# CRITERION VI

# GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.5 INTERNAL QUALITY ASSURANCE SYSTEM

**6.5.2 The Institution Reviews Its Teaching - Learning Process Periodically through IQAC or any other Mechanism**

**Appropriate Documents to Show the Visible Improvements in Teaching – Learning Process with Seal and Signature of the Principal**

**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, Coimbatore - 641 020.

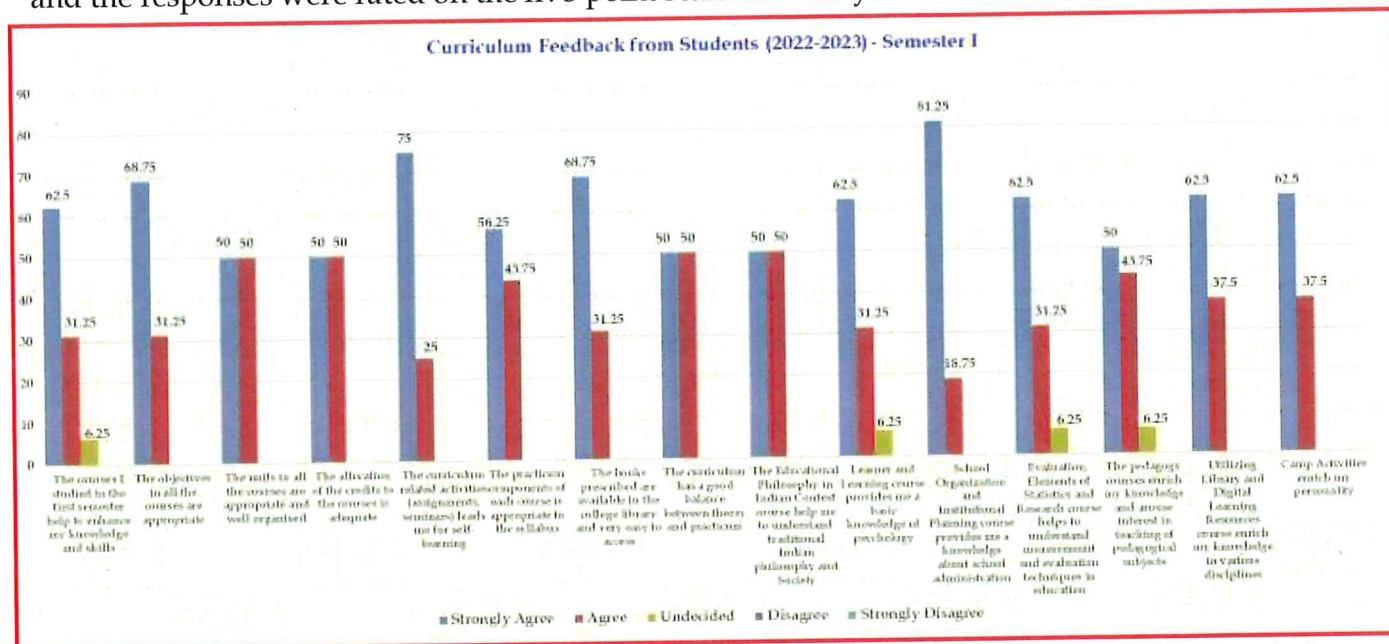Ph: 8012533915 │ E-mail: srkvcoen@yahoo.co.in │ Website : www.srkvcoe.org

## 6.5.2 Appropriate Documents to show the Visible Improvement/s in Teaching – Learning Process with Seal and Signature of Principal

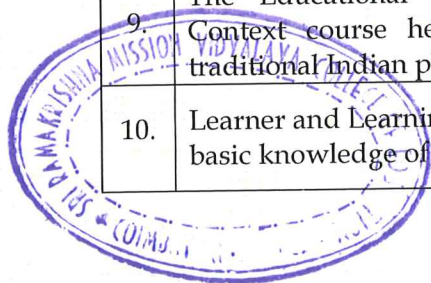| | Activities |
|---|---|
| **1.** | **Curriculum Feedback** |
| | • **Report of Curriculum Feedback from Students** |
| | • **Report of Curriculum Feedback from Internship Schools** |
| | • **Report of Curriculum Feedback from Faculty** |
| | • **Report of Curriculum Feedback from Employers** |
| | • **Report of Curriculum Feedback from Alumni** |
| | • **Report of Exit Level Assessment** |
| **2.** | **Students Entry Level Assessment Report** |
| **3.** | **Students' Performance Assessment Report** |
| **4.** | **Report of Student Assessment Report** |
| **5.** | **Report of Seminar on "Best Practices for Quality Management in Vidyalaya Higher Educational Institutions"** |
| **6.** | **Seminar on "Writing Grant Proposals and Funding Opportunities"** |
| **7.** | **Workshop on "Scholarly Communication for Faculty Members &amp; Research Scholars"** |
| **8.** | **Faculty Development Programme on "Analytical, Critical, Lateral and Design Thinking"** |

The curriculum feedback from Students were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed.



Curriculum Feedback from Students (2022-2023) - Semester I

| Sl. No. | Statements | Inferences |
|---------|-----------|------------|
| 1. | The courses I studied in the first semester help to enhance my knowledge and skills | 62.5 percent of students have strongly agreed, 31.25 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement. |
| 2. | The objectives in all the courses are appropriate | 68.75 percent of students have strongly agreed and 31.25 percent of them have agreed the statement. |
| 3. | The units in all the courses are appropriate and well organised | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 4. | The allocation of the credits to the courses is adequate | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 5. | The curriculum related activities (assignments, seminars) leads me for self-learning | 75.0 percent of students have strongly agreed and 25.0 percent of them have agreed the statement. |
| 6. | The practicum components of each course is appropriate to the syllabus | 56.25 percent of students have strongly agreed and 43.75 percent of them have agreed the statement. |
| 7. | The books prescribed are available in the college library and very easy to access | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 8. | The curriculum has a good balance between theory and practicum | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 9. | The Educational Philosophy in Indian Context course help me to understand traditional Indian philosophy and Society | 47.6 percent of students have strongly agreed and 52.4 percent of them have agreed the statement. |
| 10. | Learner and Learning course provides me a basic knowledge of psychology | 62.5 percent of students have strongly agreed, 31.5 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement. |

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| | | |
|---|---|---|
| 11. | School Organization and Institutional Planning course provides me a knowledge about school administration | 81.25 percent of students have strongly agreed and 18.75 percent of them have agreed the statement. |
| 12. | Evaluation, Elements of Statistics and Research course helps to understand measurement and evaluation techniques in education | 62.5 percent of students have strongly agreed, 31.25 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 13. | The pedagogy courses enrich my knowledge and arouse interest in teaching of pedagogical subjects | 50.0 percent of students have strongly agreed, 43.75 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 14. | Utilizing Library and Digital Learning Resources course enrich my knowledge in various disciplines | 62.5 percent of students have strongly agreed and 37.5 percent of them have agreed the statement. |
| 15. | Camp Activities enrich my personality | 62.5 percent of students have strongly agreed and 37.5 percent of them have agreed the statement. |

