference in a student's life.
- [Teachers Are Like Mirrors](#)  
Genre : Inspiration  
Here you'll be encouraged to remember that teachers play a big role in building students' self esteem.
- [What Teachers Make](#)  
Genre : Inspiration  
Tyler Mali delivers his free form poem about what a difference teachers can make.
- [The Miracle Workers](#)  
Genre : Inspiration  
Another Tyler Mali poem delivered in 2007, intended to inspire and build morale in teachers.
- [100 Ways to Show Children You Care](#)  
Genre : Inspiration  
While geared more towards parents, this video can give some good suggestions on showing your students how you care about them.
- [Teaching is Amazing](#)  
Genre : Inspiration  
This video shows a series of inspirational quotes on teaching and can be just what you need to pick yourself up on a bad day.
- [Thank You, Teacher](#)  
Genre : Inspiration  
Here you'll hear the story of how a simple thank you from a student made a difference in a teacher's life.
- [You Never Gave Up On Me](#)

Genre : Inspiration

Listen to the story of this teacher who never gave up on a student who struggled to read.

- [Make a Difference](#)

Genre : Inspiration

This story, while fictional, can still be a great inspiration to teachers everywhere.

- [Teachers Who Make a Difference](#)

Genre : Inspiration

This series of videos documents teachers from all over who have made a difference in their students' lives.

- [Diffusing Entitle or Helicopter Parents](#)

Genre : Classroom Management

Dealing with parents can be one of the biggest challenges of being a teacher. This video offers some advice on managing even the toughest parents.

- [Assertiveness Scenarios](#)

Genre : Classroom Management

Don't let coworkers and students walk all over you. This video showcases several scenarios and how to act more assertive.

- [Education Techniques for Children With Autism](#)

Genre : Classroom Management

Working with children who have disabilities can be challenging, but this video gives some useful pointers to make it a little easier.

- [Maintaining Discipline](#)

Genre : Classroom Management

Watch this video for advice on keeping your classroom under control.

- [Classroom Management Ideas for At-Risk Students](#)  
Genre : Classroom Management  
Those dealing with students that are at a high risk can find out ways they can better work with them in this video.
- [Tips and Tricks for Classroom Management](#)  
Genre : Classroom Management  
Get some basic tips and tricks on keeping your classroom running smoothly in this video.
- [Positive Learning Places](#)  
Genre : Classroom Management  
Here you'll get advice on several aspects of classroom management and how you can create an environment conducive to learning.
- [Teacher Training](#)  
Genre : Classroom Management  
This video gives teachers some ideas on how to better engage their students and improve their learning environment.
- [Creating Respectful Classrooms](#)  
Genre : Classroom Management  
This video can help give your students the tools they need to be respectful, responsible citizens in your classroom.
- [How to Maintain Classroom Discipline: Good and Bad Methods](#)  
Genre : Classroom Management  
Learn what works and what doesn't when it comes to classroom discipline through the instruction of this video
- [Positive Discipline in the Classroom](#)  
Genre : Classroom Management  
Here you'll learn how to use positive reinforcement to discipline students in your classes.

- [Challenging Behavior in Young Children](#)  
Genre : How-To's and Guides  
Learn to modify the behavior of elementary age children with advice from this video.
- [Preschool Learning Ideas](#)  
Genre : How-To's and Guides  
Get some ideas on how to work with preschool age children through suggestions from this video.
- [How to Teach a Child Math](#)  
Genre : How-To's and Guides  
This basic video gives some pointers on the best way to teach kids math.
- [First Year Teachers: What Not to Do In the Computer Lab](#)  
Genre : How-To's and Guides  
While very tongue in cheek, this video does offer some helpful suggestions to engaging your students while they're in the computer lab.
- [Teacher Interview Questions](#)  
Genre : How-To's and Guides  
Find out what kind of questions you can expect in interviews for teaching jobs in this helpful video.
- [How to Become a Teacher By Being a Substitute](#)  
Genre : How-To's and Guides  
This video can help those looking to work as full time teachers who are only substituting at the moment.
- [How to Be an Amazing Teacher](#)  
Genre : How-To's and Guides  
Want to be the best teacher you can be? Check out this video for ways you can go above and beyond.



- [How to Start a Class Successfully](#)  
Genre : How-To's and Guides  
Learn how to set the stage for your whole day by starting your class.
- [Exploring Diversity In Your Classroom](#)  
Genre : How-To's and Guides  
Engage children from all backgrounds in your classroom with some tips from this video.
- [Teacher Tips Organization:](#)  
Genre : How-To's and Guides  
This video can help you learn to get and stay organized.
- [How to Get the Second Half of the School Year Off to a Great Start](#)  
Genre : How-To's and Guides  
It can sometimes be difficult to get back in the groove of learning and teaching after a lengthy winter break. This video gives advice on how to get back into the swing of things.
- [Podcasting for Teachers](#)  
Genre : Technology  
Learn how to create your own podcast in this informative series. This video covers one of the first steps: getting your own blog.
- [What is Moodle?](#)  
Genre : Technology  
Moodle can be a great classroom tool for students and teachers. This video can help you learn the basics of the program.
- [Google Docs Tutorial for Teachers](#)  
Genre : Technology  
This tutorial will show you the basics of using Google Docs so you can save and edit documents online.

- [Microsoft Word Training for Teachers](#)  
Genre : Technology  
Don't let your students run circles around you using technology. Learn to use Word with this helpful video.
- [SMART Board Orientation](#)  
Genre : Technology  
While not all teachers are so lucky to have a SMART Board, those that do can get help on using it from this orientation.
- [Pay Attention](#)  
Genre : Technology  
Don't think technology is important in your classroom? This video might change your mind.
- [Using PowerPoint Or Not](#)  
Genre : Technology  
This video explains ways you can use PowerPoint in the classroom and reasons why you may not want to.
- [A Vision of K-12 Students Today](#)  
Genre : Technology  
Here you'll learn why technology is so important to today's children.
- [Using Technology in Education](#)  
Genre : Technology  
Embrace the overall health of your students by watching this video which explains how to use technology to improve mental health.
- [ChitChat Basic Walkthrough](#)  
Genre : Technology  
Learn to use the program ChitChat by watching this instructional video.
- [Shift Happens](#)

Genre : Technology

Learn what you'll need to do in order to prepare your classroom to meet the technological needs of your students.

- [Teachers Suck](#)

Genre : Humor

While somewhat vulgar, this Tom Green rap can be entertaining to see how some students might view education.

- [History of the World](#)

Genre : Humor

This simple revision of world history is a fun and creative video to watch.

- [Dramatic Chipmunk](#)

Genre : Humor

This simple clip makes entertaining use of one very shocked looking chipmunk.

- [Brad Neely's George Washington](#)

Genre : Humor

Get a different take on the history of George Washington with this funny and quite catchy song.

- [Spiders on Drugs](#)

Genre : Humor

Health teachers will find this parody video entertaining.

- [History of the USAEnjoy this funny take on the history of the United States.](#)

Genre : Humor

Founded in February 2005, YouTube allows billions of people to discover, watch and share originally-created videos.

- [St Sanders Guitar Parody](#)

Genre : Humor

These videos take some of the guitar greats and pair them with lame riffs, with hilarious results.

- [Welcome to My Home](#)  
Genre : Humor  
Old videos have been paired with new commentary in this funny series.
- [Sneak Thief](#)  
Genre : Humor  
Watch as this hungry gull robs a store owner blind.
- [Super Mole Brothers](#)  
Genre : Humor  
Chemistry teachers can appreciate this video project which was made in honor of National Mole Day.

#### **Educational Softwares**

##### **OpenOffice.org**

OpenOffice.org is a basic office suite. In many ways, it is similar to Microsoft Office. In fact, you can even edit and create documents in the Microsoft Office format! This feature is especially useful if you need to submit college assignments in Microsoft Office format. In addition, you can easily create and edit PDF documents in OpenOffice.org. From what I have seen, it looks like Microsoft offers a plugin to add PDF capability, but Open Office comes with this ability by default. Finally, the best reason to get Open Office is the price – free. No purchase price, no yearly upgrade fee.

##### **doPDF**

doPDF Creator could be a easy program with a straightforward purpose – produce PDFs! the most advantage of this program is it's simplicity. Once you transfer the package, it acts sort of a printer. Go to the print menu on any (or a minimum of virtually any) word processing system and “doPDF” are listed as a printer. Click save, and your document is changed into a PDF document.

##### **Tellico**

This program may be a bibliography/collection manager. You can use it to manage your listing for varsity. Using this program, you'll be able to simply archive all the listing info for all of your

books so it's all at your fingertips...even once you come a book to the library. You can conjointly use this computer code to manage your reading list. This program is ideal for managing reading lists.

### **Paint.NET**

Paint.NET is that the premier free graphics program. This program was designed by faculty students as a category project. This program is Microsoft's "Paint" on steroids. If you're unaccustomed graphic style, these additional options can appear overwhelming initially, but, with alittle observe, you won't need to travel back to a smaller graphic style program.

### **Sunbird**

Sunbird may be a free calendar program created by the Mozilla, constant company that creates Firefox. additionally, you may use Mozilla's Lightning, a calendar that's integrated with email. each of those programs square measure downloads, not net apps.

### **XMind**

XMind may be a free group action and mind mapping program. This program will be helpful for designing a category project, analysis paper, or your to try and do list. Simply visit the XMind web site, click the "Download" button, and follow the simple installation method.

### **Avast Home Edition**

If you reside on field, you'll be able to most likely get a web security program, like Norton, free from you school. If , however, you reside off-campus or your school doesn't provide free web security, you'll be able to transfer Avast: Home Edition for gratis. The most sure name in antivirus, actively protective over PCs.

### **Firefox**

Firefox is that the most-used browser, even quite web somebody. Why do such a lot of folks use Firefox? Well, there area unit several reasons. First, Firefox comes with several security functions. as an example, it warns you if you are attempting to go to a familiar malware web site. additionally, this browser makes it simple to clear all of your personal knowledge – with one click.

additionally enclosed during this browser may be a pop-up blocker. The second reason folks like Firefox is that the add-on info. several firms and people have created add-ons that may customise your Firefox browser and create it work higher. as an example, you'll transfer associate add-on known as Adblocker and that may block most website's advertisements.

