



Sri Ramakrishna Mission Vidyalaya College of Education

(An Autonomous College affiliated to the Tamil Nadu Teachers Education University and
Re-accredited with A++ Grade by NAAC with CGPA 3.82)

Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020.
Phone: 80125 33915 | E-mail: srkvcoen@yahoo.co.in | Website: www.srvcoe.org

NAAC
3rd Cycle

Criterion III
Metric 3.1.3

CRITERION III


RESEARCH AND OUTREACH ACTIVITIES

3.1 Resource Mobilization for Research

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

Documentary proof for each of the claims

	<p>Sri Ramakrishna Mission Vidyalaya College of Education (An Autonomous College affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A++ Grade by NAAC with CGPA 3.82) Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoen@yahoo.co.in Website: www.srvcoe.org</p>	<p>NAAC 3rd Cycle</p> <p>Criterion III Metric 3.1.3</p>
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In-house support is provided by the institution to teachers for research purposes

I	Undertaking Appraisals
	i) Stimulation of Analytical Thinking through Mathematics among School Students
	ii) Utilization of e-resources available in the College Library
	iii) Review of Sarada Noon Meal Scheme - A Student Support Service
II	Facilitating research by providing organizational supports
	i) Provision for Faculty Members to study Doctoral and Post-Doctoral Degrees
	ii) Provision for publishing Articles in the Journal of Educational Research and Extension
III	Organizing research circle / internal seminar / interactive session on research
	i) Towards Digital Proficiency
	ii) Scholarly Communication for Faculty Members & Research Scholars
	iii) SHODHVID
	iv) Writing Grant Proposals and Funding Opportunities
	v) FDP on Analytical, Critical, Lateral and Design Thinking (Phase I & II)
	vi) Workshop on Application of Statistics using Excel and SPSS in Research

In-house support is provided by the institution to teachers for research purposes

I. Undertaking Appraisals	
i)	Stimulation of Analytical Thinking through Mathematics among School Students
ii)	Utilization of e-resources available in the College Library
iii)	Review of Sarada Noon Meal Scheme - A Student Support Service

Undertaking Appraisals



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A Comprehensive Progress Report of Stimulation of Analytical Thinking through Mathematics among School Students

Introduction:

Stimulation of Analytical Thinking through Mathematics among School Students program was conducted by Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous), Coimbatore, with the aim of enhancing analytical thinking skills among school students. This report highlights the successful implementation of the program and its impact on the students, along with the involvement of faculty members and student teachers in coordinating and executing the initiative.

Program Overview:

The program focused on developing analytical thinking skills among school students of Sri Ramakrishna Mission Vidyalaya Swami Shivananda Higher Secondary Schools. Under the guidance of Sri. V. Eswaran, Assistant Professor in Mathematics at Sri Ramakrishna Mission Vidyalaya College of Education, the program aimed to provide students with opportunities to think analytically and solve mathematical problems using analytical approaches.

Roles and Responsibilities:

Sri. V. Eswaran, as the coordinator of the program, played a crucial role in planning, organizing, and overseeing its execution. The B.Ed. student teachers (Mathematics and Physical Science) from Sri Ramakrishna Mission Vidyalaya College of Education actively participated in the program by conducting analytical thinking classes for the students. Additionally, mathematics student teachers were responsible for preparing the analytical thinking question papers and conducting online tests. Their efforts were closely guided and supervised by Sri. V. Eswaran, Assistant Professor in Mathematics.




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Implementation Process:

The program was divided into several stages to ensure effective implementation and assessment of analytical thinking skills. The following steps were followed:

1. Planning and Preparation:

- Sri. V. Eswaran collaborated with the school authorities to understand their specific requirements and expectations.
- Student teachers were provided with comprehensive training sessions on analytical thinking strategies and techniques.
- Mathematics student teachers collaborated with Sri. V. Eswaran to design a structured question paper that aligned with the program's objectives.

2. Conducting Analytical Thinking Classes:

- B.Ed student teachers conducted interactive and engaging analytical thinking classes for the students.
- Various mathematical problem-solving methods were introduced and discussed.
- Students were encouraged to think critically, analyse problems, and develop logical reasoning skills.

3. Online Testing and Result Analysis:

- Mathematics student teachers administered the analytical thinking test to the students through online mode.
- The test assessed the students' ability to apply analytical thinking skills to solve mathematical problems.
- After the completion of the test, the results were collected and analysed to evaluate individual and overall performance.



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Outcome and Impact:

Stimulation of Analytical Thinking through Mathematics program had a positive impact on both the student teachers and the school students. The outcomes of the program were as follows:

1. Enhanced Analytical Thinking Skills:

- Students developed improved analytical thinking abilities by actively engaging in problem-solving exercises.
- They gained a deeper understanding of mathematical concepts and improved their problem-solving strategies.

2. Increased Confidence and Motivation:

- Students exhibited increased confidence in their analytical thinking abilities, leading to greater participation and motivation in class.
- The program fostered a positive learning environment and encouraged students to tackle challenges with a growth mindset.

3. Skill Development among Student Teachers:

- B.Ed student teachers gained practical experience in designing and conducting analytical thinking classes.
- Mathematics student teachers developed proficiency in creating relevant and challenging question papers.
- The program provided a platform for student teachers to enhance their teaching skills and build confidence in their abilities.

Conclusion:

Stimulation of Analytical Thinking through Mathematics program conducted by Sri Ramakrishna Mission Vidyalaya College of Education exemplifies a best practice in nurturing analytical thinking skills among school students. The active involvement of Sri. V. Eswaran, Assistant Professor in Mathematics, along with the coordinated efforts of student teachers, led to successful implementation and positive outcomes




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Annexure

Sample Analysis Sheet:


Prepared By B.Ed - II Year (Mathematics) Student teachers evaluated by

V.Eswaran, Assistant Professor in Mathematics.

Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous), Coimbatore.

Ramakrishana Mission Vidyalaya, Coimbatore Stimulate Analytical Thinking through Mathematics among School Students Test Attended List Class wise as on 16/11/2022									
Primary & Girls Wing					Analysis				
S.No	Classs	Strength	Test Attended	Not Attended	35% to 50%	50% to 80%	80% - 90%	90% - 99%	100%
1	I	96	59	37	0	0	4	10	45
2	II	76	56	20	0	26	26	3	1
3	III	76	58	18	4	28	10	13	3
4	IV	84	47	37	8	13	12	6	3
5	V	72	49	23	11	17	12	4	2
Total		404	269	135	23	84	64	36	54
67% of students attended the test in primary wing									
Girls Wing									
6	VI	56	56	0	3	18	15	4	4
7	VII	38	38	0	4	19	3	6	4
8	VIII	38	38	0	2	20	4	2	1
9	IX	72	72	0	12	12	21	18	6
Total		204	204	0	21	69	43	30	15
100% of students attended the test in Girls wing									
Boys Wing									
10	VI	122	120	2	46	42	0	0	0
11	VII	113	113	0	24	53	13	8	0
12	VIII	132	128	4	48	47	2	3	1
13	IX	162	152	10	27	43	42	24	4
Total		529	513	16	145	185	57	35	5
97% of students attended the test in Boys wing									




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Sample Analysis Report:

The analysis report provides an overview of the test attendance and performance of students in the Stimulation of Analytical Thinking through Mathematics program conducted in the Primary Wing, Girls Wing, and Boys Wing. The data presented below reflects the participation and achievement levels of students across different classes.

Primary & Girls Wing Analysis:

In the Primary Wing, a total of 404 students were enrolled across classes I to V. Out of these, 269 students attended the test, indicating a participation rate of 67%. The majority of students who attended the test achieved impressive results, with 54 students scoring above 90% and 45 students achieving a perfect score. The distribution of students' performance is as follows:

- 35% to 50%: None of the students fell in this range.
- 50% to 80%: 23 students achieved scores in this range.
- 80% to 90%: 84 students demonstrated proficiency within this range.
- 90% to 99%: 64 students excelled in this range.
- 100%: The highest number of students, 54, achieved a perfect score.

Girls Wing Analysis:

In the Girls Wing, a total of 204 students from classes VI to IX participated in the test, demonstrating full attendance with 100% participation. The distribution of students' performance is as follows:

- 35% to 50%: No students fell in this range.
- 50% to 80%: 21 students achieved scores in this range.
- 80% to 90%: 69 students showcased proficiency within this range.
- 90% to 99%: 43 students excelled in this range.
- 100%: 30 students attained a perfect score.




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Boys Wing Analysis:

In the Boys Wing, a total of 529 students from classes VI to IX were enrolled. Among them, 513 students attended the test, accounting for an impressive 97% participation rate. The distribution of students' performance is as follows:

- 35% to 50%: 145 students achieved scores in this range.
- 50% to 80%: 185 students demonstrated proficiency within this range.
- 80% to 90%: 57 students excelled in this range.
- 90% to 99%: 35 students showcased outstanding performance in this range.
- 100%: 5 students achieved a perfect score.

Conclusion:

The analysis of test attendance and performance in the Stimulation of Analytical Thinking through Mathematics program highlights the active participation and commendable achievements of students across different wings and classes.

The high attendance rates in the Girls Wing (100%) and Boys Wing (97%) demonstrate the enthusiasm and commitment of students towards enhancing their analytical thinking skills. The notable number of students scoring above 90% and achieving perfect scores indicates the effectiveness of the program in stimulating analytical thinking among school students.

The data presented in this report serves as evidence of the program's success in promoting analytical thinking skills in students and provides valuable insights for further improvements and interventions.




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UNDERTAKING APPRAISAL
UTILIZATION OF E-RESOURCES

Objectives:

- To examine the utilization of N-LIST Resources and Standard open access available in the library web-portal Resources among students
- To offer proper necessary guidance to motivate students to enhance the utilization of e-resources for their learning

Library and Learning Resource Centre has an exclusive e-portal to facilitate to access versatile e-resources such as N-LIST (National Library and Information Service Infrastructure for Scholarly Content), e-content in the e-PGPathshala, resources available in National Digital Library, high standard journals in the DOAJ and Well standard books available in the DOAB, Quality Video content in the NPTEL theses in the Shodhganga, and Synopsis at Shodhgangotri, Students are encouraged to Utilize these e-resources regularly. Proper orientation programme and follow-up sessions conducted periodically by Library and Learning Resource Centre. Faculty members are open handed to offer necessary guidelines and motivating students to make use of e-resources with special reference to N-LIST for learning purposes. Students are expectant to use these resources for assignment and seminars.

It is relevant to mention that in each semester students are examined by the Librarian along with faculty members with special reference to utilization of e-resources. Proper feedback and suggestions are offered to students. It is a unique practice adopted by our college.