In conclusion, overall, the students' feedback towards the syllabus is largely positive. The courses are generally perceived as enhancing knowledge and skills, with appropriate objectives, units, and credit allocation. The curriculum-related activities, practicum components, and availability of resources are also well-received. Specific courses related to educational philosophy, psychology, school administration, evaluation, and pedagogy are perceived positively. Overall, the feedback analysis showed that the syllabus is well-designed and meets the expectations of a significant majority of students.
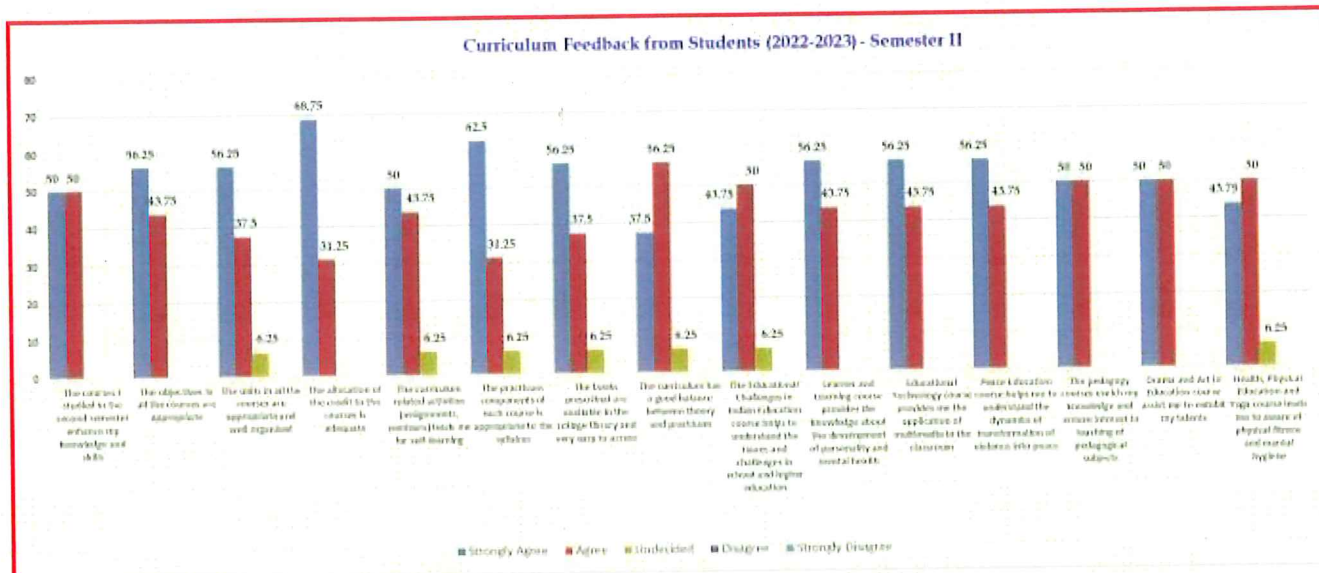
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# CURRICULUM FEEDBACK FROM STUDENTS (2022-2023)
## Semester - II

The curriculum feedback from Students were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed.



Curriculum Feedback from Students (2022-2023) - Semester II

| Sl. No. | Statements | Inferences |
|---|---|---|
| 1. | The courses I studied in the second semester enhance my knowledge and skills. | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 2. | The objectives in all the courses are appropriate. | 56.25 percent of students have strongly agreed and 43.75 percent of them have agreed the statement. |
| 3. | The units in all the courses are appropriate and well organised. | 56.25 percent of students have strongly agreed, 37.5 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 4. | The allocation of the credit to the courses is adequate. | 68.75 percent of students have strongly agreed and 31.25 percent of them have agreed the statement. |
| 5. | The curriculum related activities (assignments, seminars) leads me for self-learning. | 50.0 percent of students have strongly agreed, 43.75 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 6. | The practicum components of each course is appropriate to the syllabus. | 62.5 percent of students have strongly agreed, 31.25 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 7. | The books prescribed are available in the college library and very easy to access. | 56.25 percent of students have strongly agreed, 37.5 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 8. | The curriculum has a good balance between theory and practicum. | 37.5 percent of students have strongly agreed, 56.25 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 9. | The Educational Challenges in Indian Education course helps to understand the issues and challenges in school and higher education. | 43.75 percent of students have strongly agreed, 50.0 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement |
| 10. | Learner and Learning course provides the knowledge about the development | 56.25 percent of students have strongly agreed and 43.75 percent of them have agreed the statement. |

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| | mental health. | |
|---|---|---|
| 11. | Educational Technology course provides me the application of multimedia in the classroom. | 56.25 percent of students have strongly agreed and 43.75 percent of them have agreed the statement. |
| 12. | Peace Education course helps me to understand the dynamics of transformation of violence into peace. | 56.25 percent of students have strongly agreed and 43.75 percent of them have agreed the statement. |
| 13. | The pedagogy courses enrich my knowledge and arouse interest in teaching of pedagogical subjects. | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 14. | Drama and Art in Education course assist me to exhibit my talents. | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 15. | Health, Physical Education and Yoga course leads me to aware of physical fitness and mental hygiene. | 43.75 percent of students have strongly agreed, 50.0 percent of them have agreed, and 6.25 percent of them have stated undecided to the statement. |

