**An overview of the current technology infrastructure at AIISH**

The All India Institute of Speech and Hearing, Mysuru is an autonomous organization under the Ministry of Health and Family Welfare, Govt. of India established in the year 1965. The Institute offers both long-term and short-term education programmes in the area of communication disorders. The long-term programmes range from diploma to post-doctoral programmes. Of these, the Diploma in Hearing, Language and Speech is offered in 8 centres across the country through video-conferencing from the Institute headquarters. The All India Institute of Speech and Hearing has always been an early adopter of new information and learning technologies and services.

Botswana has incorporated ICT into its daily operations, in administration as well as in teaching and learning…Since then, the institution has vigorously pursued the policy of increasing the technological base in order to provide state of the art infrastructure to its clientele (UB IT Policy) [6]. UB has about 3,300 computers connected to the UB network; 1,700 of these are used by students while 1,600 are used by staff members (Batane & Motshegwe) [7]. In addition, UB has a Wide Area Network (WAN), Wi-Fi network accessibility on campus, Blackboard and Moodle Learning Management Systems (LMSs) for online courses, an Integrated Tertiary Software (ITS) for management of students’ records (Batane & Motshegwe) [8]. Recently, the ITS system was replaced with ASAS (Academic Student Administration System) for more efficient management of staff and student records. In addition, all lecture rooms and theatres are equipped with computers, multimedia projectors and screens to facilitate. lecture presentations. Certainly, this is a huge investment in education by a university in the developing world and it would only be rational for these resources to be effectively utilized and managed by all stakeholders.

In teaching and learning, UB has adopted the blended approach to classroom instruction. Tinio [9] explains that the blended approach refers to “learning models that combine traditional classroom practice with e-learning solutions.

ICT is not intended to substitute for the teacher but to be used as an enrichment of instruction.

At UB, all first year undergraduates take an ICT course which exposes them to the use of computers in learning and to the LMS platformsMoodle and Blackboard. In addition, the IT department organizes regular training sessions through orientation workshops and offers regular support to students throughout the academic year (Batane & Motshegwe)[24]

There are also several points at which students can access computers and internet facilities on campus. For example, every faculty has a well-equipped computer laboratory and IT personnel, the university library houses many computers with internet connectivity, there is also the IT building which has several computer laboratories for teaching, seminars, workshops and conferences. Indeed, the University of Botswana has provided ICT facilities and infrastructure for teaching and learning which are comparable to any modern learning environment in Africa and the world

The Institute has 100 Mbps dedicated leased line internet  with both wired and wireless connectivity. More than 300 computers have been deployed for the faculty and students in different settings including classrooms and laboratories for learning and teaching activities. There are 22 smart classrooms will full-fledged ICT infrastructure for computer-based learning activities. These include computers, digital projectors and lecture capturing system. The **Video conferencing system**, for conducting distant classes for DHLS programme in 8 centres across the country was established in 2008 and the connectivity was provided by the Bharath Sanchar Nigam Limited (BSNL). The Institute has a state-of-the art computer centre with 50 All-in-One computers of latest configuration and digital classroom technologies.

The faculty, staff and students are provided with the facility to access the subscribed electronic information resources remotely using user-name and password.

Since its establishment in 1965, AIISH has grown from two academic programmes to today’s array of master’s and bachelor’s degrees and certificates in areas such as ……, Of the 400 full-time students …. The teaching staff of 50 includes …. and …. faculty on contract.

However, e-learning activities in the Institute are still at an infancy stage. An informal preliminary investigation revealed that our e-learning activities are limited to the use of freely available e-learning tools such as google open education tools, Moodle Cloud and the instructional support tools available with Turnitin, the antiplagiarism tool that the Institute subscribes. Faculty members are not using e-learning tools or platforms to their maximum potential and delivering an entire course content online. On the other hand, a number of prominent educational institutes in the country and abroad are putting up their courses on the web and helping the students to harness the benefits of e-learning technologies. Also, our faculty profile system needs to be upgraded from the static pages with publication details displayed on the Institute website to a dynamic, integrated and interactive system like hundreds of institutions across the world who are making use of dynamic open source tools for showcasing their faculty profile and scholarly activities.

In the academic years of 2014 and 2015, we introduced Projectors with an electronic blackboard system

into about three-fifths of all the classrooms through bids at the expense of the AP budget. Furthermore, the

wireless LAN device was set up for use in all of the 25 classrooms in all five grades (from the first to the fifth

grade) of all the five departments, so that the introduced LMS systems, such as Moodle and Blackboard, can

be used in class. STORM Maker, software for making teaching materials, was introduced to make teaching

materials for storing in LMS. The special characteristic of STORM Maker, which has an automatic voice

synthesis function, simplifies the process of making content based on materials. Therefore, we can easily

create teaching materials with voice for e-Learning with the work of entering character, without recording

narration voice. Both male and female voices can be synthesized, depending on use and characteristics of

teaching materials. Moreover, we introduced more than 160 Tablet computers (Toshiba), 50 notebook PC

(Fujitsu) and 20 surface (Microsoft). All of them were introduced for lending and set up for connecting to all

the access points of the wireless LAN for e-Learning in class.

The introduction of the electronic blackboard makes it possible to draw and write on its surface with a

dedicated electronic pen, without connecting to a personal computer, and digital data of drawing and writing

can be recorded and stored in a file server connected to the network. Using the projector control toolbar

displayed on the projection screen of the electronic blackboard, teachers can easily select and control

students' tablet screen by operating on the screen. (Figure

To adopt e-learning, schools should attain

some level of physical infrastructure development while e-learning users should have necessary

technical competency blended with positive attitudes and perceptions towards e-learning

Current and emerging technologies enable Open Distance Learning (ODL) institutions integrate e-Learning in innovative ways and add value to the existing teaching-learning and assessment processes.

CMCSS has 31 schools serving more than 28,000 students and 1,800 classroom teachers.

The necessary technology Infrastructure which includes; high- speed access to networks and the Web, provision of appropriate classroom technologies, and student computing abilities is now being provided by some institutions in Uganda (Kahiigi, 2013).