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Sample Utilization Report of Students Extracted From INFLIBNET

Name	Username	Department	Month	Year	Times Logged In	Page Views
Arikrishnan V	aribaran033@gmail.com	B.Ed	5	2023	1	3
Baskaran K	baskaranbalabas@gmail.com	B.Ed	5	2023	1	3
Kishore M	kishoremurugesan25@gmail.com	B.Ed	5	2023	4	11
Logeswaran B	loganlk1926@gmail.com	B.Ed	5	2023	2	19
Murali A	muralianbzhagan11@gmail.com	B.Ed	5	2023	1	6
Naveenkumar R	naveenr09876@gmail.com	B.Ed	5	2023	1	5
Nithiya M	nithiya1362@gmail.com	Teacher Education	5	2023	1	1
Soundarrajan B	soundarrenuga1999@gmail.com	B.Ed	5	2023	6	23
Vishnu J	vishnu429gnp@gmail.com	B.Ed	5	2023	1	1
Balasubramani G	balasubramani87541@gmail.com	B.Ed	5	2023	2	5
Gokulakrishnan S	krishgokul931@gmail.com	B.Ed	5	2023	2	4
Naveenkumar R	naveenr09876@gmail.com	B.Ed	5	2023	3	21
Prakash V	prakash05431@gmail.com	B.Ed	5	2023	1	1
Pranesh M	praneshoffl@gmail.com	B.Ed	5	2023	1	2
Prince Paulraj J A	princepaulraj608@gmail.com	Education	4	2023	1	4
Saran N	saransaran51199@gmail.com	B.Ed	4	2023	2	3
Tharsan R	ttharsan187@gmail.com	B.Ed	4	2023	1	3
Vishnu J	vishnu429gnp@gmail.com	B.Ed	4	2023	1	1
Poornachandran M	bharathipoorna0626@gmail.com	B.Ed	4	2023	3	6
Priyadharshan S	dharshanpriya461@gmail.com	B.Ed	4	2023	2	6
Kishore M	kishoremurugesan25@gmail.com	B.Ed	4	2023	1	2
Gokulakrishnan S	krishgokul931@gmail.com	B.Ed	4	2023	9	21
Murali A	muralianbzhagan11@gmail.com	B.Ed	4	2023	1	1
Naveenkumar R	naveenr09876@gmail.com	B.Ed	4	2023	1	2
Prabathasuryan R	Prabusuryaenglish@gmail.com	B.Ed	4	2023	1	3
Prakash V	prakash05431@gmail.com	B.Ed	3	2023	14	35
Pranesh M	praneshoffl@gmail.com	B.Ed	3	2023	3	18
Rangasamy R	Rangasamyra05@gmail.com	B.Ed	3	2023	1	6
Saran N	saransaran51199@gmail.com	B.Ed	3	2023	4	8
Arunkumar S	shanmugam7746@gmail.com	B.Ed	3	2023	4	33
Soundarrajan B	soundarrenuga1999@gmail.com	B.Ed	3	2023	2	7
Arikrishnan V	aribaran033@gmail.com	B.Ed	3	2023	3	12
Baskaran K	baskaranbalabas@gmail.com	B.Ed	3	2023	4	6
Kailash Guru M	isanadimai5@gmail.com	B.Ed	3	2023	1	3
Kishore M	kishoremurugesan25@gmail.com	B.Ed	3	2023	2	7
Vishnu J	vishnu429gnp@gmail.com	B.Ed	3	2023	2	5
Anishkumar A	anish15112001@gmail.com	B.Ed	3	2023	4	7
Arikrishnan V	aribaran033@gmail.com	B.Ed	3	2023	1	5
Poornachandran M	bharathipoorna0626@gmail.com	B.Ed	3	2023	11	34
Hartharan G	harrivills554@gmail.com	B.Ed	3	2023	4	11

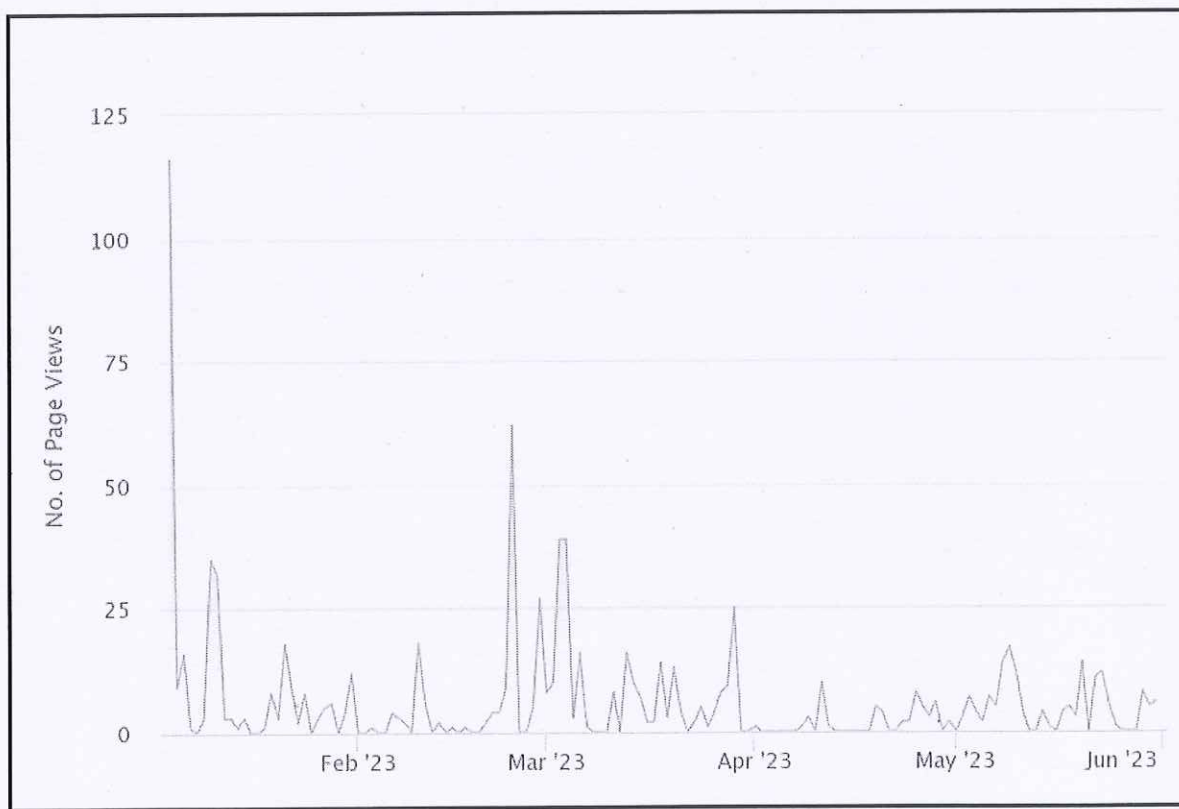
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Kishore M	kishoremurugesan25@gmail.com	B.Ed	3	2023	1	3
Gokulakrishnan S	krishgokul931@gmail.com	B.Ed	3	2023	1	1
Murali A	muralianbazhagan11@gmail.com	B.Ed	3	2023	4	15
Naveenkumar R	naveenr09876@gmail.com	B.Ed	3	2023	1	2
Prabathasuryan R	Prabusuryaenglish@gmail.com	B.Ed	3	2023	2	2
Prakash V	prakash05431@gmail.com	B.Ed	3	2023	1	3
Prince Paulraj J A	princepaulraj608@gmail.com	Education	3	2023	1	2
Rangasamy R	rangasamyra05@gmail.com	B.Ed	2	2023	2	2
Pasupathi R	rpasupathi2002@gmail.com	B.Ed	2	2023	4	82
Saran N	saransaran51199@gmail.com	B.Ed	2	2023	7	18
Selvakumar S	selvakumarindia7@gmail.com	B.Ed	2	2023	1	4
Arunkumar S	shanmugam7746@gmail.com	B.Ed	2	2023	3	4
Suganthan R	suganthanmgl@gmail.com	B.Ed	2	2023	1	5
Tharsan R	ttharsan187@gmail.com	B.Ed	2	2023	8	19
Vishnu J	vishnu429gnp@gmail.com	B.Ed	2	2023	3	13

Utilization of INFLIBNET

Month Wise Graphical Representation



[Signature]
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Assessment of Library Usage



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STUDENT PERFORMANCE ASSESSMENT REPORT

I. General Information

Name :
Register No. :
Programme : B.Ed.
Pedagogical Subject :
Batch : 2022 - 2024
Semester : I

Affix
Passport Size
Photo

II. Academic Activities

Sl. No.	Activities	Rating		
		1 (Satisfactory)	2 (Good)	3 (Excellent)
1	Attendance			
2	Micro Teaching			
	Episode Writing and Presentation			
3	ICT Integration			
	e-Content Preparation			
	Video Preparation			
4	Seminar Presentation			
5	Assignment			
6	Examination			
	Continuous Internal Assessment-I			
	Continuous Internal Assessment-II			
	Model Examination			

III. Library Usage

Sl. No.	Statements	Rating		
		1 (Satisfactory)	2 (Good)	3 (Excellent)
1	Utilization of Text-books			
2	Usage of Reference books			
3	Utilization of N-List			
4	Reading Daily News Papers/ Magazines/ Journals etc.			
5	Note Taking			



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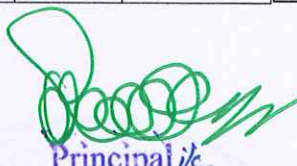
IV. Extension Activities / Community Service

Sl. No.	Activities	Rating		
		1 (Satisfactory)	2 (Good)	3 (Excellent)
1	Handling Tuitions for Inclusive Society			
2	Swachh Bharat / Swachh Vidyalaya			
3	Active Participation in Forum			
4	Other Relevant Societal Activities :			

V. Other Activities

Sl. No.	Responsibilities / Performance Factors	Rating		
		1 (Satisfactory)	2 (Good)	3 (Excellent)
1	Knowledge Sharing			
2	Punctuality			
3	Communication Skill			
4	Interpersonal Skill			
5	Pedagogy-Library-Study			
6	Team Work			
7	Peer Tutoring			
8	Prayer Activities			
9	Value Formation			
10	Participation in Competitions (Out of Campus)			
11	Participation in Cultural Programmes			
12	Organising National Important Events			
13	Involvement in Club Activities			
14	Participation in Sports and Games			
15	Performance being Event Coordinator			
16	Preparation of materials for Competitive / Eligibility Test (TET/TRB/TNPSC)			
17	Art from Waste			
18	Overall Personality Development			




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VI. Self-Study Course

Sl. No.	Course	Programme	Completed	
			Yes	No
1.	Online/ Offline Course	SWAYAM / NPTEL / IIT Spoken Tutorial		
		Certificate Course (Universities / Govt. Agencies)		
		Diploma Course (Universities / Govt. Agencies)		
		Others		

VII. Seminars, Conferences, Symposia, Workshops etc. Participation / Paper Presentation

Sl. No.	Name of the Seminar/ Conference / Workshop, etc.	Name of the Sponsoring Agency	Date	Participation / Paper Presentation	Regional / National / International

Assessment Report

C. No.	Components	Grade Details			Obtained	
		C	B	A	Score	Grade
II	Academic Activities	01 to 10	11 to 20	21 to 27		
III	Library Usage	01 to 05	06 to 10	11 to 15		
IV	Extension Activities	01 to 04	05 to 08	09 to 12		
V	Other Activities	01 to 25	26 to 40	41 to 54		
VI	Self-Study Course	Any One (Score 22) - A				
VII	Seminar Participation	-	Participation -1 (Score 10)	Participation - 2 / Participation and Presentation - 1 (Score 20)		
Overall Score and Grade						

Signature of the Teacher-Educator



Signature of the Principal

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ASSESSMENT RUBRIC AND PROCEDURE

II. Academic Activities

Attendance

Below 75%	- 1
76 - 90%	- 2
Above 90%	- 3

Microteaching - Episode Writing

Preparation and Presentation
Usage of Components
Time Duration

ICT Integration

Content
Creativity
Presentation

Seminar

Content
Presentation
Interaction

Assignment

Content
Presentation
References

Examination

Below 60%	- 1
61 - 80%	- 2
Above 80%	- 3


Overall Score

Maximum Score - 150

Overall Grade Procedure

Score Detail	Grade
121 - 150	A
91 - 120	B
Below 90	C




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Undertaking Appraisals Sarada Noon Meals Scheme

Ramakrishna Mission Vidyalaya, Coimbatore has taken a significant step towards supporting underprivileged students by introducing the Sarada Noon Meals Scheme on December 15, 2022. The scheme targets students who come from families below the poverty line. An assessment process is employed to identify eligible beneficiaries based on income levels. The selection process ensures that deserving students receive the benefits of the scheme.