In conclusion, the overall feedback from students towards the syllabus in the second semester is largely positive. The courses are generally perceived as enhancing knowledge and skills, with appropriate objectives, well-organized units, and adequate credit allocation. The curriculum-related activities, practicum components, and availability of resources are also positively received. Specific courses related to educational challenges, learner and learning, educational technology, peace education, pedagogy, drama and art, and health and physical education are seen as valuable by the students.
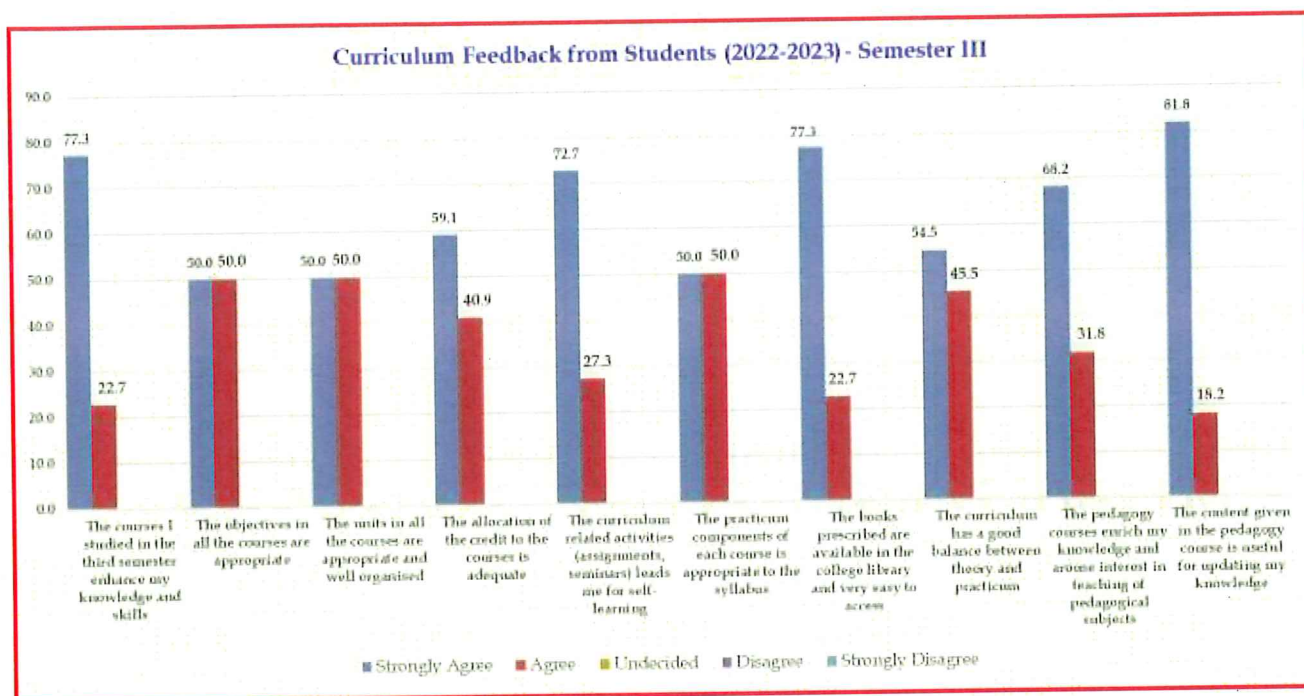
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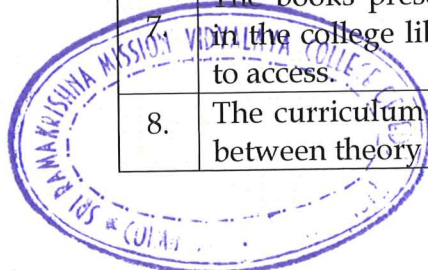College of Education (Autonomous)
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The curriculum feedback from Students were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed.



Curriculum Feedback from Students (2022-2023) - Semester III

| Sl. No. | Statements | Inferences |
|---|---|---|
| 1. | The courses I studied in the third semester enhance my knowledge and skills. | 77.3 percent of students have strongly agreed and 22.7 percent of them have agreed the statement. |
| 2. | The objectives in all the courses are appropriate. | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 3. | The units in all the courses are appropriate and well organised. | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 4. | The allocation of the credit to the courses is adequate. | 59.1 percent of students have strongly agreed and 40.9 percent of them have agreed the statement. |
| 5. | The curriculum related activities (assignments, seminars) leads me for self-learning. | 72.7 percent of students have strongly agreed and 27.3 percent of them have agreed the statement. |
| 6. | The practicum components of each course is appropriate to the syllabus. | 50.0 percent of students have strongly agreed and 50.0 percent of them have agreed the statement. |
| 7. | The books prescribed are available in the college library and very easy to access. | 77.3 percent of students have strongly agreed and 22.7 percent of them have agreed the statement. |
| 8. | The curriculum has a good balance between theory and practicum. | 54.5 percent of students have strongly agreed and 45.5 percent of them have agreed the statement. |

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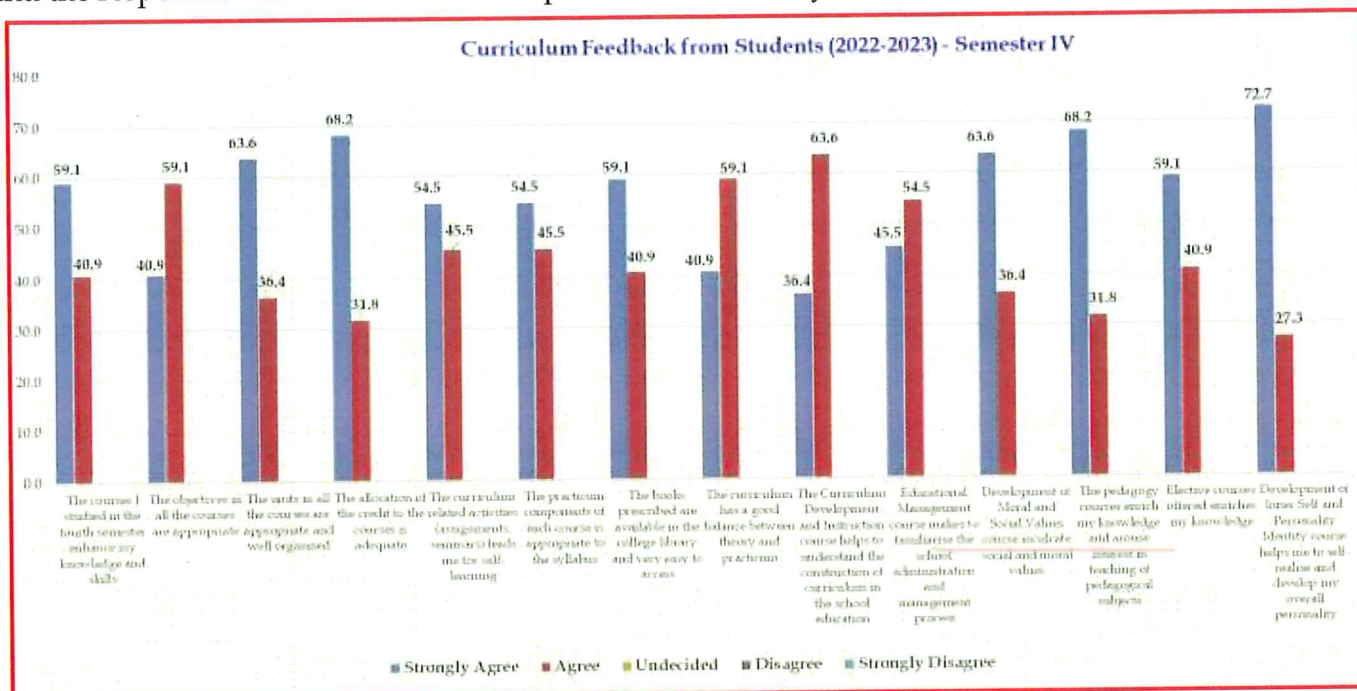| | | |
|---|---|---|
| 9. | The pedagogy courses enrich my knowledge and arouse interest in teaching of pedagogical subjects. | 68.2 percent of students have strongly agreed and 31.8 percent of them have agreed the statement. |
| 10. | The content given in the pedagogy course is useful for updating my knowledge. | 81.8 percent of students have strongly agreed and 18.2 percent of them have agreed the statement. |

The overall analysis of the students' feedback towards the syllabus in the third semester indicates a positive perception and satisfaction with the courses. The majority of students strongly agreed that the courses enhance their knowledge and skills, engage in self-learning through curriculum-related activities, and find the prescribed books easily accessible in the college library. Additionally, half of the students agreed that the objectives and units of the courses are appropriate and well-organized, suggesting a general consensus. Furthermore, the pedagogy courses were well-regarded, with a significant proportion of students strongly agreeing that they enrich knowledge and arouse interest in teaching pedagogical subjects. Overall, the feedback highlights the effectiveness of the syllabus in promoting learning and providing valuable content to students.

