

**СЕКЦІЯ: ІННОВАЦІЙНІ ТЕХНОЛОГІЇ, ІНСТРУМЕНТИ ТА МЕТОДИ
ДИСТАНЦІЙНОГО НАВЧАННЯ У ЗАКЛАДАХ ОСВІТИ**

**LEARNER SUPPORT SERVICES WITH SPECIAL REFERENCE TO ONLINE
EDUCATION**

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There is no alternative to lifelong learning to maintain the sustainability and protect our future generation. The online learning (OL), Open and Distance Learning (ODL) and e learning gives the opportunity of lifelong learning. In September 2020, the UGC had created many rules for all online courses in India. The circular by UGC states the criteria that those universities accredited by the National Assessment and Accreditation Council (NAAC) have a score of more than 3.01 on a scale of 4, or falls in the top 100 list of the National Institutional Ranking Framework are eligible for fully online courses.

The success of the University running online learning programmes has come through effective implementation of learner support services. Learner support services are the most vital component of any open and distance learning (ODL) system. The success of the university is depending on high quality academic programmes, method of programme delivery and support services offered to the learners. This requires communication network between the learner and faculty, peer to peer interaction and counselling sessions. The strength of an Online Education institute depends on its services which are provided to the learners. On one hand, the learners of this system are adult; on the other hand, they belong to disadvantaged groups like dropouts, scheduled cast, scheduled tribe, women, minorities, housewives etc. Again, the learners of online educational delivery are physically separated, so they desperately need support before, during and even after their study. The term 'Learner Support Services' is not associated with the conventional system of education. We commonly use this term in Online system of education. The learner Support Services in Online learning not only include these non-academic services but also the academic services as provided by the Institute and faculty. Manipal University Jaipur uses both Information and Communication Technology (ICT) and non-ICT related Learner Support Services. In this paper I have highlighted how DOE, MUJ has achieved success through its Learner Support Services.

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ENCODING AND DECODING VISUAL INFORMATION USING COMPUTER GRAPHICS

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Message, meaning and information are completely different concepts. How we recognize these messages, their meaning, and associations that are associated with them depend on our learned meaning and cultural interpretations, as well as on the systems and agreements within which they exist. It is the understanding of this process that largely forms the basis of graphic design.

In the 19th century, the American philosopher Charles Sanders Peirce (1839–1914) proposed the word semiotics. He believed that signs take the form of words, images, sounds, smells, tastes, actions or objects. However, they are essentially meaningless when № meaning is assigned to them. The Swiss linguist Ferdinand de Saussure also formulated the assumption that words have № other meaning than the one we give them. According to de Saussure, a sign consists of two parts – «*signification*» and «*signified*». Only from the combination of both parts do we get a «*sign*». For example, if we drew sneakers, then this is what is represented, which can be called marked.

In writing the word, we use the letters CROSS (each letter is a separate linguistic sign representing a separate linguistic sound). This word is the denotation we use to denote the design of the sneakers. However, this is an arbitrary connection. In German, the word «sneakers» will sound like «Turnschuhe», and in English «sneakers». So the relationship between signifier and signified depends on the context and our agreed upon systems or conventions – such as language. This model is often called «binomial» (because it combines two components). Peirce proposed to distinguish three categories of signs: *image*, *index* and *symbol* – depending on the way they denote objects.

Any sign that physically resembles what it signifies can be described as an *image sign* (or *iconic sign*), for example, a photo of sneakers can be called an iconic sign because it physically resembles the sneakers it depicts. When we deal with an *index*, we are talking about a direct connection between a sign and an object. A traffic sign, for example, only makes sense if it is placed on the street. The symbol bears № resemblance to what it represents. We must be aware of the relationship between the sign and the object in order to understand what the sign represents. Examples of symbols are national flags or logos of companies or organizations. Alphabets, punctuation and Morse code are also symbolic.