Under the Sarada Noon Meals Scheme, Ramakrishna Mission Vidyalaya provides freshly cooked, hygienic and nutritious vegetarian meals to the selected students. The meals are prepared in a clean and well-equipped kitchen facility, adhering to stringent quality and safety standards. The menu is designed to provide a balanced combination of rice, lentils, vegetables, and protein sources, ensuring the students receive adequate nutrition.

The Sarada Noon Meals Scheme is implemented within the premises of the Ramakrishna Mission Vidyalaya, Coimbatore. The selected students receive the noon meals on all working days, thereby ensuring consistent and sustained support.

Objectives

- To alleviate hunger and malnutrition among selected poor students below the poverty line.
- The initiative aims at creating a level playing field for students from economically disadvantaged backgrounds.
- The provision of nutritious meals to selected poor students aims at enhancing their learning outcomes.
- The initiative aims at breaking the cycle of poverty by investing in the Education and well-being of selected poor students.



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Beneficiaries

S. No	Month & Year	No of days noon meals taken	No. of Beneficiaries	Avg. Students per day
1	December 2022	13	148	11
2	January 2023	18	170	09
3	February 2023	22	159	07
4	March 2023	23	188	08
5	April 2023	19	196	10
6	May 2023	17	204	12

Outcomes of the Programme:

- Underprivileged students received daily nutritious meals, promoting their physical and cognitive development, setting the foundation for a brighter future.
- The scheme incentivized school attendance, reducing dropout rates and empowering underprivileged children to access quality education.
- By addressing hunger and malnutrition, the programme contributed to building healthier and more resilient communities, impacting not only the students but also their families.
- The Sarada Noon Meals Scheme demonstrated the organization's commitment to social welfare, fostering a sense of solidarity and social responsibility within the community.

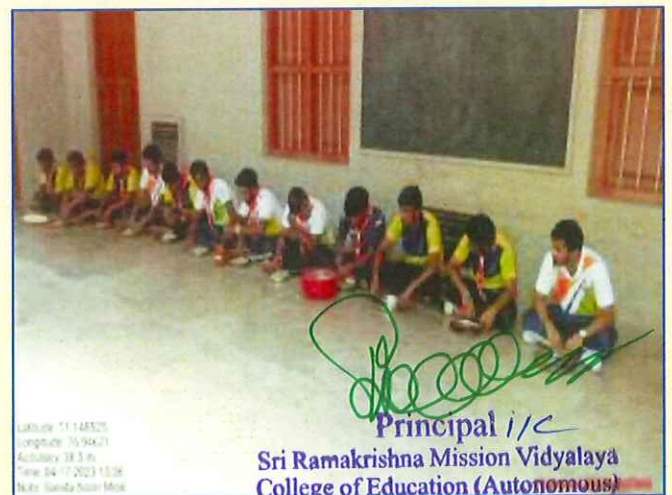



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SARADA NOON MEALS



Inaugural



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II. Facilitating research by providing organizational supports
i) Provision for Faculty Members to study Doctoral and Post-Doctoral Degrees
ii) Provision for publishing Articles in the Journal of Educational Research and Extension

Faculty Member's request letter to apply for Ph.D., Degree

From

Sri. V. Eswaran,
Assistant Professor in Mathematics
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Perianaickenpalayam
Coimbatore - 641020

To

Rev. Secretary Maharaj
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Perianaickenpalayam
Coimbatore - 641020

Through

The Principal
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Perianaickenpalayam
Coimbatore - 641020

Respected Swamiji Maharaj, Pranams.

Sub: Requisition for permission to apply Ph.D in Education (Part time) -
Bharathiar University or Tamil Nadu Teachers Education University - reg.

I would like to apply for Ph.D in Education (Part time) in the Department of Education, Bharathiar University, Coimbatore or Tamil Nadu Teachers Education University, Chennai. Hence, I kindly request you to grant me permission to apply for the Ph.D programme in concerned universities.

Thanking You

Perianaickenpalayam

27.07.2022



*Recommended & Forwarded to
Mod. Rev. Secretary Maharaj*

& signature

Yours faithfully

[Signature]
(Sri. V. Eswaran)

[Signature]
Principal
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore - 641 020.

OFFICE copy

Swami Garishthananda
Secretary

Dr. G. Subramonian
Principal

06.09.2022

NO OBJECTION CERTIFICATE

This is to certify that Sri. V.ESWARAN, M.Sc., M.Ed., SET (Education) working as an Assistant Professor in Mathematics in Science in Sri Ramakrishna Mission Vidyalaya College of Education. This certificate is used only for the purpose of studying Ph.D (Education - Part Time) Programme of Tamil Nadu Teachers Education University, Chennai. The institution has no objection to the candidature of the applicant being considered for doing Ph.D (Education - Part Time).



Received original

6/9/2022

06.09.2022

Principal

Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020.



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

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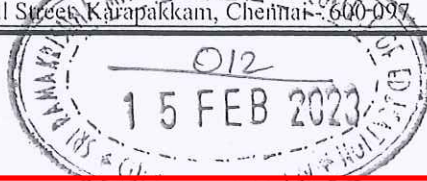
Gangaimman Koil Street, Karapakkam, Chennai - 600 097

No. TNTEU/R/Ph.D/2023/0178

Date: 14.02.2023

Dr.P.C.Nagasubramani, Ph.D.

Registrar (i/c)



Ph.D DEGREE PROGRAMME - JULY 2022

ADMISSION CARD

Sub: Application of **Mr/Ms ESWARAN.V** - Registration for Ph.D(Education) – Part Time – Intimation – Reg.

Ref: 1. Ph.D Entrance Examination held on 20.12.2022.
2. Orders of the Registrar dated 14.02.2023.

=====

As per the reference cited, Mr/Ms Eswaran.V has been provisionally* selected for the admission into **Ph.D Degree (Part-Time) Programme at the Sri Ramakrishna Mission Vidyalaya College of Education** based on the performance in the Entrance Examination and or Interview held on **20.12.2022**, under the Supervision of **Dr.M.Jagadesh**, Assistant Professor, Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore.

In this connection, the candidate is requested to present the University on or before **22.02.2023** and submit the following original certificates together with two sets of Photocopies of each certificate, along with a **filled in admission application** and a Demand Draft of **Rs.2,000** (for those qualified M.Ed/M.Phil from TNTEU) and **Rs.3,000** (for those qualified M.Ed/M.Phil from **other Universities**) in favour of **"The Registrar, Tamil Nadu Teachers Education University"** payable at Chennai.

- | | |
|------------------------------------|--|
| ❖ SSLC Mark Statements | M.Ed Degree /Provisional |
| ❖ H.Sc Mark Statements | M.Ed Mark Statements |
| ❖ UG Degree /Provisional | M.Phil Degree/Provisional(if applicable) |
| ❖ PG Degree /Provisional | M.Phil Mark Statements |
| ❖ B.Ed Degree /Provisional | Transfer or Migration Certificate |
| ❖ Joining Report through Guide | JRF/NET/SELT Certificates(if applicable) |
| ❖ Passport size Photograph - 3 Nos | Aadhaar Xerox |
| ❖ Admission application (Enclosed) | |

***Note:**

The admission to the Ph.D programme is subject to the fulfilment of the prescribed eligibility conditions as per the Tamil Nadu Teachers Education University Ph.D Regulations of 2021.

REGISTRAR (i/c)

To
Mr/Ms.

Eswaran.V

Assistant Professor in
Mathematics, Sri Ramakrishna
Mission Vidyalaya College of
Education (Autonomous),
Coimbatore - 641 020.

1. Copy to
Guide:

Dr.M.Jagadesh,
Assistant Professor,
Sri Ramakrishna Mission Vidyalaya
College of Education, Coimbatore.

2. Copy to:

The Principal, Sri Ramakrishna
Mission Vidyalaya College of
Education, Coimbatore.

Principal i/c

Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020.



Faculty Member's request letter to apply for Ph.D., Degree

From

Rajesh kumar N,
Assistant Professor in Biological Science
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Perianaickenpalayam
Coimbatore - 641020

To

Rev. Secretary Maharaj
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Perianaickenpalayam
Coimbatore - 641020

Through

The Principal
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Perianaickenpalayam
Coimbatore - 641020

Respected Swamiji Maharaj, Pranams.

Sub: Requisition for permission to apply Ph.D in Education (Part time) -
Bharathiar University or Tamil Nadu Teachers Education University - reg.

I would like to apply for Ph.D in Education (Part time) in the Department of Education, Bharathiar University, Coimbatore or Tamil Nadu Teachers Education University, Chennai. Hence, I kindly request you to grant me permission to apply for the Ph.D programme in concerned universities.

Thanking You

Perianaickenpalayam

27.07.2022



*Recommended & Forwarded to
Rev. Secy. Maharaj
to 20/7/2022*

Yours faithfully

(RAJESH KUMAR N)

[Signature]
Principal i/c
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore - 641 020



SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION

An Autonomous College Recognised by NCTE, Affiliated to the Tamil Nadu Teachers Education University
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Sri Ramakrishna Vidyalaya Post, Perianaickenpalayam, Coimbatore - 641 020.
Phone: 80125 33915, E-mail: srkvcoe@yahoo.co.in, Website: www.srvcoe.org

Swami Garishthananda
Secretary

Dr. G. Subramonian
Principal

06.09.2022

NO OBJECTION CERTIFICATE

This is to certify that Sri. N. RAJESH KUMAR, M.Sc., M.Ed., M.Phil.,NET (Education) working as an Assistant Professor in Biological Science in Sri Ramakrishna Mission Vidyalaya College of Education. This certificate is used only for the purpose of studying Ph.D (Education - Part Time) Programme of Tamil Nadu Teachers Education University, Chennai. The institution has No Objection to the candidature of the applicant being considered for doing Ph.D (Education - Part Time).



[Signature]
06.09.2022
Principal

Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020.

*Received Original
Principal
06/9/22*



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No. TNTEU/R/Ph.D/2023/0/78

Date: 14.02.2023

Dr.P.C.Nagasubramani, Ph.D.

Registrar (i/c)

Ph.D DEGREE PROGRAMME - JULY 2022

ADMISSION CARD

Sub: Application of **Mr/Ms RAJESH KUMAR.N** - Registration for Ph.D(Education) – Part Time – Intimation – Reg.

Ref: 1. Ph.D Entrance Examination held on 20.12.2022.
2. Orders of the Registrar dated 14.02.2023.

As per the reference cited, Mr/Ms Rajesh Kumar.N has been provisionally* selected for the admission into **Ph.D Degree (Part-Time) Programme at the Sri Ramakrishna Mission Vidyalaya College of Education** based on the performance in the Entrance Examination and or Interview held on 20.12.2022, under the Supervision of **Dr.R.Ayyappan**, Assistant Professor, Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore.

In this connection, the candidate is requested to present the University on or before **22.02.2023** and submit the following original certificates together with two sets of Photocopies of each certificate, along with a **filled in admission application** and a Demand Draft of **Rs.2,000** (for those qualified M.Ed/M.Phil from TNTEU) and **Rs. 3,000** (for those qualified M.Ed/M.Phil from **other Universities**) in favour of **"The Registrar, Tamil Nadu Teachers Education University"** payable at Chennai.

- | | |
|------------------------------------|--|
| ❖ SSLC Mark Statements | M.Ed Degree /Provisional |
| ❖ H.Sc Mark Statements | M.Ed Mark Statements |
| ❖ UG Degree /Provisional | M.Phil Degree/Provisional(if applicable) |
| ❖ PG Degree /Provisional | M.Phil Mark Statements |
| ❖ B.Ed Degree /Provisional | Transfer or Migration Certificate |
| ❖ Joining Report through Guide | JRF/NET/SELT Certificates(if applicable) |
| ❖ Passport size Photograph - 3 Nos | Aadhaar Xerox |
| ❖ Admission application (Enclosed) | |

***Note:**

The admission to the Ph.D programme is subject to the fulfilment of the prescribed eligibility conditions as per the Tamil Nadu Teachers Education University Ph.D Regulations of 2021.