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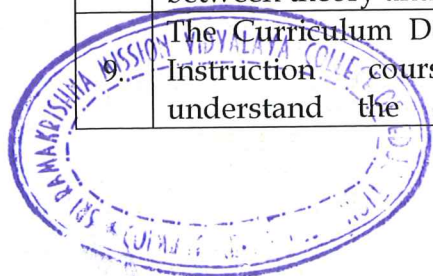College of Education (Autonomous)
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The curriculum feedback from Students were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed.



Curriculum Feedback from Students (2022-2023) - Semester IV

| Sl. No. | Statements | Inferences |
|---|---|---|
| 1. | The courses I studied in the fourth semester enhance my knowledge and skills. | 59.1 percent of students have strongly agreed and 40.9 percent of them have agreed the statement. |
| 2. | The objectives in all the courses are appropriate. | 40.9 percent of students have strongly agreed and 59.1 percent of them have agreed the statement. |
| 3. | The units in all the courses are appropriate and well organised. | 63.6 percent of students have strongly agreed and 36.4 percent of them have agreed the statement. |
| 4. | The allocation of the credit to the courses is adequate. | 68.2 percent of students have strongly agreed and 31.8 percent of them have agreed the statement. |
| 5. | The curriculum related activities (assignments, seminars) leads me for self-learning. | 54.5 percent of students have strongly agreed and 45.5 percent of them have agreed the statement. |
| 6. | The practicum components of each course is appropriate to the syllabus. | 54.5 percent of students have strongly agreed and 45.5 percent of them have agreed the statement. |
| 7. | The books prescribed are available in the college library and very easy to access. | 59.1 percent of students have strongly agreed and 40.9 percent of them have agreed the statement. |
| 8. | The curriculum has a good balance between theory and practicum. | 40.9 percent of students have strongly agreed and 59.1 percent of them have agreed the statement. |
| 9. | The Curriculum Development and Instruction course helps to understand the construction of | 36.4 percent of students have strongly agreed and 63.6 percent of them have agreed the statement. |

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| | curriculum in the school education. | |
|---|---|---|
| 10. | Educational Management course makes to familiarise the school administration and management process. | 45.5 percent of students have strongly agreed and 54.5 percent of them have agree the statement. |
| 11. | Development of Moral and Social Values course inculcate social and moral values. | 63.6 percent of students have strongly agreed and 36.4 percent of them have agreed the statement. |
| 12. | The pedagogy courses enrich my knowledge and arouse interest in teaching of pedagogical subjects. | 68.2 percent of students have strongly agreed and 31.8 percent of them have agreed the statement. |
| 13. | Elective courses offered enriches my knowledge. | 59.1 percent of students have strongly agreed and 40.9 percent of them have agreed the statement. |
| 14. | Development of Inner Self and Personality Identity course helps me to self-realise and develop my overall personality. | 72.7 percent of students have strongly agreed and 27.3 percent of them have agreed the statement. |

The overall analysis of the students' feedback towards the syllabus in the fourth semester indicates a generally positive perception and satisfaction with the courses. A majority of students, consisting of both strong agreements and agreements, believe that the courses effectively enhance their knowledge and skills. The students appreciate the organization of units and the availability of prescribed books in the college library. The feedback further reveals that the Curriculum Development and Instruction course, the Educational Management course, and the Development of Moral and Social Values course receive positive recognition, as students strongly agree or agree with the statement that these courses fulfill their intended objectives. The pedagogy courses, elective courses, and the Development of Inner Self and Personality Identity course are also acknowledged for enriching knowledge and generating interest in teaching and personal development. Overall, the feedback reflects a favorable impression of the syllabus, highlighting its effectiveness in promoting learning, skill development, and personal growth among students in the fourth semester.
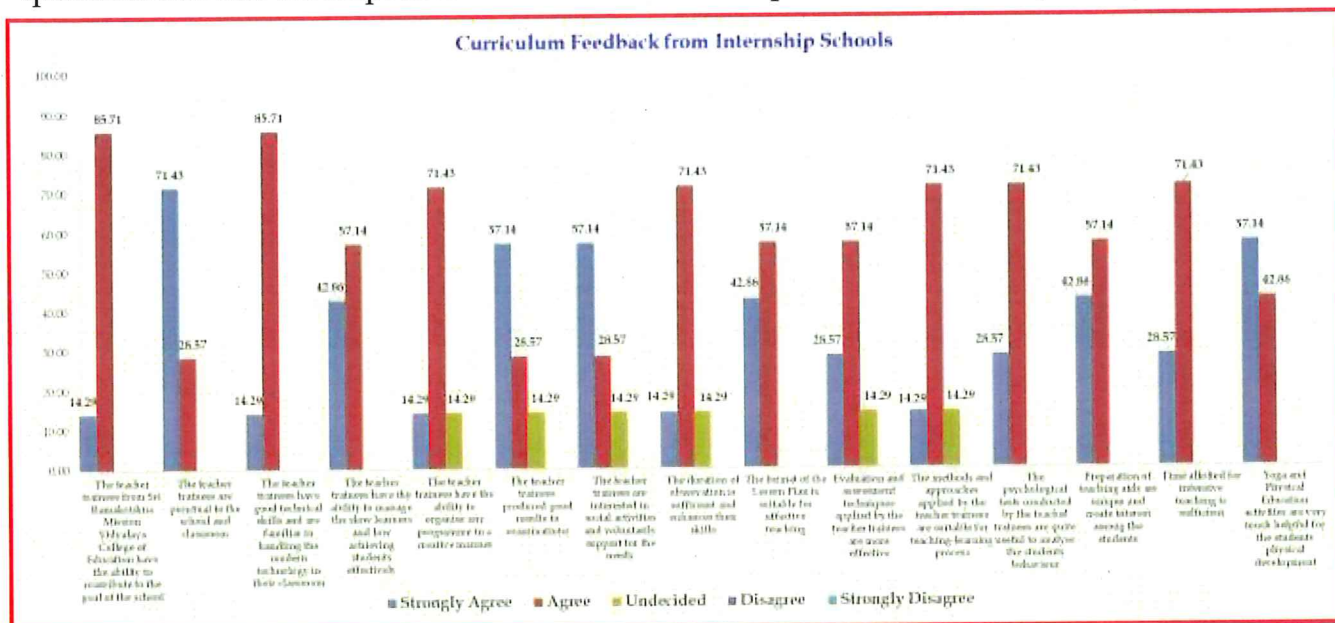
## Outcomes from the Feedback Analysis:

- The student-teachers were highly satisfied with the curriculum
- It helped to develop their knowledge and skills more effective
- Tuition provide real teaching experience to the student teachers from Semester I
- Digital library enrich their knowledge
- Can provide more opportunity to create e-content and video preparation
- Scout camp can be conduct for more then 5 days
- The programme has balanced curriculum
- The course objectives were obtained and fulfill the needs of the students.
- It has developed confidence and improve the students' personality
- It enhanced their professional skills
- Need training on multimedia for e-content preparation
- Arrange orientation on different tests and exams followed in schools
- Training in application of ICT tools and blog creation is very useful in teaching process
- Sports activities could be given some more importance.

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# CURRICULUM FEEDBACK FROM INTERNSHIP SCHOOLS (2022-2023)

The curriculum feedback from internship schools were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed.



Curriculum Feedback from Internship Schools

| Sl. No. | Statements | Inferences |
|---|---|---|
| 1. | The teacher trainees from Sri Ramakrishna Mission Vidyalaya College of Education have the ability to contribute to the goal of the school. | 14.29 percent of the Head of the internship schools have strongly agreed and 85.71 percent of them have agreed the statement. |
| 2. | The teacher trainees are punctual to the school and classroom. | 71.43 percent of the Head of the internship schools have strongly agreed and 28.57 percent of them have agreed the statement. |
| 3. | The teacher trainees have good technical skills and are familiar in handling the modern technology in their classroom. | 14.29 percent of the Head of the internship schools have strongly agreed and 85.71 percent of them have agreed the statement |
| 4. | The teacher trainees have the ability to manage the slow learners and low achieving students effectively. | 42.86 percent of the Head of the internship schools have strongly agreed and 57.41 percent of them have agreed the statement. |
| 5. | The teacher trainees have the ability to organise any programme in a creative manner. | 14.29 percent of the Head of the internship schools have strongly agreed, 71.43 percent of them have agreed and 14.29 percent of them have stated undecided to the statement. |

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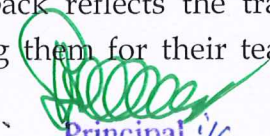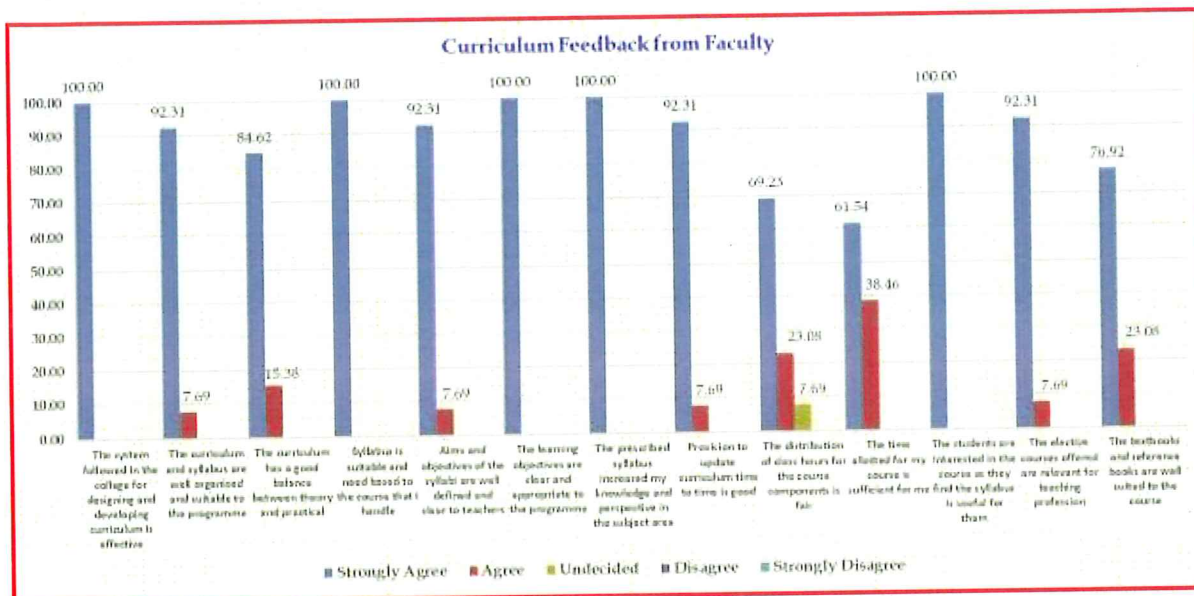| | | |
|---|---|---|
| 6. | The teacher trainees produced good results in examinations. | 57.14 percent of the Head of the internship schools have strongly agreed, 28.57 percent of them have agreed and 14.29 percent of them have stated undecided to the statement. |
| 7. | The teacher trainees are interested in social activities and voluntarily support for the needy. | 57.14 percent of the Head of the internship schools have strongly agreed, 28.57 percent of them have agreed and 14.29 percent of them have stated undecided to the statement. |
| 8. | The duration of observation is sufficient and enhances their skills. | 14.29 percent of the Head of the internship schools have strongly agreed, 71.43 percent of them have agreed and 14.29 percent of them have stated undecided to the statement. |
| 9. | The format of the Lesson Plan is suitable for effective teaching. | 42.86 percent of the Head of the internship schools have strongly agreed and 57.14 percent of them have agreed the statement. |
| 10. | Evaluation and assessment techniques applied by the teacher trainees are more effective. | 28.57 percent of the Head of the internship schools have strongly agreed, 57.14 percent of them have agreed and 14.29 percent of them have stated undecided to the statement. |
| 11. | The methods and approaches applied by the teacher trainees are suitable for teaching-learning process. | 14.29 percent of the Head of the internship schools have strongly agreed, 71.43 percent of them have agreed and 14.29 percent of them have stated undecided to the statement. |
| 12. | The psychological tests conducted by the teacher trainees are quite useful to analyse the students behaviour. | 28.57 percent of the Head of the internship schools have strongly agreed and 71.43 percent of them have agreed the statement. |
| 13. | Preparation of teaching aids are unique and create interest among the students. | 42.86 percent of the Head of the internship schools have strongly agreed and 57.14 percent of them have agreed the statement. |
| 14. | Time allotted for intensive teaching is sufficient. | 28.57 percent of the Head of the internship schools have strongly agreed and 71.43 percent of them have agreed the statement. |
| 15. | Yoga and Physical Education activities are very much helpful for the students physical development. | 57.14 percent of the Head of the internship schools have strongly agreed and 42.86 percent of them have agreed the statement. |

The feedback from Heads of the internship schools regarding teacher trainees from Sri Ramakrishna Mission Vidyalaya College of Education indicates a positive perception of their abilities and skills. The majority of respondents agree that the trainees have the potential to contribute to the school's goals, are punctual, possess good technical skills, and effectively manage diverse student needs. While opinions on creativity vary, the trainees' examination results, interest in social activities, and utilization of effective teaching methods receive positive recognition. The suitability of curriculum components such as lesson plans, evaluation techniques, and teaching aids is acknowledged. Overall, the feedback reflects the trainees' positive impact and the effectiveness of the curriculum in preparing them for their teaching roles.