### **Thunderbird Email**

Thunderbird is a superb ASCII text file email program created by the manufacturers of Firefox. The 3 main reasons to use this email program area unit the protection, customization, and organization. This program comes with several safety features as well as unsolicited mail filtering, phishing protection, and privacy protection. additionally, the e-mail program is very customizable. Like Firefox, disembodied spirit email comes with lots of add-ons, extentions, and themes. You can simply color-code differing kinds of messages and search all archived messages.

### **School Net Tools**

It provides list of teacher tools and classroom management software. Such as remote control and monitoring software, filetransfer software, document camera and presenter, free tools, ..

### **Interactive geometry**

Interactive pure mathematics software system area unit pc programs which permit one to make and so manipulate geometric constructions, primarily in geometry. In most Interactive pure mathematics software system , one starts construction by putt a couple of points and victimization them to outline new objects like lines, circles or alternative points. when some construction is finished, one will move the points one started with and see however the development changes.

### **Language Learning Software**

OpenOffice.org is a basic office suite. In many ways, it is similar to Microsoft Office. In fact, you can even edit and create documents in the Microsoft Office format! This feature is especially useful if you need to submit college assignments in Microsoft Office

format. In addition, you can easily create and edit PDF documents in OpenOffice.org. From what I have seen, it looks like Microsoft offers a plugin to add PDF capability, but Open Office comes with this ability by default. Finally, the best reason to get Open Office is the price – free. No purchase price, no yearly upgrade fee.

#### **Time Table Generator**

It produce Timetables for your college, faculty or university quickly and simply. mechanically produce your timetables for categories, Tutors and Rooms. iMagic Timetable Master can discover clashes before they occur and resolve them.

#### **Typing Tutors**

Typing tutors code application written for desktop surroundings that drills students within the methodology of typewriting. It comes with lessons for several completely different keyboard layouts across many alternative languages. It additionally has exercises for learning to use variety pad. because the user varieties, it keeps time period statistics of however well they are doing. If the user will to an adequate degree, it moves up to subsequent lesson. The user may manually advance to subsequent lesson themselves.

#### **Spelling Tutors**

#### **Note Tacking**

It scale back the number of scrap paper and post it notes that you just have collected. It capture, reference and access necessary info quickly and simply.

#### **SchoolPro 6**

A school software package for request, result publication, administration and library management.

#### **Coaching Institute Management Software 4**

Software helps manage Student, Teacher, Courses, Batches, Fees, Attendance, and Marks. Provides straightforward reports like Outstanding fees, Marks, Attendance.

### **qOrganizer**

qOrganizer may be a general organizer that features a calendar with schedule, reminders, journal/notes for each day, to-do list. But provides options helpful for college students such as: timetable and a folder for marks and absences. It's designed to be straightforward to use. It represents a brand new approach to associate degree organizer, with many innovative options.

### **ContactKeeper**

Store contact info regarding your friends, family and schools. It is a free personal info manager.

### **utilius® coachassist**

utilius® coachassist represents a document management system for the coaching preparation of any sport. The program serves the registration and categorization of coaching exercises further because the combination of individual training sequences on the premise of the exercises.

### **Class Mate Gradebook**

Improve the way you grade your students.

### **List of Online Dictionaries**

- [Abbreviations.com](http://Abbreviations.com)
- [Acronym Finder](http://Acronym Finder)
- [Answers.com](http://Answers.com)
- [Cambridge](http://Cambridge)
- [Computer Definitions](http://Computer Definitions)
- [Definitions.net](http://Definitions.net)
- [Dictionary.com](http://Dictionary.com)
- [Investor Words](http://Investor Words)
- [Law.com Dictionary](http://Law.com Dictionary)
- [Macmillan](http://Macmillan)
- [MarketingPower Dictionary](http://MarketingPower Dictionary)
- [Mathworld Dictionary](http://Mathworld Dictionary)
- [Med Terms](http://Med Terms)
- [Medi Lexicon](http://Medi Lexicon)
- [Merriam Webster](http://Merriam Webster)



- [Merriam Webster Visual Dictionary](#)
- [Net Lingo](#)
- [OneLook](#)
- [Oxford Dictionaries Online](#)
- [Roget's Thesaurus](#)
- [The Free Dictionary](#)
- [Urban Dictionary](#)
- [Visual Thesaurus](#)
- [Vocabulary.com](#)
- [WebMD Medical Dictionary](#)
- [Webopedia](#)
- [Wiktionary](#)
- [Word Spy](#)
- [Wordnik](#)
- [YourDictionary](#)
- [Collins Online Dictionary](#)
- [Longman](#)
- [Wiktionary](#)
- [Ultralingua](#)
- [Multitran](#)
- [Pictual \(website\)](#)
- [dict.cc](#)
- [WWJDIC](#)
- [Free On-line Dictionary of Computing](#)
- [Logos Dictionary](#)
- [Online Etymology Dictionary](#)
- [Pseudodictionary](#)
- [WordNet](#)
- [WordWeb](#)
- [Dictionary of the Scots Language](#)
- [Susning.nu](#)
- [Plattmakers](#)
- [Svenska Akademiens Ordbok](#)
- [Van Dale](#)
- [Yeminlisozluk](#)

- [AllWords.com](#)
- [The Century Dictionary Online](#)
- [Cooldictionary.com](#)
- [DataSegment Dictionary](#)
- [DICT Development Group](#)
- [Dictionary of Difficult Words](#)
- [Dictionary.net](#)
- [Elizabethan Dictionary](#)
- [eLook Dictionary](#)
- [English Dictionary - Definr.com](#)
- [English-dictionary.us](#)
- [Examining the Oxford English Dictionary](#)
- [HyperDic](#)
- [HyperDictionary.com](#)
- [Hypertext Webster Gateway](#)
- [Information Please Dictionary](#)
- [Internet Terms Dictionary](#)
- [The Jargon Database](#)
- [Lexipedia Visual Word Web](#)
- [Linguee](#)
- [Longman Dictionary Of Contemporary English](#)
- [Memidex Dictionary](#)
- [Mnemonic Dictionary](#)
- [The Newbury House Online Dictionary -](#)
- [Ninjawords Dictionary](#)
- [Online Dictionary - Die.net](#)
- [Online Dictionary of Language Terminology](#)
- [Oxford Advanced Learner's Dictionary](#)
- [Photographic dictionary](#)
- [Plan of an English Dictionary \(1747\)](#)
- [Suggestive Dictionary](#)
- [Ultralingua](#)
- [Virtual Dictionary](#)
- [Vocabulary.com Dictionary](#)
- [Webster's Unabridged Dictionary of 1913](#)

- [Word Central](#)
- [Word Information Dictionary](#)
- [WordIQ Dictionary](#)
- [Campus Program: Language Dictionaries](#)
- [BabelNet](#)
- [Bible Dictionary \(LDS Church\)](#)
- [Dicionário Cravo Albin da Música Popular Brasileira](#)
- [Dictionary of Algorithms and Data Structures](#)
- [FREELANG Dictionary](#)
- [Kamusi project](#)
- [Komputeko](#)
- [Ordbogen.com](#)
- [Plena Ilustrita Vortaro de Esperanto](#)
- [Reta Vortaro](#)
- [Seslisözlük](#)
- [Svenska Akademiens Ordbok](#)
- [The Big Word Project](#)
- [Tureng dictionary](#)

#### Academic Search Engines

##### **General Search Engines :**

- [Intute](#)  
Use this website's search tools to find the best and most reliable sites to start your research.
- [Academic Info](#)  
Search or browse through this site for listings of the best academic websites out there.
- [iSeek](#)  
Designed for teachers, students and scholars, this search engine only returns relevant and reliable results.
- [RefSeek](#)  
This academic search engine will help you find useful reference material from predominately .edu, .org and .gov sites
- [VirtualLRC](#)

The Virtual Learning Resources Center is a good place to start looking for material that can help you in your studies.

- [Academic Index](#)  
Find information that can set the stage for your future research using this helpful search tool.
- [BUBL Link](#)  
If you like your resources organized by the Dewey Decimal System, this site is perfect for your online research.
- [Digital Library of the Commons](#)  
This site organizes all the best free information on the web including articles, books, images and even dissertations in one easily searchable place.

**Meta Search Engines :**

- [Dogpile](#)  
Search Google, Yahoo, Bing and more at once with this great search engine
- [MetaCrawlerWeb](#)  
By searching several search sites at once you'll save time and get better results when you use this tool.
- [Mamma](#)  
Find news, images, video or web results from the top search sites on the web here.
- [Myriad Search](#)  
This site lets you customize your search of multiple search engines.
- [HotBot](#)  
Choose which search tool you'd like to use when searching through the information found here.
- [SurfWax](#)  
This customizable search engine lets you search through Wikipedia, RSS feeds, news and more.

- [Clusty](#)  
This site searches through several other search engines and organizes the results into clustered and more easily manageable groups.
- [Copernic Agent](#)  
Try out this tool to search through a variety of engines on the web, sort out your desktop or find a piece of news you know is out there.

**Data Base Search Engines :**

- [Library of Congress](#)  
This huge library has a large number of fully-searchable archives containing books, source documents, photos and more.
- [Archives Hub](#)  
Using this site you'll get access to the archives of major UK universities and colleges.
- [Archival Research Catalog](#)  
Browse through the holdings of the US National Archives or use their helpful search tool to find just what you're looking for.
- [arXiv](#)  
Find articles on physics, math, computer science, biology and finance using this amazing and expansive archival database.
- [Celestial Registered Archives](#)  
This site is a search engine for archives themselves, letting you search through and find collections that might meet your needs.
- [Archivenet](#)  
Try out this Dutch site for access to archival materials found in the Netherlands and around Europe.
- [NASA Historical Archive](#)  
Find relevant information on NASA's space missions, history, and more on this site.
- [National Agricultural Library](#)

If your research involves agriculture, you may want to see what this government search engine and archive has to offer.

- [The Smithsonian Institution Research Information System](#)

The Smithsonian is one of the largest museums in the world, and you can find out more about what they have in their holdings using this helpful search engine.

- [UNESCO Archives Portal](#)

This site is an excellent resource for finding out what archives are out there, how to find them, and how you can get access to them for research

- [The British Library Archives](#)

As one of the largest libraries in the world, these archives hold an impressive amount of information that you can search through here.