(Signature)
14/2/23
REGISTRAR (i/c)

To

Mr/Ms.

Rajesh Kumar.N

Assistant Professor in
Biological Sciences, Sri
Ramakrishna Mission
Vidyalaya College of
Education (Autonomous),
Coimbatore - 641 020.

1. Copy to
Guide:

Dr.R.Ayyappan,
Assistant Professor,
Sri Ramakrishna Mission Vidyalaya
College of Education, Coimbatore.

2. Copy to:

(Signature)
Principal, Sri Ramakrishna
Mission Vidyalaya College of
Education, Coimbatore.
**Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020.**

Faculty Member's request letter to apply for Ph.D., Degree

From

Dr. S. Ramesh,
Assistant professor in commerce,
Sri Ramakrishna mission vidyalaya college of
Education (Autonomous),
Periyararayan palayam,
Coimbatore - 641 020.

TO

Rev. Secretary Maharaj,
Sri Ramakrishna mission vidyalaya college,
Education (Autonomous),
Periyararayan palayam,
Coimbatore - 641 020.

Through

The principal Anna,
Sri Ramakrishna mission vidyalaya college of
Education (Autonomous),
Periyararayan palayam,
Coimbatore - 641 020

Respected Swamiji Maharaj pranam

Subj: Request for Ph.D (part time) permission - Reg.

Ref: no 7/NGU/R/Ph.D/2023/0178/dated 14.02.2023.

I have applied for Ph.D in Education (part time) at NCT
national college of Education for women, Chennai under the guidance of
Dr. R. Sahaya Sula on August 2022. Since I joined as an Assistant professor
of commerce in our college. I would like to do my Ph.D in our college. Also
I got no objection from the research guide to do my Ph.D in any other
institution. Hence I kindly request Maharaj to grant me permission to do
research in our college of Education. please do the needful.

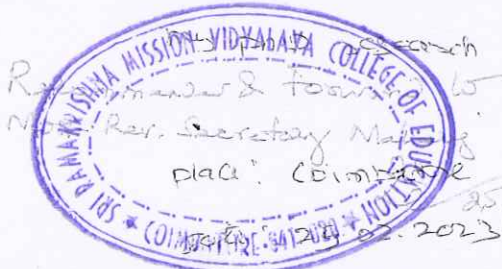
Thanking you Maharaj

Principal

Yours faithfully

Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020.

(S. Ramesh)



From

Dr. S. Ramesh,
Assistant professor in commerce,
Sri Ramakrishna mission vidyalaya college of
Education (Autonomous),
Periyar Nagar Palayam,
Coimbatore - 641 020.

TO

Rev. Secretary Maharaj,
Sri Ramakrishna mission vidyalaya college of
Education (Autonomous),
Periyar Nagar Palayam,
Coimbatore - 641 020.

Through

The principal Anna,
Sri Ramakrishna mission vidyalaya college of
Education (Autonomous),
Periyar Nagar Palayam,
Coimbatore - 641 020.

Respected Swamiji Maharaj pranam

Subj: Request for Ph.D (part time) permission - Reg.

Ref: No 7M/EU/R/Ph.D/2023/0178/dated 14.02.2023.

I have applied for Ph.D in Education (part time) and NET
national college of Education for women, Chennai under the guidance of
Dr. S. Sahaya Sula on August 2022. Since I joined as an Assistant Professor
of commerce in our college. I would like to do my Ph.D in our college. Also
I got no objection from the research guide to do my Ph.D in any other
institution. Hence I kindly request Maharaj to grant me permission to do
my Ph.D research in our college of Education. please do me the needful.

Recommend & Forward to
Most Rev. Secretary Maharaj

Place: Coimbatore
Date: 25.02.2023

Thanking you Maharaj

Yours faithfully

(S. Ramesh)



தமிழ்நாடு ஆசிரியர் கல்விப்பிளம் பல்கலைக்கழகம்
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No. TNTEU/R/Ph.D/2023/ 0257

Date: 06.03.2023

Dr.P.C.Nagasubramani, Ph.D.
Registrar (i/c)

PH.D DEGREE PROGRAMME - JULY 2022
ADMISSION CARD

Sub: Application of **Mr/Ms Ramesh.S** Registration for Ph.D
(Education) - Part Time - Intimation - Reg.

Ref: 1. Ph.D Entrance Examination held on 20.12.2022.
2. Orders of the Registrar dated 14.02.2023.

As per the reference cited, Mr/Ms **Ramesh.S** has been provisionally* selected for the admission into **Ph.D Degree (Part-Time) Programme** at the **Sri Ramakrishna Mission Vidyalaya College of Education** based on the performance in the Entrance Examination and or Interview held on 20.12.2022, under the Supervision of **Dr.R.Ayyappan**, Assistant Professor, Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore.

In this connection, the candidate is requested to present the University on or before **08.03.2023** and submit the following original certificates together with two sets of Photocopies of each certificate, along with a **filled in admission application** and a Demand Draft of **Rs.2,000** (for those qualified M.Ed/M.Phil from TNTEU) and **Rs. 3,000** (for those qualified M.Ed/M.Phil from **other Universities**) in favour of **"The Registrar, Tamil Nadu Teachers Education University"** payable at Chennai.

- ❖ SSLC Mark Statements
- ❖ H.Sc Mark Statements
- ❖ UG Degree /Provisional
- ❖ PG Degree /Provisional
- ❖ B.Ed Degree /Provisional
- ❖ Joining Report through Guide
- ❖ Passport size Photograph - 3 Nos
- ❖ Aadhaar Xerox
- ❖ Admission application (Enclosed)
- M.Ed Degree /Provisional
- M.Ed Mark Statements
- M.Phil Degree/Provisional(if applicable)
- M.Phil Mark Statements
- Transfer or Migration Certificate
- JRF/NET/SET Certificates(if applicable)

***Note:**

The admission to the Ph.D programme is subject to the fulfilment of the prescribed eligibility conditions as per the Tamil Nadu Teachers Education University Ph.D Regulations of 2021.

To

Mr/Ms.

Ramesh.S

No.55, Sellitamman Koil street,
Narasamangalam Village,
Mamandur Post, Yembakkam Tk,
Tiruvannamalai Dt - 631 402

1. Copy to
Guide;

REGISTRAR (i/c)

Dr.R.Ayyappan,
Assistant Professor,
Sri Ramakrishna Mission Vidyalaya
College of Education, Coimbatore

2. Copy to:

The Principal, Sri Ramakrishna
Mission Vidyalaya College of
Education, Coimbatore

Principal i/c

**Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020.**





Sri Ramakrishna Mission Vidyalaya College of Education

(An Autonomous College affiliated to the Tamil Nadu Teachers Education University and

Re-accredited with A** Grade by NAAC with CGPA 3.82)

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NAAC
3rd Cycle

Criterion III
Metric 3.2.1

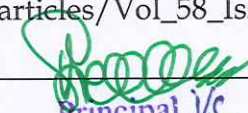
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Articles Published by the Faculty Members in the Journal of Educational Research and Extension
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ISSN Number : 0973-6190

Academic Year	Name of the Faculty Member	Title of Paper/Article	Year of Publication	Web Link
2022-2023	Dr. V. Srinivasan	Surfacing threats in e-waste management in India and signposts in curbing the menace	2022	http://www.srvcoe.org/JERE/articles/Vol_59_Iss_4.pdf
	Dr. K. Karthigeyan	A cross sectional study on environmental conservation awareness among B.Ed student teachers	2022	http://www.srvcoe.org/JERE/articles/Vol_59_Iss_3.pdf
2021-2022	Dr.M.Jagadesh	Critical thinking disposition and skill as factors of academic performance among higher secondary school students	2021	http://www.srvcoe.org/JERE/articles/Vol_58_Iss_3.pdf
	Dr. R.Ayyappan	Perception about medical lab techniques and achievement in zoology among higher secondary students	2021	http://www.srvcoe.org/JERE/articles/Vol_58_Iss_2.pdf
	Dr.P.Vel Murugan	The attitude of secondary teacher education students towards internal assessment	2022	http://www.srvcoe.org/JERE/articles/Vol_59_Iss_1.pdf
	Dr.K.Karthigeyan	Exploring the relationship between learning styles and academic performance among English as a Second Language (ESL) learners	2021	http://www.srvcoe.org/JERE/articles/Vol_58_Iss_4.pdf




Principal i/c
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore-641 020,

	<p align="center">Sri Ramakrishna Mission Vidyalaya College of Education (An Autonomous College affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A** Grade by NAAC with CGPA 3.82) Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoen@yahoo.co.in Website: www.srkvcoe.org</p>	<p align="center">NAAC 3rd Cycle</p>
		<p align="center">Criterion III Metric 3.2.1</p>

Academic Year	Name of the Faculty Member	Title of Paper/Article	Year of Publication	Web Link
2020-2021	Dr. R.Ayyappan	Conflict resolution and mental health of secondary teacher trainees	2020	http://www.srkvcoe.org/JERE/articles/Vol_57_Iss_2.pdf
2019-2020	Dr.M.Jagadesh	Parental beliefs and screen time of young children	2020	https://srkvcoe.org/JERE/articles/Vol_56_Iss_4.pdf
	Dr.M.Jagadesh	Beyond abilities: A dispositional theory of thinking	2019	http://www.srkvcoe.org/JERE/articles/Vol_56_Iss_2.pdf
	Dr.S.Sivasankar	Effect of traditional training with and without ladder training on balance ability of high school kho-kho players.	2019	http://www.srkvcoe.org/JERE/articles/Vol_56_Iss_3.pdf




Principal
 Sri Ramakrishna Mission Vidyalaya
 College of Education (Autonomous)
 Coimbatore-641 020.

Faculty Members' Articles Published in the
Journal of Educational Research and Extension

JERE


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October - December 2022



SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION (AUTONOMOUS)
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Academic Lead

Reliance Foundation Schools Academic Council (RFSAC)

Reliance Corporate Park, Navi Mumbai-400701

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Principal

Akal College of Education

Mastuana Sahib, Sangrur, Punjab - 148 001

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Associate Professor

Sri Ramakrishna Mission Vidyalaya College of Education

Coimbatore - 641 020

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Assistant Professor of Education

Christian College of Education

Marthandam, Tamil Nadu - 629 165

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SHEENA ELIZABETH VARGHESE

Assistant Professor

Government College of Teacher Education

Thiruvananthapuram,

Kerala - 695 014

Dr. T.V. BINDU

Associate Professor

Department of Education

University of Kerala

Thiruvananthapuram, Kerala - 695034

SURFACING THREATS IN E-WASTE MANAGEMENT IN INDIA AND SIGNPOSTS IN CURBING THE MENACE

3

Dr. V. SRINIVASAN

Associate Professor
Sri Ramakrishna Mission Vidyalaya
College of Education
Coimbatore - 641 020

INTRODUCTION

Man and environment are considered inter related entities and their interdependence is everlasting. The awareness of resource depletion, the degradation of natural system and the danger of pollute substance have increased markedly in the recent decades. These worsening conditions are started destroying the eco systems, displacing living beings, and increasing threat to the safe and healthy environment. In every effort of saving the Globe, the surfacing threats with e-waste makes us worrying as those of other environmental pollutions. E-waste is generated when electronic and electrical equipment become useless for their originally intended use or surpassed the expiry date. Growth in the IT and telecommunication sectors has enhanced use of electronic equipment exponentially. Faster up-gradation of electronic product forces consumers to discard old electronic products quickly, leading to e-waste accumulation. The

growing problem of e-waste calls for greater emphasis on recycling and managing e-waste. This paper focuses on the issues related to e-waste management and disposal, and possibly suggests few observations to overcome the same.