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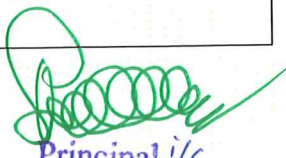College of Education (Autonomous)
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# CURRICULUM FEEDBACK FROM FACULTY (2022-2023)

The curriculum feedback from faculty members were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed.



Curriculum Feedback from Faculty

Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree

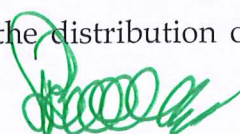| Sl. No. | Statements | Inference |
|---|---|---|
| 1. | The system followed in the college for designing and developing curriculum is effective. | All the faculty members have strongly agreed the statement |
| 2. | The curriculum and syllabus are well organised and suitable to the programme. | 92.31 percent of the faculty members have strongly agreed and 7.89 percent of them have agreed the statement |
| 3. | The curriculum has a good balance between theory and practical. | 84.62 percent of the faculty members have strongly agreed and 15.38 percent of them have agreed the statement |
| 4. | Syllabus is suitable and need based to the course that I handle. | All the faculty members have strongly agreed the statement |
| 5. | Aims and objectives of the syllabi are well defined and clear to teachers. | 92.31 percent of the faculty members have strongly agreed and 7.89 percent of them have agreed the statement |
| 6. | The learning objectives are clear and appropriate to the programme | All the faculty members have strongly agreed the statement |

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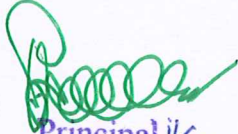| 7. | The prescribed syllabus increased my knowledge and perspective in the subject area | All the faculty members have strongly agreed the statement |
|---|---|---|
| 8. | Provision to update curriculum time to time is good | 92.31 percent of the faculty members have strongly agreed and 7.89 percent of them have agreed the statement |
| 9. | The distribution of class hours for the course components is fair | 69.2 percent of the faculty members have strongly agreed, 23.1 percent of them have agreed, and 7.69 percent of them have stated undecided to the statement |
| 10. | The time allotted for my course is sufficient for me | 61.54 percent of the faculty members have strongly agreed and 38.46 percent of them have agreed thestatement |
| 11. | The students are interested in the course as they find the syllabus is useful for them | All the faculty members have strongly agreedthe statement |
| 12. | The elective courses offered are relevant for teaching profession | 92.31 percent of the faculty members strongly agreed and 7.69 percent of them are agreed the statement |
| 13. | The textbooks and reference books are well suited to the course | 76.92 percent of the faculty members have strongly agreed and 23.08 percent of them have agreed the statement |

The analysis showed that, the feedbackreceived from the Faculty members on Curriculum was found to be highly satisfied.The overall analysis of the faculty members' feedback towards the syllabus indicates a highly positive perception and strong agreement with its various aspects. Faculty members unanimously agree that the system followed in the college for designing and developing the curriculum is effective. They also strongly agree that the curriculum and syllabus are well organized and suitable for the respective programs. Furthermore, faculty members acknowledge the curriculum's good balance between theory and practical components, highlighting its appropriateness. They strongly agree that the syllabus is suitable and need-based for the courses they handle and that the aims and objectives of the syllabi are well defined and clear to teachers.

Faculty members also strongly agree that the learning objectives are clear and appropriate to the program and that the prescribed syllabus enhances their knowledge and perspective in the subject area. They appreciate the provision to update the curriculum regularly, recognizing its importance in keeping the content relevant and up to date. Additionally, faculty members express overall satisfaction with the distribution of class hours for the course components, considering it fair.

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Regarding the time allotted for their courses, faculty members predominantly agree that it is sufficient for them. They also strongly agree that students are interested in the courses as they find the syllabus useful. Faculty members highly endorse the relevance of the elective courses offered for the teaching profession. Furthermore, they strongly agree that the textbooks and reference books provided are well-suited to the courses.

Overall, the feedback from faculty members demonstrates a strong endorsement of the syllabus, confirming its effectiveness in providing a well-organized and suitable curriculum that balances theory and practical aspects. Faculty members value the clarity of learning objectives, the enhancement of their knowledge through the prescribed syllabus, and the provision for regular updates. They also recognize the students' interest in the courses and the relevance of the elective courses offered. The positive feedback from faculty members underscores the syllabus's role in facilitating effective teaching and learning experiences.
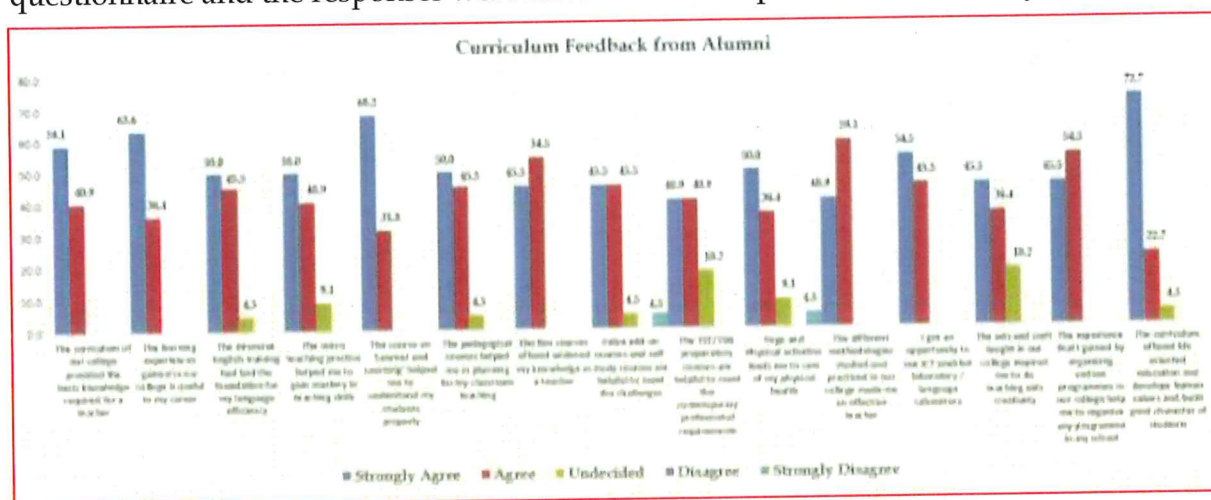
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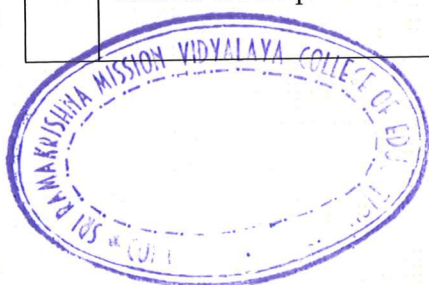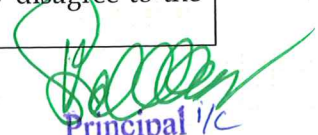College of Education (Autonomous)
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# CURRICULUM FEEDBACK FROM ALUMNI (2022-2023)