#### **Archive Search Engines :**

- [WorldCat](#)

If in the course of your research you've found a book you need and your local library doesn't have it, what do you do? That's where this search engine is incredibly useful, letting you find out the next closest library where you can access the material.

- [Google Books](#)

While not all the books on here are represented in full-text, it's still a great search tool for finding books that could serve you well in your research and getting a sneak peek at what they hold inside.

- [Scirus](#)

This search engine will return only high-quality scientific information from journals, so you know you're not wasting your time with unusable sources.

- [HighBeam Research](#)

This tool lets you search through over 6,000 publications in one place

- [Vadlo](#)  
Look through loads of biomedical and life sciences articles on this site.
- [Open Library](#)  
If you need books and you need them now, see what this free and public domain library has to offer.
- [Online Journals Search Engine](#)  
Find just about every journal out there that's available online, both free and pay, with this search engine.
- [Google Scholar](#)  
While regular Google can be a helpful tool, sometimes you just need scholarly results, and that's just what this tool does, paring down results to the most reliable and academic sources.
- [Bioline International](#)  
Through this site you can search through free and open access medical journals
- [SpringerLink](#)  
While searching through this site is free, you may need to pay to see the full text of some articles.
- [Directory of Open Access Journals](#)  
If you don't have the budget to pay for articles, try out this search engine. It'll show you where the best free online journals related to your subject area can be found.
- [Directory of Research Journals Indexing](#)  
The Directory of Research Journal Indexing (DRJI) is to increase the visibility and ease of use of open access scientific and scholarly journals thereby promoting their increased usage and impact.

**Science Search Engines :**

- [SciNet Science Search](#)

Find the best science and technology related resources through this search engine.

- [SciSeek](#)  
This site is home to an excellent search engine and directory for just about every niche area of science.
- [Chem BioFinder](#)  
Look up chemicals, their properties and their reactions through this registration-required search engine.
- [BiologyBrowser](#)  
On this site you'll be able to find curated resources that are relevant to biology-related work.
- [Athenus](#)  
This search engine will help you find news and information related to science and engineering
- [Scicentral](#)  
On this site you'll not only find a helpful search engine, but a directory of the best science news sources on the web.
- [Strategian](#)  
Find quality information on science, math, medicine and more through this search engine.
- [INIS Web Services](#)  
Those doing research on the nuclear sciences will find a great database and search tool here.
- [Science.gov](#)  
See what scientific resources the government has to offer by using this great search engine.
- [CERN Document Server](#)  
Check out this site to search through over a million scientific documents.
- [Velocity for Life Science](#)



Velocity for the Life sciences is an academic and scholarly search engine with a particular focus on the life sciences and pharmacology. Velocity searches across Web pages and scholarly publications.

**Maths & Technology Search Engines :**

- [Math Links Library](#)  
Search through a great collection of math links on this site
- [ZMATH Online Database](#)  
Try out this European site to access 2.8 million articles and references on scholarly mathematical research.
- [Math Guide](#)  
This German site offers math resources to search or browse
- [MathWeb Search](#)  
Instead of searching for text, why not search for a formula using this search tool?
- [TechSearch](#)  
Find great technology-related resources using this search engine.
- [Current Index to Statistics](#)  
If your project involves needing some stats, use this search engine to find the latest.
- [Inspec](#)  
Search through Inspec to find over 11 million bibliographic abstracts related to work in science and technology
- [CiteSeer](#)  
On this site you'll find the Scientific Research Digital Library, which is entirely searchable using this tool.
- [The Collection of Computer Science Bibliographies](#)  
Find a great number of computer science related reference materials through this search engine.
- [Citebase](#)

This experimental site will let you search through abstracts to find information that best suits your needs.

**Social Science Search Engines :**

- [Behavioral Brain Science Archive](#)  
Find articles related to psychology and brain science in the extensive searchable archive located on this site.
- [Social Science Research Network](#)  
Join this research network to get easy access to the best and latest articles released on the social sciences
- [PsycLine](#)  
This search engine lets you quickly find and access articles from psychology and social science journals on the web.
- [Social Science Citation Index](#)  
While not free, this site is a valuable resource, letting you quickly search through citations to find what you need.
- [Ethnologue](#)  
Search through thousands of citations on language research as well as information on every one of the world's known languages here.
- [SocioSite](#)  
Based out of the University of Amsterdam, this site lets you search by journal, subject, institution, language and more
- [The SocioWeb](#)  
If sociological resources are what you need, this site has got you covered with an easy-to-use search engine.
- [WikiArc](#)  
This custom search engine makes it simple to find archaeology resources.
- [Encyclopedia of Psychology](#)  
Look up basic information about psychological terms and history on this site.

- [Anthropology Review Database](#)  
Use this search engine to find information referenced in the Anthropology Review.
- [Anthropological Index Online](#)  
This searchable index is maintained by the Royal Anthropological Institute and the British Museum and hosts a number of great and useful resources.

#### **History Search Engines :**

- [David Rumsey Map Collection](#)  
This site is home to an archived and searchable historical map collection that has a lot to offer a wide range of historians.
- [GENESIS](#)  
Take a closer look at women's history through the search results delivered by this site.
- [Footnote](#)  
Search through original documents and archives uploaded by users on this social history site.
- [Internet Modern History Sourcebook](#)  
You can either search or browse through this site that collects the best resources on the web for researching modern history
- [History Guide](#)  
Use this German search engine to get results for the best history sites on the web.
- [History Buff](#)  
On this site, you'll be able to search through a great collection of primary source material, all free to use.
- [Digital History](#)  
You could search through this site, but you'll probably want to take your time browsing as it's full of primary documents, multimedia and more.
- [Ancient History Sourcebook](#)

Search this site to find the best resources to use for any ancient history project.

- [History and Politics Out Loud](#)

Give this site a try to find a wealth of audio recordings from famous speeches.

- [History Engine](#)

Search through the articles on this site, or add your own, to start researching historical topics.

**Business & Economics Search Engines :**

- [BPubs](#)

Use this search engine to find the kind of business publications and articles you need for your research.

- [Virtual Library of Labour History](#)

Study the history of the working world a little more closely with the resources provided by this search tool.

- [EconLit](#)

Delve into a library of economics journal articles and publications using this search engine

- [National Bureau of Economic Research](#)

Search through this site to find out more about the research done by this organization.

- [RePEc](#)

The Research Papers in Economics site is a great place to find articles and information on economics for whatever projects you have in mind.

- [Corporate Information](#)

If you want to know a little more about a company, use this search engine to dive headfirst into their financial records.

- [Inomics](#)

Designed just for economists, this site is a great place to search for courses, conferences and more.

- [DailyStocks](#)  
Search for stocks that you follow on this site to monitor the ups and downs of the market.

**Other Search Engines :**

- [PubMed](#)  
You'll be able to search through more than 19 million citations and references in the medical field using this site.
- [Lexis](#)  
Get reliable results for legal search queries using this site.
- [Catalaw](#)  
Using this site, you can delve into the catalogs of law information on the web from every corner of the globe.
- [Analytical Sciences Digital Library](#)  
Use this site to search through peer-reviewed educational resources on the analytical sciences.
- [AULIMP](#)  
The Air University Military Library Index of Military Periodicals is a great place to search for information about US military history.
- [CHBD](#)  
Check out the Circumpolar Health Bibliographic Database for access to the best health-related articles coming out of Canada.
- [ERIC](#)  
Search through the Education Resources Information Center for articles, resources and more related to education.
- [MedlinePlus](#)  
If you're still in need of some medical reference information, try searching through this site for help.

**Reference Search Engines :**

- [Bloomsbury Magazine Research Centre](#)  
Search through quotations, a thesaurus, art, myths and more on this reference site.

- [Merriam-Webster Dictionary and Thesaurus](#)  
Find definitions and synonyms on this great reference site to bookmark.
- [References.net](#)  
Even the best of us need to look things up now and then and this site provides all the reference material you could ever need.
- [Quotes.net](#)  
Need a quote? You'll likely find the one you were thinking of here.
- [Literary Encyclopedia](#)  
This literary search engine will let you search an author by name, a book title, or even a particular topic.

#### **Research Funding Agencies**

- [Agency for Science, Technology and Research](#)  
Biomedical research and development in Singapore.
- [Alfred P. Sloan Foundation](#)  
Investigator-initiated science and technology projects.
- [Alliance for Cancer Gene Therapy](#)  
Gene therapy research to combat cancer.
- [Alliance for Lupus Research](#)  
Research to prevent and cure lupus.
- [American Academy of Allergy, Asthma, and Immunology](#)  
Research into asthma, allergy, and immunologic disease.
- [American Academy of Otolaryngic Allergy](#)  
Research to enhance knowledge and techniques in otolaryngic allergy diagnosis and treatment.
- [American Academy of Otolaryngology—Head and Neck Surgery](#)

Research to improve ear, nose, and throat care through research project, research training, and career development grants.

- [American Association for Cancer Research](#)  
Research into the causes, diagnosis, treatment, and prevention of cancer.
- [American Association for Clinical Chemistry](#)  
Clinical laboratory science and its application to health care.
- [American Association for the Study of Liver Diseases](#)  
Research and career development awards in advanced/transplant hepatology, clinical hepatology, and basic and translational research.
- [American Asthma Foundation](#)  
New pathways of investigation in basic research of asthma with strong interest in innovation and risk. No preliminary data or knowledge of the field is required.
- [American College of Allergy, Asthma, and Immunology](#)  
Research to improve patient care in allergy, asthma, and immunology.
- [American College of Chest Physicians](#)  
Research to treat and prevent diseases of the chest by focusing on critical care, tobacco prevention, humanitarian service, and clinical research. Many opportunities listed.
- [American Diabetes Association](#)  
Research ways to prevent and cure diabetes and to improve the lives of people affected by diabetes.
- [American Federation for Medical Research](#)  
Research into all areas of patient-oriented, translational, and basic biomedical research.
- [American Foundation for Pharmaceutical Education](#)  
Support for students and faculty in the pharmaceutical sciences.