E-WASTE – MEANING AND NATURE

E-waste is a popular, informal name for electronic products nearing the end of their “useful life.” In other words, E-wastes or Waste Electrical and Electronic Equipment (WEEE) are loosely discarded, surplus, obsolete, broken, electrical or electronic devices. The European Directive 2002/96/EC Article I (a), defines “waste” as “any substance or object which the holder discards or is required to discard in compliance with the national legislative provisions”. The Organization for Economic Co-operation and Development (OECD) (2006) defines e-waste as, “Any household appliance consuming electricity and



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Vol.59, No.3

July - September 2022



SRI RAMAKRISHNA MISSION VIDYALAYA
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Assistant Professor in Mathematics
Avinasi Gounder Mariammal College of Education
Kollampalayam, Erode
Tamil Nadu - 638 002

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Dr. HARPAL KAUR AUJLA

Associate Professor
Akai College of Education
Mastuana Sahib, Sangrur, Punjab - 148 001

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Dr. K. KARTHIGEYAN

Assistant Professor of Education
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore, Tamil Nadu – 641 020

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V. MANIKANDAN

Research Scholar
Department of Education
Annamalai University
Chidambaram, Tamil Nadu - 608 002

Dr. V. AMBEDKAR

Professor and Head
Department of Education
Annamalai University
Chidambaram, Tamil Nadu - 608 002

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Dr. A. THANGAVEL

Principal
A.S. College of Education
Kannanur, Madurai, Tamil Nadu - 625 514

A CROSS SECTIONAL STUDY ON ENVIRONMENTAL CONSERVATION AWARENESS AMONG B.ED STUDENT TEACHERS

3

Dr. K. KARTHIGEYAN

Assistant Professor of Education
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)
Coimbatore, Tamil Nadu – 641 020

INTRODUCTION

In today's era of globalization, we are faced with a lot of societal upheavals including dilemmas pertaining to the environment. Rogayan (2019) reiterated that the earth is now suffering from innumerable afflictions at present caused by egregious human activities that relentlessly denuding the environment. The challenge for everybody is to take the wheel of action and move towards a common cause in preserving life on earth. The growing concern with environmental issues and their impact on general awareness is one of the most noticeable phenomena of the last two decades (Sivamoorthy, Nalini & Satheesh Kumar, 2013). The rapid depletion of the earth's natural resources and the fast degrading environment are the realities which can no longer be denied. These are the grave scenarios that threaten the existence of both man and the earth (Marpa & Juele, 2016).

The Education for Sustainable Development of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) reiterates that education is an indispensable tool towards sustainable development. Environmental education is a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems and which has the knowledge, attitudes, commitments and skills to work individually and collectively towards the solution of current problems and prevention of new ones (Puri & Joshi, 2017).

People's awareness has been recognized as a powerful tool in environmental sphere. Information through education has an important impact to alter behaviour (Gonzaga, 2017). Several studies have been conducted to gauge the environmental awareness and practices of students in various levels. Many studies have focused

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COLLEGE OF EDUCATION (AUTONOMOUS)
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INTRODUCTION

Contemporary cognitive psychology regards human reasoning as a complex process which is both reactive and reflective. The teaching of thinking is acknowledged by many as an important goal of education and underlying this view is a conception of what constitutes good thinking. Good thinking consists of a cluster of well-developed creative and critical thinking skills.

John Dewey is just one of many educational leaders who recognized that a curriculum aimed at building thinking skills would be a benefit not only to the individual learner, but also to the community and to the entire democracy. A holistic approach to the teaching of thinking-skills should be considered essential if we want to empower students with 'the skills they need to adapt to change, to handle the information explosion in our environment and to face the challenging years ahead' (McGrath & Noble, 1995).

The schooling process has to enable students to develop thinking skills and questioning abilities. It implies that thinking is one of the basic abilities that need to be developed. The thinking processes can be developed if a teacher is sensitive to the fact that he has the responsibility to work for all round development of the personality of the children.

Critical Thinking

Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality (Elder, L. and Paul, R, 1994).

All students, regardless of social class or presumed limitations in ambition or ability have some degree of potential to think critically. This potential can be developed to the fullest by embedding critical thinking in the core curriculum.

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PERCEPTION ABOUT MEDICAL LAB TECHNIQUES AND ACHIEVEMENT IN ZOOLOGY AMONG HIGHER SECONDARY STUDENTS

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INTRODUCTION

The prosperity and strength of a country are directly dependent on the level of science and technical knowledge cultivated in the country and on its capacity to make use of that knowledge to serve practical ends. We have to depend upon science for basic needs such as food, clothing and shelter. All our daily routines are controlled by science and its products. Science and technology are playing important roles in our lives. They have become an integral part of our social and cultural life. Various activities in our lives are controlled and governed by science. We cannot think of a world without science. We can feel the impact of science and technology in all aspects of our life. In India, science occupies most important place in curriculum, both at school and college level of education. Science and Mathematics should be thought on a compulsory basis to all students as a part of general education up to high school level. In higher secondary level, science occupies specialized position in education. In the social perspective, education has aimed at

equipping creation of society which is free from diseases, hunger, poverty and other evils. India being a developing nation, a sound system of science education alone can provide solution to these issues.

PERCEPTION

Everyday different provocations around us will be stimulating our sense organs. Many of these are received by our sense organs and are converted into sensations. These sensations are transmitted to the concerned parts of brain. The brain in turn will interpret these sensations. It is only after such interpretation that we understand what the stimulus is. In understanding the world around us, attention occurs first, followed by sensation and finally interpretation by brain. This process of interpretation of stimulus is known as perception. Normally, we perceive our environment through our five senses, hearing, sight, smell, taste and touch. Perception is combination of gathering raw data and analysing it. We perceive with our senses and analyse with our minds.



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INTRODUCTION

The main aim of education is to modify the behaviour of the learner. Behaviour is composed of so many attributes and one of these important attributes is attitude. A person's behaviour depends upon his or her attitude towards things which may include persons or objects. Attitudes are powerful sources of motivation and are capable of arousing and aiming towards concentration efforts. An attitude is dispositional readiness to respond to certain situations. Education is vitally concerned with the development of healthy attitudes, for it is our attitudes which determine our favourable or unfavourable reaction.

Assessment is the systematic basis for making inferences about the learning and development of students. It involves proficient judgement based upon the manifestation formed by the assortment of information about student performance. Internal assessment means assessing an individual by the teachers teaching in

the school or college. By having internal assessment one can improve the system of examination. It makes the students work regularly for the whole session.

SIGNIFICANCE OF THE STUDY

Assessment has different purposes. Internal assessment is a continuous, periodic and internal process. The system of internal assessment is an innovation. It is one where the learner and the teacher are directly involved in assessing the progress of student learning. Assignments, practical, project work, dissertations, etc., are the means through which internal assessment is made. It involves generating and collecting evidence of a learners' attainment of knowledge and skills and judging that evidence against defined standards. The mode of the assessment is said to be internal when a person who is related with the actual process of teaching makes judgment of the learner's ability.



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INTRODUCTION

Education in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people (Verma and Sinha 1990). But in our education system emphasis is given on students' academic performance which determines the academic success and the success of learning is judged mainly in terms of quantitative marks obtained by the students in the year end examination. In our society, academic performance is considered as a key criterion to judge one's total potentiality and capability. Hence academic performance occupies a very important place in education as well as in the learning process. Lent, Brown and Hackett (2000) and other educational researchers identified factors like gender, study habit, interest,

intelligence, socioeconomic status of the family, parental involvement, social environment, school environment, quality of school, and teaching methods etc., influence the academic performance of students. Though these factors influence and contribute their support to the students' academic performance in English, the present investigation is aimed to study the relationship between learning style and academic performance in English among ESL learners.

Learning style refers to an individual's preferred way of processing new information for efficient learning (Huston, 1995). It is about how students learn rather than what they learn (Hunt, 1999). Lorenzo and Lorenzo (2013) regarded learning styles in terms of how the learner process, absorb and retain information, while Wong and Nunan (2011) defined it as a pattern that learners perceive, interact with, and respond to knowledge consistently. Rochford (2007) stated that learning

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INTRODUCTION

Conflict resolution appears to offer a refreshing new politics. In a world fraught with conflict, competition, and violence, the field orients itself toward cooperation and consensus. Contrary to influential approaches in politics, international studies, and the social sciences more broadly, conflict resolution denies the claim that human social relations are characterized by conflict or competition. Rather, it asserts that people can and do cooperate to address difficulties among themselves. Certainly, cooperation does not characterize all human interaction, but collaboration is more pervasive in human history and cultures than is commonly thought. While conflict resolution does not claim that we can inhabit a world without competition and conflict, it nevertheless works toward a future in which conflicts are managed productively rather than destructively, and through cooperation where possible. Conflict is a normal, and even healthy, part of relationships. After all, two people can't be expected to agree on everything at all times. Since relationship conflicts are inevitable, learning to deal with

them in a healthy way is crucial. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can keep your personal and professional relationships strong and growing.

NEED AND SIGNIFICANCE OF THE STUDY

Anger is one of the more commonly experienced emotions when parties are in conflict. Anger is not merely irritation or disappointment but a combined feeling of disappointment, anxiety and indignation that signal our body to prepare for a fight. It may take the form of verbal or physical attack, rage or animosity. It can be destructive when we express it in a way that will create harm, hatred or alienation. It is not uncommon to hear stories of people getting killed or hurt after an angry exchange.

Anger may also cause adverse effects on our health. Anger sets off the surge

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PARENTAL BELIEFS AND SCREEN TIME OF YOUNG CHILDREN

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INTRODUCTION

Young children are exposed to a range of digital devices (e.g., computers, mobile phones, Televisions) from birth and their use of digital media is rapidly increasing (UK: Marsh et al., 2015; Ofcom, 2014; Livingstone, 2014; USA: Rideout, 2011). Studies have highlighted how pre-schoolers can learn communication skills by using digital devices to creatively explore their world and express themselves (Hisrich & Blanchard, 2009; Levy, 2009; Marsh, 2005; Plowman & McPake, 2013).

Parents have also reported concerns about their pre-schoolers' over use of touch screen tablets (Ofcom, 2014) voicing that the addictive features of tablets may negatively impact on children's social, physical, and cognitive development and reduce time for more traditional non-digital activities (Ebbeck, Yim, Chan, & Goh, 2015; Karuppiyah, 2015; Livingstone et al., 2014). It is well established that parents play a key role in mediating young children's interactions and experiences with digital technology (Connell et al., 2015; Nikken & Jansz, 2014; Plowman et al., 2012).

SCREEN TIME AND DIGITAL DEVICES

Screen Time is defined as the viewing or using anything with a screen, including televisions, smart phones, video games and computers/Laptops. Prolonged periods of screen-time among toddlers and pre-schoolers result in less opportunity for active outdoor and creative activities. It naturally results in poor healthy eating habits and disturbance in cognitive, language, and social skills developments. Screen time exposure is more likely to happen in those children who watch television while eating, houses having a number of digital devices and when parents spend more time on these devices.

TECHNOLOGY AND CHILD GROWTH

According to Murray and Murray's (2008) article about the uses and effects of television on children's social and emotional development, stated that the social, face-to-face interactions that occur during infancy are monumental as they set the ground-work for individuals to build meaningful relationships throughout their lives. Play is a fundamental part of



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BEYOND ABILITIES: A DISPOSITIONAL THEORY OF THINKING

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THINKING – AN INTRODUCTION

Thinking is the highest mental activity present in human. All human achievements and progress are simply the products of thought. The evolution of culture, art, literature, science and technology are all the results of thinking. Thought and action are inseparable. All our deliberate action starts from our deliberate thinking. Thus, thinking is a tool for adapting ourselves to the physical and social environment in which we are in.