The curriculum feedback from Alumni were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed.



Curriculum Feedback from Alumni

■ Strongly Agree   ■ Agree   ■ Undecided   ■ Disagree   ■ Strongly Disagree

| Sl. No. | Statements | Inferences |
|---|---|---|
| 1. | The curriculum of our college provided the basic knowledge required for a teacher. | 59.1 percent of alumni have strongly agreed and 40.9 percent of them have agreed the statement |
| 2. | The learning experiences gained in our college is useful to my career. | 63.6 percent of alumni have strongly agreed and 36.4 percent of them have agreed the statement |
| 3. | The intensive English training had laid the foundation for my language efficiency. | 50.0 percent of alumni have strongly agreed, 45.5 percent of them have agreed and 4.5 percent of them have stated undecided to the statement |
| 4. | The micro teaching practice helped me to gain mastery in teaching skills. | 50.0 percent of alumni have strongly agreed, 40.9 percent of them have agreed and 9.1 percent of them have stated undecided to the statement |
| 5. | The course on 'Learner and Learning' helped me to understand my students properly. | 68.2 percent of alumni have strongly agreed and 31.8 percent of them have agreed the statement |
| 6. | The pedagogical courses helped me in planning for my classroom teaching. | 50.0 percent of alumni have strongly agreed, 45.5 percent of them have agreed and 4.5 percent of them have stated undecided to the statement |
| 7. | Elective courses offered widened my knowledge as a teacher. | 45.5 percent of alumni have strongly agreed and 54.5 percent of them have agreed the statement |
| 8. | Value add-on courses and self-study courses are helpful to meet the challenges. | 45.5 percent of alumni have strongly agreed, 45.5 percent of them have agreed , 4.5 percent of them have stated undecided and 4.5 percent of them Strongly disagree to the statement |

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| 10. | Curriculum develops the communicative skills of the student teachers. | All the employers have strongly agreed the statement |
|---|---|---|
| 11. | Curriculum provides new methodologies for enhancing student teachers skills. | 80 percent employers have strongly agreed and 20 percent employers agreed the statement |
| 12. | Curriculum helps to develop the human values and professional ethics of student teachers. | All the employers have strongly agreed the statement |
| 13. | The syllabus helps the student teachers to be aware of social issues and the way of solving them. | All the employers have strongly agreed the statement |
| 14. | Curriculum followed in the college supports to mould the personality of the student teachers. | All the employers have strongly agreed the statement |
| 15. | Curriculum provides awareness on the recent developments in the field of education. | 80 percent employers have strongly agreed and 20 percent employers agreed the statement |

- The analysis showed that, the feedback received from the Employers on Curriculum was found to be highly satisfied.

- The overall analysis of the employers' feedback towards the syllabus indicates a highly positive perception and strong agreement with its various aspects.

- Employers unanimously agree that the syllabus is need-based and regularly updated, suggesting its relevance to the current requirements of the teaching profession.

- They also strongly agree that the course objectives are well defined and that the curriculum effectively combines both theory and practical aspects of the subjects.

- Furthermore, employers acknowledge the inclusion of a range of optional, elective, and value-add courses in the curriculum, which is highly valued.

- The syllabus is also seen as instrumental in promoting teaching skills, acquiring knowledge of school education, developing creativity, handling learners with diverse needs, and enhancing communicative skills.

- Employers particularly highlight the curriculum's provision of new methodologies for student teachers' skill enhancement, as well as its role in instilling human values, professional ethics, and awareness of social issues. Moreover, the

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curriculum is perceived as supportive in molding the personality of student teachers and keeping them informed about recent developments in the field of education.

- Overall, the feedback from employers demonstrates a strong endorsement of the syllabus, affirming its effectiveness in preparing student teachers with the necessary knowledge, skills, and values for their professional growth and success.
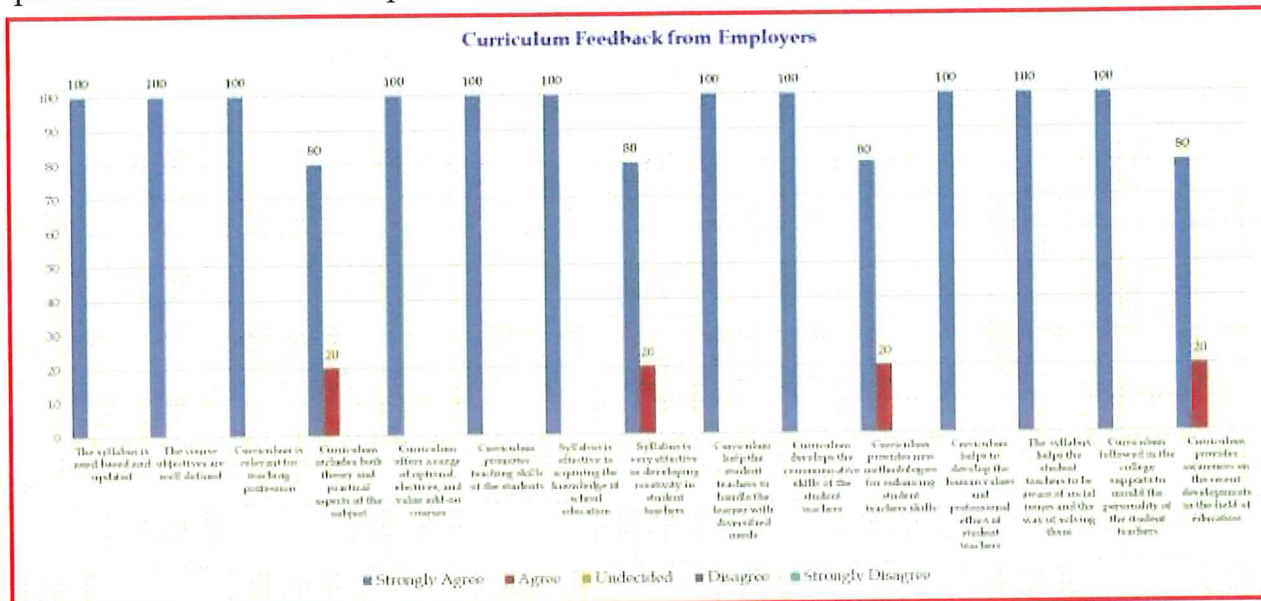
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# CURRICULUM FEEDBACK FROM EMPLOYERS (2022-2023)