- [American Heart Association](#)  
Research into cardiovascular disease and stroke.
- [American Institute for Cancer Research](#)  
Research into cancer prevention and treatment.
- [American Liver Foundation](#)  
Research and career awards related to liver diseases, basic science, immunology, and transplantation. Postdoctoral fellows may apply as long as they meet eligibility requirements.
- [American Lung Association](#)  
Basic, clinical, and behavioral research designed to find cures for and to prevent and relieve the suffering associated with lung disease.
- [American Respiratory Care Foundation](#)  
Investigator-initiated research on prevention, treatment, and quality care for respiratory diseases.
- [American Society of Hematology](#)  
Investigator-initiated research to understand, diagnose, treat, and prevent disorders affecting blood, bone marrow, and the immunologic, hemostatic, and vascular systems.
- [American Society of Nephrology](#)  
Investigator-initiated clinical and basic research into kidney function, diseases, and treatments.
- [American Society of Tropical Medicine and Hygiene](#)  
Investigator-initiated research in tropical medicine, including parasitic and viral diseases and other infectious diseases, such as enteric and mycobacterial infections.
- [amfAR](#)  
HIV/AIDS research, some investigator-initiated.
- [Aplastic Anemia and MDS International Foundation, Inc.](#)



Investigator-initiated research to improve bone marrow disease treatments, restore patients to health, and find cures for bone marrow failure diseases.

- [Arthritis Foundation](#)  
Investigator-initiated research and training awards to prevent, control, and cure arthritis.
- [Arthritis Society](#)  
Providing arthritis research across Canada. Some investigator-initiated opportunities.
- [Arthritis National Research Foundation](#)  
Investigator-initiated research for the prevention, treatment, and cure of arthritis and other rheumatic diseases.
- [Association for International Cancer Research](#)  
Investigator-initiated fundamental research into the causes, mechanisms, diagnosis, treatment, and prevention of cancer.
- [Australian Academy of Science](#)  
Outstanding contributions to science, education and public awareness, science policy, and international relations.
- [Australian Lung Foundation](#)  
Medical research into lung disease.
- [Australian Research Council](#)  
Projects that deliver benefits to the community and make Australia's research more competitive globally.
- [Australian Society for Microbiology](#)  
Training and career grants to advance the science of microbiology in Australia.
- [Bayer Hemophilia Awards Program](#)  
Research and education in hemophilia.
- [Beckman Foundation, Arnold and Mabel](#)

Promotes research in chemistry and the life sciences, particularly to foster the invention of methods, instruments, and materials that will open up new avenues of research in science.

- [Bill and Melinda Gates Foundation](#)  
Advances in health that are created for and shared with those who need them most.
- [Biotechnology and Biological Sciences Research Council](#)  
Basic, strategic, and applied research in biological science.
- [Boehringer Ingelheim Fonds](#)  
Basic research in biomedicine.
- [British Medical Association](#)  
Medical research.
- [British Society for Antimicrobial Chemotherapy](#)  
Prevention and treatment of infectious diseases.
- [British Society for Haematology](#)  
Basic and clinical research and post-graduate education in hematology.
- [Broad Medical Research Program](#)  
Research into Crohn's disease and ulcerative colitis.
- [Burroughs Wellcome Fund](#)  
Advancing biomedical sciences by supporting research.
- [California Institute for Regenerative Medicine](#)  
Stem cell research, training, and facilities.
- [Canadian Diabetes Association](#)  
Diabetes research, education, service, and advocacy.
- [Canadian Foundation for AIDS Research](#)  
Investigator-initiated research into HIV and AIDS.
- [Canadian Hemophilia Society](#)

Investigator-initiated research into treatments and cures for bleeding disorders.

- [Canadian Institutes of Health Research](#)  
Improvements in Canadian health, health services, and health care.
- [Canadian Lung Association](#)  
Investigator-initiated research into chronic lung diseases and infectious diseases like tuberculosis, flu, and pneumonia.
- [Cancer Council Australia](#)  
Research into cancer therapies.
- [Cancer Research Institute](#)  
Investigator-initiated research into immunologic approaches to the diagnosis, treatment, and prevention of cancer.
- [Cancer Research UK](#)  
Cancer research, including basic, clinical, and translational research.
- [Centers for Disease Control and Prevention](#)  
Research into infectious diseases and toxins, HIV and AIDS, and emergency response.
- [Chronic Granulomatous Disorder Society](#)  
Investigator-initiated research into the cause, inheritance, diagnosis, management, and treatment of Chronic Granulomatous Disorder.
- [Concern Foundation](#)  
Investigator-initiated cancer research, including genetics, cell biology, and immunology.
- [CSL Behring Foundation](#)  
Grant application deadlines have passed. Check back for updates.
- [Damon Runyon Cancer Research Foundation](#)

Investigator-initiated research into the causes, mechanisms, therapies, and prevention of cancer.

- [Dana Foundation](#)  
Brain research in neuroscience and immunology.
- [Department of Defense](#)  
Research on breast, prostate, and ovarian cancers, neurofibromatosis, military health, and other specified areas.
- [Diabetes Action Research and Education Foundation](#)  
Investigator-initiated research related to diabetes, especially alternative, complementary, integrative, and nutritional therapies.
- [Diabetes Australia](#)  
Research into the prevention, cure, and treatment of diabetes.
- [Diabetes Research and Wellness Foundation](#)  
Investigator-initiated research on finding the cause, prevention, treatment, and cure of diabetes and its complications.
- [Diabetes UK](#)  
Investigator-initiated research into care, treatment, cause, prevention, and cure of diabetes.
- [Doris Duke Charitable Foundation](#)  
Investigator-initiated clinical research into biomedical discoveries that improve human health.
- [Elizabeth Glaser Pediatric AIDS Foundation](#)  
Investigator-initiated research into HIV and AIDS.
- [Ellison Medical Foundation](#)  
Biomedical research on aging.
- [European Commission](#)  
Investigator-initiated research through its Seventh Framework Programme , also called FP7.
- [Fanconi Anemia Research Fund, Inc.](#)

Investigator-initiated and targeted research into bone marrow transplantation.

- [Food Allergy Initiative](#)

Investigator-initiated research into the treatment and cure of food allergies.

- [Friends for an Earlier Breast Cancer Test](#)

Investigator-initiated research into new methods to improve early detection of breast cancer, particularly in the areas of biological or immunologic detection.

- [Gateway for Cancer Research](#)

Investigator-initiated, innovative, integrative, and complementary phase I and phase II cancer clinical studies.

- [Global Polio Eradication Initiative](#)

Investigator-initiated research to implement and evaluate the Global Polio Eradication Initiative (GPEI) Strategic Plan 2010 to 2012.

- [Global Probiotics Council \(GPC\)](#)

Investigator-initiated research on the role of non-commercial strains of probiotics and gastrointestinal microbiota in health and wellness.

- [Grand Challenges in Global Health](#)

Investigator-initiated health research projects to encourage scientific and technological innovation to solve key health problems in the developing world, sponsored by the Bill and Melinda Gates Foundation.

- [Hereditary Disease Foundation](#)

Research to identify and understand the basic defect in Huntington's disease, particularly through study of trinucleotide expansions, animal models, gene therapy, neurobiology and development of the basal ganglia, cell survival and death, or intercellular signaling in striatal neurons.

- [Howard Hughes Medical Institute](#)

Investigator-initiated biomedical research and science education.

- [Human Frontier Science Program](#)  
Investigator-initiated life sciences research with innovative, interdisciplinary approaches.
- [Immune Tolerance Network](#)  
Investigator-initiated clinical trials in kidney and liver transplantation; autoimmune diseases; allergy and asthma, as well as tolerance assay and mechanistic studies.
- [Infectious Diseases Society of America](#)  
Investigator-initiated research, patient care, education, public health, and prevention related to infectious diseases.
- [International Society for Heart and Lung Transplantation](#)  
Investigator-initiated research into advancing the science and treatment of end-stage heart and lung diseases.
- [International Society for Infectious Diseases](#)  
Investigator-initiated research into infectious diseases, microbiology, HIV and AIDS.
- [JDRF](#)  
Research into a cure for type 1 diabetes and diabetes-related complications.
- [Lady Tata Memorial Trust](#)  
Research on leukaemogenic agents, and the epidemiology, pathogenesis, immunology and genetic basis of leukaemia and related diseases.
- [LAM Foundation](#)  
Investigator-initiated research to lead to an effective treatment for lymphangioleiomyomatosis (LAM).
- [Leukaemia Research Fund](#)  
Research into leukemia and other blood disorders.
- [Leukemia and Lymphoma Society](#)

Research into blood cancer research, education, and patient services.

- [Leukemia Research Foundation](#)  
Research into leukemia, lymphoma, and myelodysplastic syndrome.
- [Life Sciences Research Foundation](#)  
Research of the life sciences: biochemistry; cell, developmental, molecular, plant, structural, organismic population and evolutionary biology; endocrinology; immunology; microbiology; neurobiology; physiology; virology.
- [Lupus Foundation of America](#)  
Research into the causes of and cure for lupus.
- [Lupus Research Institute](#)  
Research into the cause of, treatment of, and cure for lupus.
- [Lymphoma Research Foundation](#)  
Research into the treatment and cure of lymphoma.
- [Medical Research Council](#)  
Research on a wide spectrum of medical sciences in universities, hospitals and in MRC units, centers, and institutes in the UK and Africa.
- [Medicines for Malaria Venture \(MMV\)](#)  
Research on curing malaria, finding new classes of antimalarials, and blocking transmission of malaria.
- [Melanoma Research Alliance \(MRA\)](#)  
Research for more effective options for prevention, diagnosis, and treatment of melanoma. Includes study of the interactions between the human immune system and cancer.
- [Mizutani Foundation for Glycoscience](#)  
Investigator-initiated basic studies in the field of glycoscience.
- [Multiple Myeloma Research Foundation](#)

Research into various areas of multiple myeloma research, including immunology, immunotherapy, and transplantation.