The forms of ‘thinking’ that schools have traditionally valued and taught have been confined to logic, analysis and argument; and the teaching of those equally important but missing, components of thinking such as the creative, the lateral, the reflective and the generative, have all but been neglected (de Bono, 2000: McGrath, 1998). It is clear that the new educational paradigm demands ‘thinking, independent learners’ and in order to create this profile among the students, educators themselves are

being invited to consider appropriate strategies to facilitate the expected outcomes. Gagne also supported the argument that “The central point of education is to teach people to think, to use their rational powers, to become better problem solvers” (Gagne, 1985). Creating a classroom with a strong thinking culture encourages students to develop good thinking dispositions, skills, and habits of mind.

CRITICAL THINKING DISPOSITION AND SKILL

A notable outcome of the Delphi study was that critical thinking involves not only cognitive skills, which most people generally relate to critical thinking, but also affective dispositions. While critical thinking skills relate to a certain set of cognitive skills that involve analysis, inference, evaluation, explanation, interpretation, and self-regulation, critical thinking dispositions relate to consistent willingness, motivation, inclination, and intention to use such critical thinking skills.



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EFFECT OF TRADITIONAL TRAINING WITH AND WITHOUT LADDER TRAINING ON BALANCE ABILITY OF HIGH SCHOOL KHO- KHO PLAYERS

3

M. ASHOK KUMAR

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Ramakrishna Mission
Vivekananda Educational and
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Coimbatore - 641020

Dr. S. SIVASANKAR

Director of Physical Education,
Sri Ramakrishna Mission Vidyalaya
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INTRODUCTION

Sports can be a positive experience for our body and mind. Outdoors activities and games are essential for everyone. Let a person explore go trekking with his friends, encourage him to play, run around, jump etc and these activities are an essential way out physical energy. Sports derive its roots, meaning from disport meaning to divert oneself.

KHO-KHO

Kho-kho is one of the most popular traditional sports in India. Though it's difficult to trace its origins, it is believed to have originated in Maharashtra. Kho-Kho a game of Indian origin is dominated by speed and nerve control. It is based upon natural principles of physical development and instills a healthy combative spirit in the person. Kho-Kho is said to be as old as the Mahabharata times. The word Kho is derived from the Sanskrit verb "Syu"

which means "get-up-go". Kho-Kho is played in two innings by 12 nominated players out of 15 players. Initially 9 players start the game and 3 are kept in reserve. Each team chases and defends for 9 minutes twice in a match. Kho-Kho has however, failed to live up to the glamour and speed of modern days sports. It suffers from a strange dilemma of whether to retain the rustic spice or add the glamour quotient to the game.

The sport, with a loud, barefoot and sandy combination, thrives in rural areas. The national games are normally held in villages or in tiny interior pockets. However, they are still successful in drawing big crowds. But often, it is shunned by television and fails to attract sponsors. Kho-kho thrives on stamina and fortitude. You need to be very alert for the constant take-off when a 'kho' is given. You have to spring to your start while also strengthening your leg muscles. The federation of kho-kho

In-house support is provided by the institution to teachers for research purposes

III. Organizing research circle / internal seminar / interactive session on research
i) Towards Digital Proficiency
ii) Scholarly Communication for Faculty Members & Research Scholars
iii) SHODHVID
iv) Writing Grant Proposals and Funding Opportunities
v) FDP on Analytical, Critical, Lateral and Design Thinking (Phase I & II)
vi) Workshop on Application of Statistics using Excel and SPSS in Research

Towards Digital Proficiency

Digital competence is among the basic key competencies for digital learning and employability. For this reason, its acquisition and development should be on the agenda of higher education institutions (HEIs) who wish to prepare their students to thrive in an ever faster evolving digital labour market. Digital competence is critical for higher education students to benefit from digital learning, strive in a digital society and increase employability prospects.

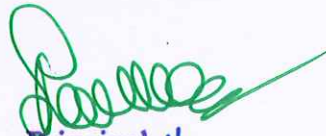
Keeping this core aspect in mind, Sri Ramakrishna Mission Vidyalaya College of Education attempts to design, develop, and deliver the core digital competencies among students, teachers and all its stakeholders in both school and higher education institutions. The key feature of this initiative is to create a knowledge hub, where students, teachers and administrators can be a part of learning experiences which happens inside and outside Vidyalaya Campus.

A core team comprising the Secretary of Vidyalaya Institutions and Faculty from College of Education, College of Arts and Science, College of Physical Education, RKMVERI - DCS, Technical and Website maintenance team is formed. Learning materials, access to Learning Management System of Vidyalaya institutions, access to NPTEL & SWAYAM, e-content prepared by teachers and curated content are shared among the students and teachers of Vidyalaya institutions through a dedicated website. A single access point shall be created for ease of use. The main functions of the core team will be to design, develop, and deliver Literacy, Fluency and Mastery.

Objectives of Towards Digital Proficiency Committee are to

- Develop digital competency among teachers Creating a learning hub where students, teachers and parents can be a part of the hub.
- Create access to students learning materials for both school and higher education institutions.
- Disseminate information regarding articles and recent happenings in the field of Education.
- Progress from Literacy to Fluency and achieve Mastery in digital competency.




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Impact of the initiative


School and Higher education institutions could benefit from such an initiative as a diagnosis to design specific teaching and learning strategies and target students' proficiency and particular needs. The learning resources can be a vital source of academic materials in digital format. The initiative can be adopted by different stakeholders to assess students/future job seekers' digital competence.

Towards Digital Proficiency Committee

Members

S. No.	Name and Address	Category
1	Swami Garishthananda Secretary, Ramakrishna Mission Vidyalaya, Coimbatore.	Secretary
2	Dr. G. Subramonian Principal, SRMVCOE	Member
3	Dr. R. Sridhar, Director (SF-Wing), SRMVCAS,	Member
4	Dr. M. Chandran, Associate Professor, SRMVCAS	Member
5	Sri. S. Somasundaram, System Admin, SRMVCAS	Member
6	Dr. M. Jagadesh, Assistant Professor, SRMVCOE	Member
7	Sri. N. Rajesh Kumar, Assistant Professor, SRMVCOE	Member
8	Sri. V. Dineshkumar Assistant Professor, RKMVERI-DCS	Member
9	Dr. A. Velayutham Librarian, SRMV-MCPE	Member
10	Sri. N. Premanand Digital Technology Centre-SRMV	Member




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Towards Digital Proficiency



Interaction with Secretary



Interaction with Secretary

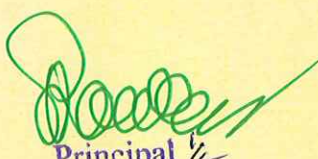


Discussion among
Members



Discussion among
Members




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Workshop on
"Scholarly Communication for Faculty Members & Research Scholars"
08th November 2022
organized by
Internal Quality Assurance Cell

Objectives:

- To orient teachers, research scholars and PG Students the importance of clear and concise academic writing, including structuring research papers, citing sources correctly, and avoiding plagiarism.
- To encourage participants to develop skills for scholarly publishing, including manuscript preparation, selecting appropriate journals, and understanding the peer review process.

Resource Persons:

1	Technical Session I Selection of Journals for Publication	:	Dr. S. Swaminathan <i>Librarian</i> <i>SRMV College of Education</i>
2	Technical Session II Metrics in Publication	:	Dr. J. Arumugam <i>Librarian</i> <i>Dr. GRD Memorial Library</i> <i>P.S.G College of Technology</i> <i>Coimbatore</i>
3	Technical Session III Referencing Styles	:	Dr. M. Jagadesh <i>Assistant Professor in Education</i> <i>SRMV College of Education</i>

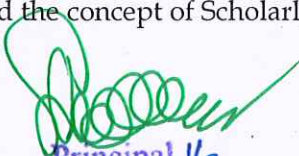
Participants:

PG Students, Research Scholars, and Faculty Members of College of Education.
Total No. of Participants - 19

Description of the Workshop:

The first session was handled by Dr. S. Swaminathan, Librarian, SRKVCOE titled "Selection of Journals for Publication". He highlighted the concept of Scholarly




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resources through open access platforms. He also mentioned about the NLIST facilities at College of Education and avenues using it for research purposes.

The second session on "Metrics in Publication" was handled by Dr. J. Arumugam, Librarian, Dr. GRD Memorial Library, P.S.G College of Technology, Coimbatore.

The following points were discussed during the session.

- Measurement of Quality of Publications
- Citations/ References
- Research Indicators
- Sources of Citation Metrics data
- Journal Selection Criteria

The third session on "Referencing Styles" was handled by Dr. M. Jagadesh, Assistant Professor, SRMVCOE. He emphasized about the American Psychological Association and its latest referencing styles.

Outcomes:

- The basics of identifying a good journal for publication and nuances in publication were learnt by the participants.
- The participants were able to know about the improved research publication quality and frequency.



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Workshop on "Scholarly Communication for Faculty Members & Research Scholars"



Introduction



Session 1: Dr. S. Swaminathan



Session 2: Dr. J. Arumugam




Session 3: Dr. M. Jagadesh



Student Interaction




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Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam
Coimbatore - 641 020

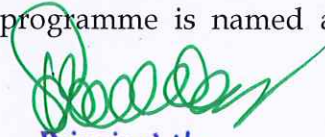
'SHODHVID'

Ramakrishna Mission Vidyalaya, Coimbatore has been rendering educational and community services to students and common public. Mahatma Gandhi, the Father of the Nation, laid down the foundation stone of Vidyalaya and Sri T.S.Avinashilingam Ayya, the Founder, nurtured the institution with his visionary and devoted service. As Swami Vivekananda propagated "Service to the society is service to God", Vidyalaya has been rendering services to the society by organising various educational programmes and welfare activities. Over the years, the Vidyalaya has grown into a comprehensive and reputed complex of educational institutions training around 7000 students, offering them facilities for education ranging from pre-school to doctoral levels. Also, the mission has been organising various welfare and extension activities namely

1. Medical Services - Medical Camps and Charitable Dispensary
2. Sarada Noon Meals Scheme
3. Sister Nivedita Anna Yojana
4. One Day Youth Convention
5. Two Day Teachers' Convention - *Non Residential and Residential*
6. Rural Development Project
7. Scholarship for College Studies
8. Tuition Centres
9. Disaster Management Services and etc.

In order to transform the various academic and extension activities, and other services being conducted by the institutions in Vidyalaya into research studies, a research committee has been formed and the research programme is named as 'SHODHVID'.




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Aim of the Programme

The core aim of the programme is to transform various academic, extension and service activities of the institutions in Vidyalaya into research studies for the upliftment of individual and common society.

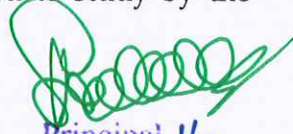
Major Areas Identified for Research

The Major area of studies identified for conducting research studies are as follows.

1. Education
 2. Physical Education (Sports)
 3. Medical Services
 4. Humanities
 5. Vocational Education
1. Education related programmes/ activities
 - Active Learning Programme
 - Analytical Thinking Programme
 - Extension activities for Children in Observation Home
2. Sports Activities
 - Fit Vidyalaya
 - Yogic Practices
3. Medical Services to the Society
4. Humanities
5. Vocational Programmes/ Activities

Under the guidance and support of Rev.Secretary Maharaj of Ramakrishna Mission Vidyalaya and SHODHVID Committee, research related to education and sports programmes are initiated. The educational programmes are being conducted by the Sri Ramakrishna Mission Vidyalaya College of Education. Sports Activities and programmes are being conducted Sri Ramakrishna Mission Vidyalaya Maruthi College of Physical Education and General & Adapted Physical Education and Yoga (GAPEY). Programmes related to Humanities are being designed to study by the Department of Social Work, SRMV College of Arts and Science.