- [Multiple Sclerosis Research Australia](#)  
Research into a cure for multiple sclerosis.
- [Muscular Dystrophy Association \(MDA\)](#)  
Research to develop treatments for the muscular dystrophies and related Diseases of the neuromuscular system.
- [Musculoskeletal Transplant Foundation](#)  
Research on allograft transplantation.
- [National Association for Colitis and Crohn's Disease](#)  
Research into inflammatory bowel diseases.
- [National Blood Foundation](#)  
Research and education into transfusion medicine and blood banking.
- [National Foundation for Infectious Diseases](#)  
Infectious Diseases Society of America
- [National Health and Medical Research Council](#)  
Supporting health and medical research in Australia.
- [National Hemophilia Foundation](#)  
Research grants and career awards for the investigation of bleeding disorders such as hemophilia and von Willebrand disease at the subcellular, cellular, animal, or patient level.
- [National Multiple Sclerosis Society](#)  
Investigator-initiated research into prevention, treatment, and cure of multiple sclerosis. Areas of research include immunologic basis of MS, biology of glia and myelin, and infectious triggers and risk factors.
- [National Psoriasis Foundation](#)  
Research to identify the genetic and environmental causes of psoriasis and psoriatic arthritis.
- [National Science Foundation](#)



Funds research and education in most fields of science and engineering.

- [New York Community Trust](#)

Basic laboratory research for a better understanding of leprosy and its bacterial agent.

- [NFL Charities](#)

Research that addresses some risk factors for football players and all people with active lifestyles, with emphasis on concussion and traumatic brain injury, cardiovascular research, and methicillin-resistant *Staphylococcus aureus* (MRSA) infections.

- [Octapharma](#)

Clinical and pre-clinical research focusing on human protein therapies in immunotherapy, hematology, and intensive care and emergency medicine. Welcome to the Octapharma USA grants program

- [Pan American Health and Education Foundation \(PAHEF\)](#)

Research into tropical diseases and infection control.

- [Pfizer](#)

Research on a range of topics, including antibiotics, vaccines, and transplantation.

- [PhRMA Foundation](#)

Research at many career levels to advance science in pharmacology, toxicology, informatics, pharmaceuticals, and health outcomes.

- [Prevent Cancer Foundation](#)

Prevention and early detection of cancer through scientific research, education, and community outreach.

- [Robert Wood Johnson Foundation](#)

Many areas of health and health care; some biomedical research.

- [Roche Organ Transplantation Research Foundation](#)  
Research projects relevant to organ transplantation.
- [Thrasher Research Fund](#)  
Clinical and translational pediatric research, domestic and international.
- [Triological Society](#)  
Clinical and basic research in otolaryngology.
- [Tuberous Sclerosis Alliance](#)  
Research focused on tuberous sclerosis complex.
- [Wellcome Trust](#)  
Research into human and animal health, mostly investigator-initiated.
- [World Allergy Organization](#)  
Education, research, and training in allergy, immunology, and clinical care. WAO does not offer research, training, or career development grants at this time. Sign up for its E-Letter Registration for more information on its programs.
- [World Health Organization](#)  
Research in areas relevant to the Special Programme for Research and Training in Tropical Diseases .

#### **Research Books**

- [1,000 Places to See Before You Die](#)
- [100 Decisive Battles](#)
- [30,000 Years of Art](#)
- [300 Years of Kitchen Collectibles](#)
- [365 Ways to Live Green: Your Everyday Guide to Saving the Environment](#)
- [500 Places to Take Your Kids Before They Grow Up](#)
- [75 Years of the Oscar](#)
- [A to Z of Women in World History](#)

- [Adopted](#)
- [Genealogical Chart of Greek Mythology](#)
- [Adoption Answer Book](#)
- [Advertising Red Books](#)
- [African American Chronology](#)
- [African American Encyclopedia](#)
- [African American firsts in Science and Technology](#)
- [African Ceremonies](#)
- [African Folklore](#)
- [African-American Almanac](#)
- [Almanac of American Education](#)
- [America Votes](#)
- [America's Art, Smithsonian American Art Museum](#)
- [American Dietetic Association Complete Food and Nutrition Guide](#)
- [American Heritage English as a Second Language Dictionary](#)
- [American Medical Association Complete Guide to Women's Health](#)
- [American Medical Association Family Medical Guide](#)
- [American Years](#)
- [Anatomy of a Business Plan](#)
- [Ancestry in America : A Comparative City-by-City Guide to Over 200 Ethnic Backgrounds -- With Rankings](#)
- [Andy Warhol, 365 Takes](#)
- [Animal](#)

- [Historic Dress in America, 1607-1870](#)
- [Annual Register of Grant Support](#)
- [Annual Statement Studies](#)
- [Archaeological Encyclopedia of the Holy Land](#)
- [ARCO: Master the Clerical Exams](#)
- [Asian American Literature](#)
- [Associated Press Guide to Punctuation](#)
- [Associated Press Stylebook and Briefing on Media Law](#)
- [Atlas of World Art](#)
- [Automobile Red Book](#)
- [Bartlett's Familiar Quotations](#)
- [Berlitz Complete Guide to Cruising and Cruise Ships 2008](#)
- [Biographical Dictionary of Dance](#)
- [Birds of Missouri](#)
- [Black Women in America](#)
- [Black's Law Dictionary](#)
- [BLR's Job Descriptions Encyclopedia](#)
- [Blue-Collar Resume and Job Hunting Guide](#)
- [Book of U.S. Postal Exams and Post Office Jobs](#)
- [Bowes and Church's Food Values of Portions Commonly Used](#)
- [Bowling, beatniks, and bell-bottoms](#)
- [Bulfinch's Mythology](#)
- [Business Plans Handbook](#)
- [Business Ratios and Formulas](#)
- [Cambridge Grammar of the English Language](#)
- [Canadian almanac and directory](#)
- [Capital Changes Reporter](#)

- [Cassell's Chronology of World History](#)
- [Cassell's Encyclopedia of Queer Myth, Symbol, and Spirit](#)
- [Catfish, Fiddles, Mules, and More](#)
- [CEDDS](#)
- [Chase's Calendar of Events](#)
- [Chicago Manual of Style](#)
- [China Ghosts](#)
- [China ghosts : my daughter's journey to America, my passage to fatherhood](#)
- [China ghosts: my daughter's journey to America](#)
- [Chronology of Hispanic American History](#)
- [Chronology of World Christianity](#)
- [Cities of the United States](#)
- [Civilizations of the Ancient Near East](#)
- [Climate Confusion](#)
- [Climate confusion: how global warming hysteria lead to bad science, pandering politicians, and misguided policies that hurt the](#)
- [Code of Federal Regulations](#)
- [Code of Ordinances. City of Kansas City, Missouri.](#)
- [Cole's Cross Reference Directory](#)
- [Collector's History of Dolls' Houses, Doll's House Dolls and Miniatures](#)
- [Columbia Companion to the Twentieth-Century American Short Story](#)
- [Columbia Gazetteer of the World](#)
- [Community Sourcebook of Zip Code Demographics](#)

- [Companion Encyclopedia of Asian Philosophy](#)
- [Companion to Southern Literature](#)
- [Comparative Guide to American Elementary and Secondary Schools](#)
- [Complete Directory to Prime Time Network and Cable TV Shows, 1946 - Present](#)
- [Congressional Yellow Book](#)
- [Consumer Guide Auto Series](#)
- [Consumer Guide to Home Energy Savings](#)
- [Contemporary Black Biography](#)
- [Contemporary Musicians](#)
- [CQ Almanac Plus](#)
- [CQ Weekly](#)
- [Cracking the ACT](#)
- [Cracking the GED](#)
- [CRC Handbook of Chemistry and Physics](#)
- [Credit Repair](#)
- [Current Medical Diagnosis and Treatment](#)
- [Deliver the Vote](#)
- [Designing the Perfect Resume](#)
- [Destination KC](#)
- [Dictionary of American Proverbs](#)
- [Dictionary of Art](#)
- [Dictionary of Battles and Sieges](#)
- [Dictionary of Jewish Biography](#)
- [Directory of Physicians in the United States](#)
- [Directory: Juvenile and Adult Correctional Departments, Institutions, Agencies, and Paroling Authorities, United States and Canada](#)
- [Doll Values: Antique to Modern](#)

- [Drama for Students](#)
- [Emily Post's Complete Book of Wedding](#)
- [Etiquette](#)
- [Encyclopedia Americana](#)
- [Encyclopedia Judaica](#)
- [Encyclopedia of African American Culture and](#)
- [History](#)
- [Encyclopedia of African American Society](#)
- [Encyclopedia of Aging](#)
- [Encyclopedia of American Jewish History](#)
- [Encyclopedia of American Poetry](#)
- [Encyclopedia of American Social History](#)
- [Encyclopedia of Ancient Egypt](#)
- [Encyclopedia of Archaeology](#)
- [Encyclopedia of Buddhism](#)
- [Encyclopedia of Careers and Vocational](#)
- [Guidance](#)
- [Encyclopedia of Edible Plants of North America](#)
- [Encyclopedia of Elder Care](#)
- [Encyclopedia of Foods](#)
- [Encyclopedia of High-Tech Crime and Crime-](#)
- [Fighting](#)
- [Encyclopedia of Lesbian and Gay Histories and](#)
- [Cultures](#)
- [Encyclopedia of Mammals](#)
- [Encyclopedia of Missouri](#)
- [Encyclopedia of Native Tribes of North America](#)
- [Encyclopedia of Novels Into Film](#)
- [Encyclopedia of Popular Music](#)

- [Encyclopedia of Recreation and Leisure in America](#)
- [Encyclopedia of Religion](#)
- [Encyclopedia of Religious Rites, Rituals, and Festivals](#)
- [Encyclopedia of Swearing](#)
- [Encyclopedia of Television](#)
- [Encyclopedia of Terrorism](#)
- [Encyclopedia of the Mexican American Civil Rights Movement](#)
- [Encyclopedia of the Solar System](#)
- [Encyclopedia of the World's Nations](#)
- [Encyclopedia of Women's History in America](#)
- [Encyclopedia of World Crime](#)
- [Encyclopedia of World Scriptures](#)
- [Enser's Filmed Books and Plays](#)
- [Environmental Encyclopedia](#)
- [Epics for Students](#)
- [ESPN Baseball Encyclopedia](#)
- [ESPN Pro Football Encyclopedia](#)
- [Esquire's encyclopedia of 20th century men's fashions](#)
- [Eureka](#)
- [Europa World of Learning](#)
- [Everything Green Living Book](#)
- [Everything Green Living Book: Easy Ways You Can Make the Environmemt Your Business](#)
- [Facts About the American Wars](#)
- [Facts About the Presidents](#)



- [Story](#) [Facts on File Companion to the American Short](#)
- [Phrases](#) [Facts on File Dictionary of Foreign Words and](#)
- [Facts on File World News Digest](#)
- [Federal Tax Regulations](#)
- [Federal Yellow Book](#)
- [Field Guide to the Stars and Planets](#)
- [Firefly Five Language Visual Dictionary](#)
- [Flora of the Great Plains](#)
- [Folklore of World Holidays](#)
- [Forces For Good](#)
- [Foundation Center's Guide to Proposal Writing](#)
- [Foundation Directory](#)
- [Foundation Grants to Individuals](#)
- [Frommer's Best RV and Tent Campgrounds in](#)
- [the USA](#) [Frommer's USA](#)
- [Fundraising: Hands on Tactics for Nonprofit](#)
- [Groups](#) [Futurecast](#)
- [Futurecast: how superpowers, populations will](#)
- [change the way you live and work](#)
- [Gale Directory of Publications and Broadcast](#)
- [Media](#) [Garland Encyclopedia of World Music](#)
- [Gay Histories and Cultures](#)
- [Gay rights movement](#)
- [GED](#)
- [GED: High School Equivalency Exam](#)

- [Grants Register](#)
- [Grasses of Missouri](#)
- [Graying of America](#)
- [Grimm's Fairy Tales](#)
- [Guide to Internet Job Searching](#)
- [Guide to the Gods](#)
- [Guide to U.S. Elections](#)
- [Handbook of African American Literature](#)
- [Handbook of Classical Mythology](#)
- [Handbook of Non-prescription Drugs](#)
- [Handbook of North American Indians](#)
- [HarperCollins Bible Dictionary](#)
- [Hispanic Literature of the United States: A Comprehensive Reference](#)
- [Hispanic-American Almanac](#)
- [Historical Statistics of the United States](#)
- [History](#)
- [History of American Presidential Elections, 1789-1968](#)
- [History of Astronomy](#)
- [Holidays and Festivals Index](#)
- [Holidays, Festivals, and Celebrations of the World Dictionary : Detailing nearly 2,500 observances From All 50 States](#)
- [Holocaust Encyclopedia](#)
- [How to Form a Nonprofit Corporation](#)
- [How to Have a Big Wedding on a Small Budget](#)
- [How To Set Up Your Own Small Business](#)
- [Illustrated Encyclopedia of the Universe](#)
- [Illustrated Encyclopedia of Trees](#)

- [Industrial Research Service Conversion Factors and Tables](#)
- [Insiders' Guide to Kansas City](#)
- [Internal Revenue Code](#)
- [International Directory of Company Histories](#)
- [International Encyclopedia of Dance](#)
- [International Handbook of Universities and Other Institutions of Higher Education](#)
- [International Motor Racing Guide](#)
- [International Wildlife Encyclopedia](#)
- [Inventive Spirit of African Americans](#)
- [Investor's Business Daily](#)
- [Jewelrymaking Through History](#)
- [Kemper Museum of Contemporary Art](#)
- [Ken Schultz's Fishing Encyclopedia](#)
- [Kovels' Antiques and Collectibles Price List](#)
- [Latino Americans](#)
- [Latino Encyclopedia](#)
- [Layman's Parallel Bible](#)
- [LexisNexis Corporate Affiliations](#)
- [Literature Criticism Index](#)
- [Make the Most of Your Time on Earth: a Rough Guide to the World](#)
- [Masters of Tattoo](#)
- [McGraw Hill Encyclopedia of Science and Technology](#)
- [MDR's Directory. Missouri](#)
- [Missouri Civil Procedure Forms](#)
- [Missouri Court Rules](#)
- [Missouri Domestic Relations Forms](#)

- [Missouri Roadsides: the Traveler's Companion](#)
- [Missouri: Off the Beaten Path: a Guide to Unique Places](#)
- [Missouri: the WPA Guide to the Show Me State](#)
- [MLA Style Manual and Guide to Scholarly Publishing](#)
- [Monster Careers](#)
- [Morningstar Mutual Funds](#)
- [Moving to KC](#)
- [Municipal Yellow Book](#)
- [Museum](#)
- [National Five Digit Zip Code and Post Office Directory](#)
- [National Survey of State Laws](#)
- [Native American Encyclopedia: History, Culture, and People](#)
- [New Catholic Encyclopedia](#)
- [New Complete Hoyle Revised](#)
- [New Encyclopaedia Britannica](#)
- [New Games Treasury](#)
- [New Grove Dictionary of Music and Musicians](#)
- [New Strong's Exhaustive Concordance of the Bible](#)
- [New York Times Crossword Puzzle Dictionary](#)
- [New York Times Manual of Style and Usage](#)
- [Nostradamus](#)
- [Notable Sports Figures](#)
- [Novel 100](#)
- [Novels for Students](#)
- [Occupational Outlook Handbook](#)

- [Off the Beaten Path](#)
- [Official ABMS Directory of Board Certified Medical Specialists](#)
- [Official Congressional Directory](#)
- [Official Manual. State of Missouri](#)
- [Official Wholesale Used Car Trade-In Guide](#)
- [Official World Wildlife Guide to Endangered Species of North America](#)
- [Old Farmer's Almanac](#)
- [Oxford American Dictionary of Current English](#)
- [Oxford American Thesaurus of Current English](#)
- [Oxford Companion to American Theatre](#)
- [Oxford Companion to Archaeology](#)
- [Oxford Companion to Classical Civilization](#)
- [Oxford Companion to the Year](#)
- [Oxford Companion to United States History](#)
- [Oxford Encyclopedia of American Literature](#)
- [Oxford Encyclopedia of Theatre and Performance](#)
- [Oxford English Dictionary](#)
- [Oxford History of Board Games](#)
- [Oxford History of Western Music](#)
- [Parks Directory of the United States](#)
- [PDR for Herbal Medicines](#)
- [People to People Fundraising](#)
- [Perfect Phrases for Cover Letters](#)
- [Performers' Television Credits, 1948-2000](#)
- [Peterson's Four-Year Colleges](#)
- [Peterson's Scholarships, Grants and Prizes](#)
- [Peterson's Two-Year Colleges](#)

- [Physicians' Desk Reference](#)
- [Poetry for Students](#)
- [Polk Directory](#)
- [Praeger Handbook of Black American Health](#)
- [Praeger handbook of Black American health : policies and issues behind disparities in health](#)
- [Professional Guide to Diseases](#)
- [QED State School Guide. Missouri](#)
- [Quilts](#)
- [Random House Unabridged Dictionary](#)
- [Really Useful](#)
- [Reasonable People; A Memoir of Autism and Adoption](#)
- [Resumes for Re-entering the Job Market](#)
- [Revised Statutes of the State of Missouri](#)
- [Routledge Encyclopedia of Philosophy](#)
- [Salary Facts Handbook](#)
- [Scholarships, Fellowships and Loans](#)
- [Science and Technology Firsts](#)
- [Search of African American Life, Achievement, and Culture](#)
- [Secrets of Power Salary Negotiating](#)
- [Seven Step Job Search](#)
- [Shepard's Acts and Cases by Popular Names, Federal and State](#)
- [Shifra Stein Day Trips from Kansas City](#)
- [Short Story Writers](#)
- [Show Me . . . Natural Wonders](#)
- [Small Business Sourcebook](#)
- [Social Dancing in America](#)

- [St. James Encyclopedia of Popular Culture](#)
- [St. James Press Gay and Lesbian Almanac](#)
- [Standard and Poor's Stock Reports](#)
- [Standard Periodical Directory](#)
- [Starting and Managing a Nonprofit Organization](#)
- [State of Missouri Code of State Regulations](#)
- [Statesman's Year-Book](#)
- [Statistical Abstract of the United States](#)
- [Stone and Feather](#)
- [Streetwise Spanish Dictionary/Thesaurus](#)
- [The College Blue Book](#)
- [The Complete Costume History](#)
- [The Cultural Encyclopedia of Baseball](#)
- [The Essential Guide to Prescription Drugs](#)
- [The Europa World Year Book](#)
- [The National Directory of Law Enforcement Administrators and Correctional Agencies](#)
- [The Scholarship Book](#)
- [The Statesman's year-book](#)
- [The World Almanac and Book of Facts](#)
- [Theatre Companies of the World](#)
- [Threads of History](#)
- [Top 100 Careers Without a Four-Year Degree](#)
- [Total Money Makeover](#)
- [Toys and Prices](#)
- [Traveler's Handbook](#)
- [True Green @ Work](#)
- [True Green @ Work: 100 Ways You Can Make the Environment Your Business](#)

- [Ulrich's International Periodicals Directory](#)
- [Ultimate Scene and Monologue Sourcebook](#)
- [Understanding Islam and Muslim Traditions](#)
- [Unforgettable Places to See Before You Die](#)
- [United States Code](#)
- [United States Code Annotated](#)
- [United States Supreme Court Digest, 1754 to](#)  
[date](#)
- [Universal Book of Astronomy](#)
- [Value Line Investment Survey](#)
- [Vernon's Annotated Missouri Statutes](#)
- [Versailles](#)
- [Warman's Antiques and Collectibles Price Guide](#)
- [Webster's Third New International Dictionary of](#)  
[the English Language Unabridged](#)
- [Weddings](#)
- [West's Encyclopedia of American Law](#)
- [West's Missouri Digest](#)
- [West's South Western Reporter](#)
- [What About Kansas City](#)
- [What Color Is Your Parachute?](#)
- [Where to go When](#)
- [Who's Who Among African Americans](#)
- [Who's Who in American Art](#)
- [Who's Who in the Greek World](#)
- [Who's Who in the Roman World](#)
- [Why Didn't I Think of That](#)
- [Wild Flowers of the United States](#)
- [Women in World History: A Biographical](#)  
[Encyclopedia](#)



- [Women's Firsts](#)
- [working americans](#)
- [World Book Encyclopedia](#)
- [World Philosophers and Their Works](#)
- [Worldwide Government Directory, with International Organizations](#)

#### **Social Networking Sites for Faculties**

##### **eduTOpla**

eduTOpla is a place where students and parents, teachers and administrators, policy makers and the people they serve are all empowered to change education for the better; a place where schools provide rigorous project-based learning, social-emotional learning, and access to new technology; a place where innovation is the rule, not the exception; a place where students become lifelong learners and develop 21st-century skills, especially three fundamental skills.