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SHODHVID Meeting on 27.08.2022

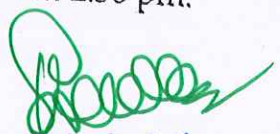
Agenda of the Meeting

1. Preliminary discussion on transforming Vidyalaya activities and services into research studies.

Minutes

1. It was resolved that 5 major fields are identified namely Education, Physical Education (Sports), Medical Services, Humanities and Vocational activities out of which the activities of two major fields Education and Physical Education (Sports) are initially put into research.
 - ✓ The education related research include 'Active Learning Programme', 'Analytical Thinking programme' and Programmes being conducted in Observation Home through Department of Extension Services, SRKV College of Education.
 - ✓ The Physical Education related research includes 'Fit Vidyalaya Programme' and *Yogic Practice being conducted in SRMV Swami Shivananda Higher Secondary school.*
2. It was decided that members from different fields ought to submit an outline structure, concept note, parameters to do research scientifically in the forthcoming meeting for discussion.
3. It was decided that the plan of action may be both short term or long term research covering physiological, sociological, psychological and academic perspectives.
4. It was resolved that the next meeting will be on 03.09.2022 at 2.30 pm.




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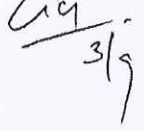

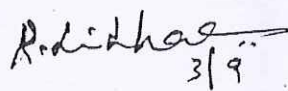


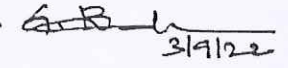


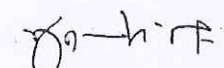




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SHODHVID


Minutes of the meeting held on 27.08.2022

The meeting held in the presence of Revered Swami Garishthananda Maharaj, Secretary, Ramakrishna Mission Vidyalaya on 27.08.2022 at Central Office.

The following members were present in the meeting.

- | | | |
|--|------------|---|
| 1. Swami Garishthananda Maharaj
Secretary
Ramakrishna Mission Vidyalaya | - Chairman | 
3/9 |
| 2. Swami Dhinathananda Maharaj
Secretary
SRMV Swami Shivananda Higher Secondary School | - Member | |
| 3. Sri. G. Murali
Principal, SRMV Industrial Training Institute | - Member | 
2/9 |
| 4. Dr. R. Sridhar
Director, SRMV CAS (SF Wing) | - Member | 
3/9 |
| 5. Dr. R. Giridharan
Associate Professor and Head, GAPEY | - Member |  |
| 6. Dr. M. Srinivasan
Assistant Professor
SRMV Maruthi College of Physical Education | - Member |  |
| 7. Dr. G. Raja
Assistant Professor of Chemistry, SRMV CAS | - Member | 
3/9/22 |
| 8. Dr. R. Suresh
Assistant Professor of Physics, SRMV CAS | - Member | 
3/9/22 |
| 9. Dr. J. B. Chandra Sekar
Assistant Professor of Social Work, SRMV CAS | - Member |  |
| 10. Dr. M. Jagadesh
Assistant Professor, SRKV COE | - Member | 
3/9/22 |
| 11. Sri. V. Eswaran
Assistant Professor, SRKV COE | - Member | 
3/9/22 |
| 12. Dr. P. Vel Murugan
Assistant Professor, SRKV COE | - Member | 
3/9/22 |
| 13. Dr. K. Karthigeyan
Assistant Professor, SRKV COE | - Member |  |
| 14. Sri. N. Rajesh Kumar
Assistant Professor, SRKV COE | - Member | 
3/9/22 |




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SHODHVID Meeting on 03.09.2022

Agenda of the Meeting

1. Confirmation of the minutes of the previous meeting.
2. Presentation of proposed research design of members from different fields.
3. Any other matter.

Minutes of the Meeting

Agenda - 1

Confirmation of the minutes of the previous meeting.

The minutes of the previous meeting of SHODHVID held on 27.08.2022 were read and approved.

Agenda - 2

Presentation of proposed research design of members from different fields.

Dr.M.Jagadesh, Assistant Professor in Education, SRKV College of Education has presented the design of "Active Learning Programme" being conducted by College of Education.


Dr. M. Srinivasan, Assistant Professor, SRMV Maruthi College of Physical Education has presented the proposed research design of "Fit Vidyalaya' programme.

Dr. J. B. Chandra Sekar, Assistant Professor of Social Work, SRMV College of Arts and Science has presented the proposed research design entitled "Influence of Spirituality on Attitude, Behaviour, and Social Responsibility".

Deliberations were made on the proposed research of the above mentioned programmes and suggestions were provided by the members to strengthen the research.

It was resolved that the preparatory works including literature collection, tool construction and standardisation are to be carried out by respective members from different fields on the concerned research area.




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Agenda -3

Any other matter.

Discussions were made on conducting research on Medical Services of Vidyalaya in par with Medical Camps being conducted in various villages.

Based on the discussion it was decided to identify particular village/ area where the medical camps are being conducted and to study the medical issues identified (Diabetics, Ortho and others issues) among the people in the particular place by the members from SRMV College of Arts and Science.

It was decided to conduct a research on Fraternity Group, i.e, students who used to go for night walking in the Vidyalaya Campus by the members from Humanities, SRMV College of Arts and Science.

It was decided that the next meeting is scheduled on 17.09.2022 at 4.30 pm.



Chairman

A handwritten signature in green ink, appearing to be "S. S. S.", written over the printed name of the Principal.

Principal /c

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SHODHVID Meeting on 17.09.2022

Members Present

1.	Swami Garishthananda Maharaj Secretary Ramakrishna Mission Vidyalaya	Chairman	
2.	Swami Dhinathananda Maharaj Secretary SRMV Swami Shivananda Hr. Sec. School	Member	
3.	Sri. G. Murali Principal SRMV Industrial Training Institute	Member	
4.	Dr. R. Sridhar Director SRMV College of Arts and Science (SF Wing)	Member	
5.	Dr. R. Giridharan Associate Professor and Head, GAPEY	Member	
6.	Dr. M. Srinivasan Assistant Professor, SRMV Maruthi College of Physical Education	Member	
7.	Dr. G. Raja Assistant Professor of Chemistry, SRMV College of Arts and Science	Member	
8.	Dr. R. Suresh Assistant Professor of Physics SRMV College of Arts and Science	Member	
9.	Dr. J. B. Chandra Sekar Assistant Professor of Social Work SRMV College of Arts and Science	Member	
10.	Dr. M. Jagadesh Assistant Professor SRMV College of Education	Member	
11.	Sri. V. Eswaran Assistant Professor in Mathematics SRMV College of Education	Member	
12.	Dr. P. Vel Murugan Assistant Professor in History SRMV College of Education	Member	
13.	Dr. K. Karthigeyan Assistant Professor in Education SRMV College of Education	Member	
14.	Sri. N. Rajesh Kumar Assistant Professor Biological Science SRMV College of Education	Member	
15.	Sri. C. Aral Actovin Assistant Professor in Social Work SRMV College of Arts and Science	Member	

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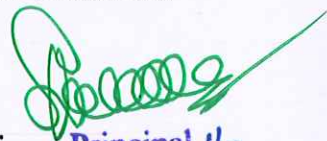
SHODHVID Meeting on 17.09.2022

Minutes of the Meeting

- The minutes of the previous meeting of SHODHVID held on 03.09.2022 were read and approved.
- It was resolved to conduct Faculty Development Programme on "Analytical, Critical, Lateral and Design Thinking" by Internal Quality Assurance Cell (IQAC), Sri Ramakrishna Mission Vidyalaya College of Education.
- It was proposed to conduct Faculty Development Programme on "Value Added, Add On Courses, Inter Disciplinary, Multi-Disciplinary and Trans Disciplinary Courses" by Sri Ramakrishna Mission Vidyalaya College of Arts and Science.
- It was decided to conduct medical camp in three reserved villages namely Pillur, Kallar and Mannar once in a month with a consultation of Dr. Krishnamurthi and medical card is to be used for getting the details of patients, their medical issues and recommended prescription of the doctors.
- It was resolved to modify the title of the programme "Stimulation of Analytical Thinking" into "Stimulation of Lateral Thinking".
- Discussion were made on the progress of 'Active Learning Programme' of College of Education and 'Fit Vidyalaya Programme' of Maruthi College of Physical Education.
- Dr. J. B. Chandra Sekar, Assistant Professor of Social Work, SRMV College of Arts and Science has presented the research design entitled "Influence of Spirituality on Attitude, Behaviour, and Social Responsibility".

Healthy discussions were made on the programmes and all the members were actively engaged in the deliberations.

• The next SHODHVID meeting is scheduled on 08.10.2022 at 4.30 pm.


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Outcomes

Faculty empowerment was the prime agenda of the session. Faculty members had a deeper understanding of the points discussed in the session and will be implementing the core elements in their respective institutions.



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Seminar on
"WRITING GRANT PROPOSALS AND FUNDING OPPORTUNITIES"
12 August 2022

Objectives:

- To create an awareness on different funding agencies across the country.
- To enlighten the participants with successful proposal writing for funding agencies in general and Social Sciences in particular.

Resource persons detail

Session I

Dr. Navaneetha Pandiyaraj
Assistant Professor
Department of Physics
Sri Ramakrishna Mission Vidyalaya College of Arts and Science
Coimbatore.

Title: "How to Write Successful Proposals for Indian Funding Agencies?"

Session II

Dr. K Thiyagu
Assistant Professor
Department of Education
Central University of Kerala
Kerala

Title: "Sources of Funding for Social Science Research"

Participants

PG Students, Research Scholars and Faculty Members from the institution and outside institution participated in the sessions. No. of participants - 34


Description about the Program

The program was intended to throw light upon different funding agencies for research project in India and Abroad. Art of writing a successful research proposal for funding agencies was also discussed.

Session 1 "How to Write Successful Proposals for Indian Funding Agencies?"

Identifying suitable agencies for applying projects is the foremost thing. The resource person gave a clear glimpse on several funding agencies for which research proposals can be sent.




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The list of funding agencies include

- Research & Institutional Development Schemes
- Research Promotion Schemes (RPS)
- Industry-Institute Interaction Schemes
- Entrepreneurship Development Cells (EDC)
- National Facilities in Engineering & Technology with Industrial Collaboration (NAFETIC)
- Nationally Coordinated Project (NCP)

Session II "Sources of Funding for Social Science Research"

The second session dealt with the source of funding agencies exclusively for Social Science research. The resource person gave a list of funding agencies for Social Science research.

- Indian Council for Social Science Research (ICSSR)
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)
- Teaching Learning Centres (TLC)
- Central Institute of Educational Technology (CIET)

Steps in writing a research Proposal was also discussed

- Introduction of the proposal.
- Background and importance of the study.
- Reviewing prior literature and studies.
- Research questions and objectives.
- Research Design and Methods.
- Knowledge Contribution and Relevance.
- Ethical Principles.
- Proposed budget.

Outcomes of the Programme

The participants were able to identify a number of funding agencies for research. They were also enlightened with the art of writing a good research proposal for funding agencies. Many participants discussed their sample research proposals written and got it corrected.




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Seminar on "WRITING GRANT PROPOSALS AND FUNDING OPPORTUNITIES" 12 August 2022



Session 1: Dr. K. Navaneetha Pandiyaraj



Session 1: Dr. K. Navaneetha Pandiyaraj



Session 2: Dr. K. Thiyagu



Session 2: Dr. K. Thiyagu



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FDP on
Analytical, Critical, Lateral and Design Thinking
Phase I 25.09.2022

Objectives

- To understand the different types of thinking.
- To instill Analytical, Lateral, Critical and Design Thinking among faculty members which can be incorporated in classrooms.

Participatory Members

Presentation & Discussion	:	Dr. M. Jagadesh, Assistant Professor in Education SRMV College of Education
	:	Dr. R. Sridhar, Director, SRMV College of Arts and Science (SF Wing)
	:	Sri. N. Rajesh Kumar, Assistant Professor in Biological Science, SRMV College of Education
	:	Dr. R. Ayyappan, Assistant Professor in Physical Science, SRMV College of Education
	:	Dr. R. Nirmal Kumar, Assistant Professor in Mathematics, SRMV College of Arts and Science

Participants

Faculty members from SRMV College of Arts and Science, SRMV Maruthi College of Physical Education, SRMV Polytechnic College, SRMV Swami Shivananda School and SRMV College of Education. No. of participants - 35.