#### **Academic Organizations**

##### **List of Asian Higher Education Association**

##### **Regional Association**

- [Asian University Network \(AUN\)](#)
- [Asian Pacific Association of International Education \(APAIE\)](#)
- [University Mobility in Asia and the Pacific \(UMAP\)](#)
- [The Association of Southeast Asian Institutions of Higher Learning \(ASAIHL\)](#)
- [Association of Universities of Asia and the Pacific \(AUAP\)](#)
- [APEC Study Centres Consortium](#)
- [Asian-Pacific Quality Network](#)

##### **National Association**

- [Association of Indian Universities \(AIU\)](#)
- [Higher Education Commission, Pakistan](#)

- [Malaysian Association of Private Colleges and Universities \(MAPCU\)](#)
- [Malaysian Vice-Chancellor's and Rector's Association \(MVCC\)](#)
- [Council of University Presidents of Thailand](#)
- [Associations of Private higher Education Institutions of Thailand](#)
- [Association of Catholic Universities of the Philippines \(ACUP\)](#)
- [Philippine Association of State Universities and Colleges \(PASUC\)](#)
- [Philippine Association of Colleges and Universities \(PACU\)](#)
- [Associations/Accreditation bodies: Philippines](#)
- [Commission on Higher Education- The Philippines](#)
- [Korean Council for University Education \(KCUE\)](#)
- [Korean Federation of Teachers Associations](#)
- [Korean Association of Foreign Student Administrators](#)
- [Ministry of Education and Human Resources- Korea](#)
- [Japanese Accreditation Association](#)
- [National Institute for Educational Policy Research of Japan](#)
- [Japan Association of National Universities](#)
- [The Japan Association of Private Colleges and Universities \(JAPCU\)](#)
- [Japan Association of Universities of Education](#)
- [China Scholarship Council](#)
- [Chinese Association of International Education](#)
- [China Education and Research Network](#)
- [China Academic Network](#)

- [Consortium of Mongolian Universities and Colleges \(CMUC\)](#)
- [Association of National Universities of Taiwan \(ANUT\)](#)
- [Association of Private Universities and Colleges of Taiwan \(APUC\)](#)

#### **List of European Higher Education Association**

##### **National Association**

- [European Network for the Development of Business Education Programmes](#)
- [Center for Higher Education Policy Studies \(CHEPS\)](#)
- [Coimbra Group](#)
- [Community of European Management Schools](#)
- [Compostela Group of Universities](#)
- [Nordic Association of University Administrators \(NUAS\)](#)
- [European Association for International Education \(EAIE\)](#)
- [European Association for the Education of Adults \(EAEA\)](#)
- [European Association of Distance Teaching Universities](#)
- [European Association of Institutions in Higher Education \(EURASHE\)](#)
- [European Consortium of Innovative Universities \(ECIU\)](#)
- [European Centre for Strategic Management of Universities \(ESMU\)](#)
- [European Distance Education Network \(EDEN\)](#)
- [European Educational Research Association \(EERA\)](#)
- [European Foundation for Management Development \(EFMD\)](#)
- [European Language Council/ Conseil Européen pour les Langues \(ELC/CEL\)](#)
- [European Science Foundation \(ESF\)](#)
- [European University Association](#)

- [European Universities Continuing Education Network \(EUCEN\)](#)
- [European Universities Information and Public Relations Officers \(EUPRIO\)](#)
- [European Federation of Catholic Universities](#)
- [European Society for Engineering Education \(SEFI\)](#)
- [Forum for Student Guidance \(FEDORA\)](#)
- [Global University Network for Innovation](#)
- [International Association of Universities](#)
- [Network of Universities from the Capitals of Europe \(UNICA\)](#)
- [Santander Group \(SG\)](#)
- [Utrecht Network](#)
- [Academic Cooperation Association \(ACA\)](#)

#### **Regional Association**

- [Sveriges Universitet och Högskoleförbund \(Association of Swedish Higher Education \(SUHF\)\)](#)
- [Rektorenkonferenz der Schweizer Universitäten \(Conférence des recteurs des universités suisses \(CRUS\)\)](#)
- [Conférence des Présidents d'Universités \(Conference of University Presidents \(CPU\)\)](#)
- [Cyprus Rectors' Conference \(CyRC\) \(Croatian Rectors' Conference \(CRC\)\)](#)
- [Suomen Yliopistojen Rehtorien Neuvosto \(Finnish council of University Rectors \(FCUR\)\)](#)
- [Vlaamse Interuniversitaire Raad \(Flemish Interuniversity Council \(VLIR\)\)](#)
- [Hochschulrektorenkonferenz](#)

#### **International Association**

- [International Association of University](#)

### Europe-Asia National Funding Sources for Higher Education

In some countries, funding opportunities for education cooperation may be sponsored directly by the ministries of education or development.

- [The British Council](#)
- [The German Academic Exchange Service \(DAAD\)](#)
- [The Austrian Academic Exchange Service \(OAD\)](#)
- [Flemish Council of Hogescholen \(VLORA\)](#)
- [The Flemish University Council \(VLIR\)](#)
- [Archimedes Foundation- Estonia](#)
- [The Finnish Centre for International Mobility \(CIMO\)](#)
- [Education Exchange Support Foundation- Lithuania](#)
- [Academic Programme Agency- Latvia](#)
- [The Netherlands Organization for International Cooperation in Higher Education \(NUFFIC\)](#)
- [The Norwegian Organization for International Cooperation in Higher Education \(SIU\)](#)
- [The Slovak Academic Association for International Cooperation \(SAAIC\) - Slovakia](#)
- [The Swedish Institute \(SI\)](#)
- [International Programme Office for Education and Training- Sweden](#)
- [CIRIUS- Denmark](#)

### Worlds Top

#### A) Worlds Top Journals

Rank	Journal Name	Papers Published
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1	<u>Lecture Notes in Computer Science</u>	82,184
2	<u>Journal of Biological Chemistry</u>	52,749
3	<u>Physical Review B</u>	46,242
4	<u>Applied Physics Letters</u>	35,134
5	<u>Proceedings of the National Academy of Sciences</u>	32,077
6	<u>Journal of American Chemical Society</u>	29,801
7	<u>Physical Review Letters</u>	28,818
8	<u>Journal of Applied Physics</u>	28,174
9	<u>Astrophysical Journal</u>	26,310
10	<u>Acta Crystallographica E</u>	26,285

SOURCE : [Essential Science Indicators from Thomson Reuters](#)

#### B) Worlds Best Selling Books

Rank	Book Name	Approx. Copies Sold
1	<u>Don Quixote</u>	500 million
2	<u>A Tale of Two Cities</u>	200 million
3	<u>The Lord of the Rings</u>	150 million
4	<u>Harry Potter and the Sorcerer's Stone</u>	107 million
5	<u>And Then There Were None</u>	100 million
6	<u>Dream of the Red Chamber</u>	100 million
7	<u>The Little Prince</u>	80 million (or perhaps 200 million)
8	<u>The Lion, the Witch and the Wardrobe</u>	85 million
9	<u>The Da Vinci Code</u>	80 million
10	<u>Think and Grow Rich</u>	70 million
11	<u>Harry Potter and the Half-Blood Prince</u>	65 million
12	<u>The Alchemist</u>	65 million
13	<u>Harry Potter and the Chamber of Secrets</u>	60 million
14	<u>The Catcher in the Rye</u>	60 million

15	<u>Harry Potter and the Goblet of Fire</u>	55 million
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#### C) Worlds Top Selling News Papers

Rank	News Paper Name	Country
1	<u>Daily Mail</u>	British
2	<u>The Times of India</u>	India
3	<u>Asahi Shimbun</u>	Japan
4	<u>The Wall Street Journal</u>	America
5	<u>The Sun</u>	British
6	<u>Washington Post</u>	America
7	<u>People's Daily</u>	China
8	<u>The Guardian</u>	British
9	<u>The New York Times</u>	America
10	<u>Daily Telegraph</u>	British

#### D) Worlds Best Universities

Rank	University Name	Country
1	<u>California Institute of Technology</u>	United States
2	<u>University of Oxford</u>	United Kingdom
3	<u>Stanford University</u>	United States
4	<u>Harvard University</u>	United States
5	<u>Massachusetts Institute of Technology</u>	United States
6	<u>Princeton University</u>	United States
7	<u>University of Cambridge</u>	United Kingdom
8	<u>Imperial College London</u>	United Kingdom
9	<u>University of California, Berkeley</u>	United States
10	<u>University of Chicago</u>	United States
11	<u>Yale University</u>	United States
12	<u>ETH Zürich – Swiss Federal Institute of Technology Zürich</u>	Switzerland

13	<u>University of California, Los Angeles</u>	United States
14	<u>Columbia University</u>	United States
15	<u>University of Pennsylvania</u>	United States
16	<u>Johns Hopkins University</u>	United States
17	<u>University College London</u>	United Kingdom
18	<u>Cornell University</u>	United States
19	<u>Northwestern University</u>	United States
20	<u>University of Michigan</u>	United States

#### E) Worlds Best Colleges

Rank	Colleges Name	State
1	<u>Stanford University</u>	California
2	<u>Pomona College</u>	California
3	<u>Princeton University</u>	New Jersey
4	<u>Yale University</u>	Connecticut
5	<u>Columbia University</u>	New York
6	<u>Swarthmore College</u>	Pennsylvania
7	<u>United States Military Academy</u>	New York
8	<u>Harvard University</u>	Massachusetts
9	<u>Williams College</u>	Massachusetts
10	<u>Massachusetts Institute of Technology</u>	Massachusetts

#### F) Worlds Top Educationists

Rank	Educationist Name
1	<u>Michael Apple</u>
2	<u>Eurípedes Barsanulfo</u>
3	<u>Carl Bereiter</u>
4	<u>Mark Bray</u>
5	<u>Valērijs Buhvalovs</u>



6	<u>Antonia Darder</u>
7	<u>Charles De Garmo</u>
8	<u>Nirmala Erevelles</u>
9	<u>Adam Fletcher (activist)</u>
10	<u>Paulo Freire</u>
11	<u>Henry Giroux</u>
12	<u>Robin Truth Goodman</u>
13	<u>Gemma Harasim</u>
14	<u>Rahat Indori</u>
15	<u>Khan Abdul Ali Khan</u>
16	<u>Hristo Kyuchukov</u>
17	<u>Keith Lewin</u>
18	<u>Ashok Malhotra (professor)</u>
19	<u>Deborah Meier</u>
20	<u>Sister Miriam Joseph</u>
21	<u>Falko Peschel</u>
22	<u>Ghulam Rasul</u>
23	<u>Stephan Ludwig Roth</u>
24	<u>Domingo Faustino Sarmiento</u>
25	<u>Marlene Scardamalia</u>
26	<u>Jörgen Smit</u>
27	<u>Carl Nicolai Starcke</u>
28	<u>Rudolf Steiner</u>
29	<u>Juha Suoranta</u>
30	<u>Faria de Vasconcelos</u>

**G) List of largest Libraries**

Rank	Library Name	Country	Size (No. of Items)
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1	<u>British Library</u>	United Kingdom, London	170
2	<u>Library of Congress</u>	United States, Washington, D.C.	150 million
3	<u>New York Public Library</u>	United States, New York City	53.1 million
4	<u>Russian State Library</u>	Russia, Moscow	44.4 million
5	<u>National Library of Russia</u>	Russia, Saint Petersburg	36.5 million
6	<u>National Diet Library</u>	Japan, Tokyo, Kyoto	35.6 million
7	<u>National Library of China</u>	China, Beijing	31.2 million
8	<u>Bibliothèque nationale de France</u>	France, Paris	31 million
9	<u>Royal Danish Library</u>	Denmark, Copenhagen	30.2 million
10	<u>Library of the Russian Academy of Sciences</u>	Russia, Saint Petersburg	26.5 million
11	<u>Biblioteca Nacional de España</u>	Spain, Madrid	25 million
12	<u>German National Library</u>	Germany, Leipzig, Frankfurt	24.7 million
13	<u>Berlin State Library</u>	Germany, Berlin	23.4 million
14	<u>Boston Public Library</u>	United States, Boston	22.4 million
15	<u>Library and Archives Canada</u>	Canada, Ottawa	20 million
16	<u>New York State Library</u>	United States, Albany, New York	20 million
17	<u>National Library of Sweden</u>	Sweden, Stockholm	18 million
18	<u>Harvard University Library</u>	United States, Cambridge, Massachusetts	16.6 million
19	<u>Russian Academy of Sciences Library of Natural Sciences</u>	Russia, Moscow	15 million
20	<u>Vernadsky National Library of Ukraine</u>	Ukraine, Kiev	15 million

#### H) Worlds Top Educational Magazines

Rank	Magazine Name
1	<u>Scientific American</u>
2	<u>Id (Ideas and Discoveries)</u>
3	<u>Mental Floss</u>
4	<u>American Scholar</u>
5	<u>National Geographic</u>
6	<u>American History</u>
7	<u>About Campus</u>
8	<u>Instructor</u>
9	<u>Educational Leadership</u>
10	<u>Smithsonian</u>

SOURCE : All above data collected from [Wikipedia](#)

#### Jobs & Opportunities for Retired Faculties

Teaching can provide a rewarding career experience for those who enjoy educating young minds. Most teachers, though, opt to leave the classroom once they reach retirement age. At age 65, many teachers can retire with full pension benefits. Many educators, however, choose to continue working after they have retired from teaching careers. Some seek ways to continue shaping young minds. Others simply want to supplement their retirement income. Retired teachers have options for meeting their post-retirement job needs.

Retired teachers, whose experiences in the classroom provide a wealth of knowledge, are well-suited to tutoring. As in their previous career, tutoring allows former teachers to continue to teach but without the large number of pupils that full-time teaching requires. Tutors have the option of partnering with a tutoring business or advertising themselves as private tutors for hire. In addition, tutoring allows the former teacher the freedom to set her own hours and pay scale. More than 10,000 workers are retiring

every day. Among those will be a large percentage of teachers. If you're a recently retired teacher (or you're soon to retire), traditional post-retirement job options will be increasingly limited.

In the past, many retired teachers could count on landing jobs in industry as technical instructors, technical writers, or general administrative staff. But those jobs are disappearing due to the bad economy. Companies are simply assigning those jobs to existing staff or promoting clerical workers from within to fill in as instructors or administrative staff.

- Summer Jobs for Teachers
- Private School Jobs
- Online Teaching Jobs

#### **Adjunct Professor:-**

Retirees with backgrounds in certain fields often can land teaching positions with local community colleges. These colleges often seek part-time teachers for positions as adjunct professors, instructors, lecturers and visiting professors. By investigating the types of courses available at local colleges and by making it known that you can teach those courses as well as some not currently offered, you may be able to land a position with the school. These positions can pay from \$1,000 to \$5,000 per class for a semester. In most cases, retired teachers must possess a master's degree to qualify for teaching positions at a college or university. In some instances, though, colleges may hire a retired teacher with only a Bachelor's degree if that individual has a strong background in a certain field.

#### **Part-Time School Jobs :-**

Although a teacher may be officially retired, that individual still has an opportunity to continue working in the field. Because most pension plans allow retired teachers to work part-time in the public sector, many retired teachers opt for part-time jobs as teachers and school support staff. Retired teachers have connections to the school districts and principals that once employed them, and those connections can open doors. Retired

teachers may be able to work as classroom aides and part-time office staff. Retired teachers also can work as substitute teachers, but they must be careful to limit their earnings and work hours to avoid violating the terms of pension agreements.

#### **Tutoring:-**

Retired teachers possess all of the skills needed to serve as tutors. Therefore, tutoring jobs suit retired teachers well, and a steady stream of tutoring jobs are available these days as schools and students prepare for important tests used to measure progress and the success of schools and teachers in educating youth. Retirees have the option of working for themselves and often can utilize connections with the schools where they once taught to promote their tutoring businesses. Schools and teachers provide parents with tutor referrals that can open doors for retired teachers looking for tutoring clients. Today, many test prep companies offer tutoring services, and teachers can land jobs with these tutoring companies, which normally pay hourly wages and allow retirees to work as often or as infrequently as they wish. Some websites, such as Tutor.com, also offer tutoring opportunities. The pay for tutors ranges from about \$10 per hour to as much as \$60 per hour.

#### **Potential Income Restrictions :-**

Teachers who retire after lengthy careers generally earn pensions from the states where they taught. In most cases, their pensions are subject to certain restrictions. For example, retired teachers in Massachusetts, California and New York who return to public-sector jobs are limited in the number of hours they can work and the amount of earnings they can receive. The time limit restriction in Massachusetts is 960 hours in a calendar year. This equals about 18 hours per week. The earnings limitation in Massachusetts is equal to the difference between a teacher's pension earnings and the salary the individual earned immediately before retiring. For example, an employee who earned \$70,000 in his last year of teaching and who earns \$30,000 in pension benefits could work after retirement and earn up to \$40,000 per year. These pension restrictions do not affect retirees who choose to work in the

private sector. Therefore, individuals who wish to work full-time jobs often opt for private-sector employment.

#### **Teacher Certification Programs :-**

Alternative certification programs for teachers are available in every state, and many of the professionals who work for these organizations were once teachers themselves. Retired teachers remember what it's like to be a new teacher-in-training and can provide the mentoring that aspiring teachers need, such as choosing a certification area and grade level, what to expect on certification exams and choosing a school district.

#### **Consulting :-**

A retired teacher-cum-consultant is an asset to individuals and educational organizations. Former teachers can work independently to consult on building new schools, starting new programs and even hiring new teachers. School districts and other educational programs as well as private families who need help choosing a school hire independent consultants with a proven track record in education.

#### **Private Enterprise:-**

Retirement is an opportunity to explore a hobby and turn it into a business, such as selling a craft online. Educators have experience organizing a classroom and students (not too far removed from a small business), and the retirement benefits teachers often receive can provide some capital to get a business started.

#### **Travel and Teach:-**

Retirement often encompasses travel, but for the former teacher, travel can turn into a money-making adventure. Cooperative educational programs in Europe, Asia and other parts of the world are looking for strong candidates to teach English. Because most of these programs do not require the teacher to speak a foreign language, it's ideal for the retired educator who wants to see another part of the world and still teach but does not speak the local language.

**Tutoring :-**

Retired teachers can personally teach students or set up a teaching center of their own. Their reputation of being a good teacher will help them attract more and more students for their course. Online tutoring is also becoming a popular job among retired teachers these days. Teachers can join universities as part-time visiting faculty teachers.

**Business Consultant :-**

Retired teachers can work as business consultants in the private sector. These business consultants give quality advice on business development, adopting various business strategies, managing and raising funds, employee management and client satisfaction. Though this can be one of the best paying jobs for them, it would definitely be a bit stressful. Business consultant jobs are available in plenty of sectors such as information technology, banking and financial services, pharmaceuticals and automobiles. So, my advice would be to think of the stress factor before you commit to any company.

**Research Jobs :-**

Experience in teaching can prove to be extremely handy to apply for research positions. You can work as a senior researcher in laboratories and research and development (R&D) departments of well-known companies. Since teachers have an in-depth knowledge of their subject, they can be an asset to the research team of an organization. If you have a doctorate in your subject, then the chances of getting hired as a researcher will be much more.

**Career Counselor Jobs :-**

Ex-teachers can be excellent career counselors since they have been in academic or education field for a long time. Teachers are well aware of what qualities are essential to make it big in a particular field. With the help of career tests and proper guidance, they will be able to give the student's career a good direction. Courses in career counseling are essential in many regions to work

as a career counselor. Apart from self-employment, opportunities exist in educational institutions also.

**Tips for Choosing a Job :-**

- As far as possible, search for a job which will suit your experience and qualifications so that you can use your knowledge to the fullest and do well
- Be very sure whether you want a part-time or a full-time job
- Apply to the best employers in your field as the chances of getting a job are high because you will get an edge over freshmen and less experienced candidates because of your past track record
- Prepare a systematic resume with your personal and professional details
- Look for jobs with flexible working hours and those involving less traveling for a better quality of life at your age
- Negotiate the salary with your employer and try to get the best deal by making the most of your experience.