Report

The Faculty Development Programme on "Analytical, Critical, Lateral and Design Thinking" was held on 25.09.2022 in the College Conference Hall. A total of Thirty-five (35) participants from various higher education institutions and schools of Ramakrishna Mission Vidyalaya campus participated in the programme.




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The programme began with Prayer. Dr. G. Subramonian, Principal, Sri Ramakrishna Mission Vidyalaya College of Education welcomed the gathering and introduced the theme of the programme.

Dr. M. Jagadesh, Assistant Professor in Education briefly elucidated the significance of the programme and invited all the participants to actively engage in brain storming sessions and have healthy discussion on the theme of the programme.

Dr. R. Sridhar, Director, SRMV College of Arts and Science (SF Wing) presented his views on the programme theme. He has elaborately presented all the four thinking concepts namely Analytical, Critical, Lateral and Design Thinking with suitable examples from the field of Computer Science. He explained about the interconnecting concepts of the FDP concepts.

Dr. M. Jagadesh, Assistant Professor in Education, SRMV College of Education elucidated four types of thinking process through brain storming session and explained about the process of thinking with the higher order and lower order thinking skills of Bloom's Taxonomy. Participants were engaged in the brain storming activities and answered to the questions in diverse perspectives. Discussions were made on different types of thinking.

Sri. N. Rajesh Kumar, Assistant Professor in Biological Science, SRMV College of Education presented his understanding of four types of thinking. He presented brain storming questions in relation with Science concepts and correlated with different thinking.

Dr. R. Ayyappan, Assistant Professor in Physical Science, SRMV College of Education demonstrated the concept of 'Solar System' and explained how teachers can apply different activities to develop students analytical, critical and lateral thinking.


Dr. R. Nirmal Kumar, Assistant Professor in Mathematics, SRMV College of Arts and Science explained about critical and analytical thinking in Mathematics with suitable and simple examples.

The programme ended with formal a vote of thanks by Dr. K. Karthigeyan, Assistant Professor in Education, SRKV College of Education.

Outcomes

Deliberations were made on the concepts by the faculty members and participants were actively engaged in clarifying their doubts. All the participants got an understanding of the theme and the ways in which they could be incorporated in their teaching and learning process of their specified subjects.




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FDP on Analytical, Critical, Lateral and Design Thinking 25.09.2022



Dr. M. Jagadesh



Dr. S. Sridhar



Dr. R. Ayyappan




Principal

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SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION
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**Faculty Development Programme on
Analytical, Lateral, Critical and Design Thinking
Phase - II 20.11.2022**

Objectives

- To understand the different types of thinking.
- To instill Analytical, Lateral, Critical and Design Thinking among faculty members which can be incorporated in classrooms.

Resource Persons

Time	Faculty
04.00 pm - 4.15 pm	Dr. M. Jagadesh Assistant Professor, SRKV College of Education <i>Minutes of the previous session and Introducing the theme of the FDP</i>
4.15 pm - 04.30 pm	Dr. A. Murugesh Assistant Professor, SRMV College of Arts and Science
04.30 pm - 04.45 pm	Sri. V. Eswaran Assistant Professor, SRKV College of Education
04.45 pm - 05.00 pm	Dr. M. Srinivasan Assistant Professor, SRMV Maruthi College of Physical Education
05.00 pm - 05.15 pm	<i>Tea-break</i>
05.15 pm - 05.30 pm	Dr. K. Karthigeyan Assistant Professor, SRKV College of Education
05.30 pm - 05.45 pm	Dr. P. Vel Murugan Assistant Professor, SRKV College of Education
05.45 pm - 06.00 pm	<i>Discussions and deliberations</i>

Participants

Faculty members from SRMV College of Arts and Science, SRMV Maruthi College of Physical Education, SRMV Polytechnic College, SRMV Swami Shivananda School and SRMV College of Education. No. of participants - 31.




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Report of the Programme

The programme began with Prayer. Dr. G. Subramonian, Principal, Sri Ramakrishna Mission Vidyalaya College of Education welcomed the gathering and introduced the theme of the programme.

Dr. M. Jagadesh, Assistant Professor in Education briefly elucidated the significance of the programme and invited all the participants to actively engage in brain storming sessions and have healthy discussion on the theme of the programme. He introduced the terms Analytical, Critical, Lateral, Divergent, Convergent and Design Thinking.

Dr. A. Murugesh Anna, Assistant Professor in Chemistry, SRMV College of Arts and Science comprehensively elucidated the Analytical, Critical, Lateral and Design Thinking on Stereochemistry. He discussed about R-S Configuration, Design Thinking in Chan-Ingold-Prelog System. Participants interacted with Anna to find the solutions in chemistry through critical and Analytical Thinking.

Sri. V. Eswaran Anna, Assistant Professor in Mathematics, SRMV College of Education shared his views on different types of thinking in Mathematics. He explained the Judgement of Solomon story using Lateral Thinking. Additional inputs were given to solve De Bono's Puzzle. Strategies to be adopted for Design Thinking was elucidated.

Dr. M. Srinivasan, Assistant Professor, SRMV Maruthi College of Physical Education gave a video representation of how players use Critical, Analytical, Lateral and Design Thinking in sports. He explained how a good thinker in sports will outperform his opponents when he properly masters the different thinking styles. Dr.

K. Karthigeyan, Assistant Professor, SRMV College of Education explained the use of different thinking patterns in Teaching English. He also emphasized Analytical Thinking for English Teaching in areas like Blood Relations, Analogy, coding-decoding, word series etc.,


Dr. P. Vel Murugan, Assistant Professor, SRMV College of Education explained the different types of thinking styles in teaching Social Science. He stressed the use of brain-storming techniques for teaching Social Science.

The programme ended with formal a vote of thanks by Dr. K. Karthigeyan, Assistant Professor in Education, SRKV College of Education.

Outcomes

Unique resources and techniques were shared in the session. Concepts discussed were to be positively implemented in the classrooms. Healthy and constructive discussions prevailed among the participants. The Phase II of this FDP was much more refined in terms of presentations and concept clarity.




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Faculty Development Programme on Analytical, Lateral, Critical and Design Thinking 20.11.2022



Session 1 Dr. M. Jagadesh



Session 2 Dr. A. Murugesh



Session 3 Sri. V. Eswaran



Session 4 Dr. M. Srinivasan




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**WORKSHOP ON APPLICATION OF STATISTICS
USING EXCEL AND SPSS IN RESEARCH
12th & 13th February 2020**

ABOUT THE WORKSHOP

SPSS is a widely used statistical program used for data analysis in Social Sciences, Biological and Health Sciences. SPSS is a powerful suite of data analytics, reporting and modeling software. This workshop is intended to equip participants with basic and advanced data analysis skills using SPSS to produce best quality research and contribute to evidence based policies and practices. The main focus of the training will be on identifying the right statistical tools and techniques for different research objectives and carrying out data analysis using SPSS. The participants learn how to make the data ready for analysis, data entry, cleaning and analysis in SPSS. The Microsoft Excel is also a very strong tool in statistical computing and enhancing the practical concept of calculation mechanism. The participants will get a hands-on experience of MS-Excel and its use in solving the examples before using SPSS. Also the workshop will enable learning how to interpret and report findings/results. Complete hands-on training methodology will be used targeting on 'do how' rather than only 'know how'.

OBJECTIVES OF THE WORKSHOP

Against the above background and context, the objectives of the Workshop will be:

- To expose the participants towards simple and exhaustive ways of data analysis through interactive and practice based sessions along with theoretical learning.
- To provide a hands-on experience of the models and tools used for conducting research in the different subject domains of Social Science, Humanities and Science subjects.
- To equip the participants with the knowhow to use SPSS, perform analyses, check for statistical significance and interpret the data output in a manner relevant to them.



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INTENDED PARTICIPANTS

The Workshop is designed for anybody who is interested in augmenting their research skills including full-time faculty members, research scholars, post graduate students and research professionals. The number of participants is limited to 50 and will be selected on first-come-first-served basis.

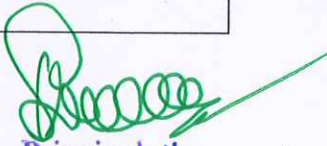
WORKSHOP REPORT

Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) organized a two-day workshop on "APPLICATION OF STATISTICS USING EXCEL AND SPSS IN RESEARCH" on 12th & 13th February 2020 at the college venue. The Workshop was designed for anybody who is interested in augmenting their research skills including full-time faculty members, research scholars, post graduate students and research professionals. Dr. K. Marimuthu, Professor of Biotechnology, AIMST University, Malaysia was the resource person for the two-day workshop. The number of participants was limited to 50. FIFTY-FIVE participants responded through offline and online mode. FORTY-TWO participants who had registered earlier attended the workshop. Participants from different institutions across the state have attended the workshop. The institutions include Avinashilingam Institute for Home Science & Higher Education, Bharathiar University, National College, Trichy, Sri Ramakrishna Mission Vidyalaya College of Education, Sri Ramakrishna Mission Vidyalaya College of Arts & Science to name a few.

The Programme Schedule is given as follows

	Day - 1
Time	Agenda
10.00 – 10.30 am	Inauguration
10.30 – 11.30 am	Basic Concepts and Application of Statistics in Research
11.30 – 11.45 am	Tea Break
11.45 – 01.00 pm	Excel functions, Graphical Presentation, Data Analysis using Excel – Hands on Exercise
01.00 – 02.00 pm	Lunch
02.00 – 03.30 pm	Introduction to SPSS – Data Entry, Define Variables & Labels, Recoding, Computation, Split files, Frequency Analysis, Descriptive Statistics



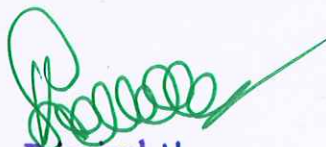


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03.00 – 03.45 pm	Tea Break
03.45 – 05.00 pm	Testing Data Normality Assumption, Graphical Representation, Cross Tabulation & Chi-Square Test, Kappa Test, Mc'Nemars Test, Somers D Test, Binomial Test
Day - 2	
09.00 – 10.00 am	Parametric Methods: t-tests, One sample t-test, Two sample Independent t-test, Paired t-test, Analysis of Variance
10.00 – 11.00 am	Two Way Analysis of Variance, Three Way ANOVA, Repeated Measures of ANOVA, ANCOVA, MANOVA
11.00 – 11.15 am	Tea Break
11.15 – 01.00 pm	Correlation Analysis (Pearson, Spearman, Partial Correlation, Kendall's tau b Correlation, Linear regression, Probit Analysis, Reliability Analysis (Cronbach's Alpha α))
01.00 – 02.00 pm	Lunch
02.00 – 03.30 pm	Non Parametric Methods: Mann-Whitney U Test, Wilcoxon Signed Rank Test, Kruskal-Wallis Test, Median Test, Friedman Analysis, Cochran's Q Test,
03.30–03.45 pm	Tea Break
03.45–04.30 pm	Multiple Regression Analysis, Cluster Analysis, and Factor Analysis
04.30 pm	Certificate Awarding

All the sessions were live and interactive and the participants benefitted at the most. They had their doubts clarified and had hands-on training in Excel and SPSS.




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WORKSHOP ON APPLICATION OF STATISTICS USING EXCEL AND SPSS IN RESEARCH

12th & 13th February 2020



Day – I Introduction



Day I – Introduction to SPSS



Day – 2 – Hands-on Training




Day – 2- Doubt Clarification



Interactive Participants




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