The curriculum feedback from employers were collected using a structured questionnaire and the responses were rated on the five-point scale and analysed



Curriculum Feedback from Employers

| Sl. No. | Statements | Inferences |
|---------|-----------|-----------|
| 1. | The syllabus is need based and updated. | All the employers have strongly agreed the statement. |
| 2. | The course objectives are well defined. | All the employers have strongly agreed the statement |
| 3. | Curriculum is relevant for teaching profession. | All the employers have strongly agreed the statement |
| 4. | Curriculum includes both theory and practical aspects of the subject. | 80 percent employers have strongly agreed and 20 percent employers agreed the statement |
| 5. | Curriculum offers a range of optional, electives, and value add-on courses. | All the employers have strongly agreed the statement |
| 6. | Curriculum promotes teaching skills of the students. | All the employers have strongly agreed the statement |
| 7. | Syllabus is effective in acquiring the knowledge of school education. | All the employers have strongly agreed the statement |
| 8. | Syllabus is very effective in developing creativity in student teachers. | 80 percent employers have strongly agreed and 20 percent employers agreed the statement |
| 9. | Curriculum help the student teachers to handle the learner with diversified needs. | All the employers have strongly agreed the statement |

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| | | |
|---|---|---|
| 9. | The TET/ TRB preparatory courses are helpful to meet the contemporary professional requirements. | 40.9 percent of alumni have strongly agreed, 40.9 percent of them have agreed and 18.2 percent of them have stated undecided to the statement |
| 10. | Yoga and Physical activities leads me to care of my physical health. | 50.0 percent of alumni have strongly agreed, 36.4 percent of them have agreed, 9.1 percent of them have stated undecided and 4.5 percent of them Strongly disagree to the statement |
| 11. | The different methodologies studied and practiced in our college made me an effective teacher. | 40.9 percent of alumni have strongly agreed and 59.1 percent of them have agreed the statement |
| 12. | I got an opportunity to use ICT enabled laboratory / language laboratory. | 54.5 percent of alumni have strongly agreed and 45.5 percent of them have agreed the statement |
| 13. | The arts and craft taught in our college inspired me to do teaching aids creatively. | 45.5 percent of alumni have strongly agreed, 36.4 percent of them have agreed and 18.2 percent of them have stated undecided to the statement |
| 14. | The experience that I gained by organising various programmes in our college help me to organise any programme in my school. | 45.5 percent of alumni have strongly agreed and 54.5 percent of them have agreed the statement |
| 15. | The curriculum offered life oriented education and develops human values and build good character of students. | 72.7 percent of alumni have strongly agreed, 22.7 percent of them have agreed and 4.5 percent of them have stated undecided to the statement |

The analysis showed that, the feedback received from the Alumni on Curriculum was found to be highly satisfied. It meets the educational needs of the society.

In conclusion, the feedback analysis indicates that the majority of alumni had positive perceptions of the curriculum. The curriculum was generally perceived as providing essential knowledge, practical experiences, and valuable skills for the teaching profession.Overall, the feedback highlights the strengths of the curriculum in preparing teachers and fostering holistic development among students.

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# SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION
## (Autonomous)
## Coimbatore - 641 020
### Entry Level Assessment (Batch 2021-2023)

| Sl. No. | Reg. No | Name | Attitude | | | | | Aptitude (Max. Score 10) | Content Knowledge (Max. Score 10) |
| | | | Teaching (Max. Score 20) | Communication (Max. Score 20) | ICT (Max. Score 20) | Leadership (Max. Score 20) | Values (Max. Score 20) | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 21BB01 | Arun Kumar S | 16 | 15 | 13 | 15 | 16 | 6 | 8 |
| 2 | 21BB02 | Hariharan G | 14 | 13 | 12 | 14 | 15 | 5 | 6 |
| 3 | 21BC01 | Soundar Rajan B | 15 | 14 | 12 | 14 | 16 | 5 | 4 |
| 4 | 21BE01 | Aurobindo S | 14 | 12 | 10 | 12 | 15 | 4 | 4 |
| 5 | 21BE02 | Kailash Guru M | 14 | 14 | 13 | 14 | 16 | 5 | 6 |
| 6 | 21BE03 | Mahesh Kumar E | 16 | 16 | 14 | 15 | 16 | 7 | 7 |
| 7 | 21BE04 | Saravanan S | 14 | 12 | 12 | 15 | 16 | 5 | 5 |
| 8 | 21BE05 | Vijaykarthik K | 15 | 16 | 14 | 16 | 14 | 6 | 7 |
| 9 | 21BH01 | Baskaran K | 16 | 15 | 14 | 15 | 16 | 6 | 6 |
| 10 | 21BM01 | Balasubramani G | 14 | 14 | 12 | 13 | 14 | 5 | 6 |
| 11 | 21BM02 | Gowtham M | 16 | 14 | 13 | 14 | 15 | 6 | 5 |
| 12 | 21BM03 | Manoj Prabhakar M | 16 | 15 | 16 | 17 | 16 | 7 | 8 |
| 13 | 21BM04 | Pradeesh M | 18 | 17 | 18 | 16 | 18 | 8 | 9 |
| 14 | 21BM05 | Raghul A R | 16 | 18 | 15 | 16 | 18 | 6 | 7 |
| 15 | 21BM06 | Raghul S | 12 | 14 | 11 | 14 | 16 | 5 | 6 |
| 16 | 21BM08 | Vimalraj C | 14 | 13 | 13 | 14 | 16 | 4 | 5 |
| 17 | 21BM07 | Santhosh Shreshtha P | 14 | 14 | 12 | 15 | 14 | 5 | 6 |
| 18 | 21BP01 | Arikrishnan V | 15 | 14 | 13 | 15 | 16 | 6 | 7 |
| 19 | 21BP02 | Gokulrajaprakasam S | 16 | 15 | 15 | 16 | 17 | 6 | 7 |
| 20 | 21BP03 | Logeswaran B | 15 | 14 | 14 | 13 | 15 | 5 | 7 |
| 21 | 21BP04 | Pradeep K | 14 | 12 | 12 | 13 | 14 | 4 | 5 |
| 22 | 21BP05 | Pranesh M | 18 | 17 | 16 | 15 | 15 | 7 | 8 |
| 23 | 21BP06 | Priyadharshan S | 12 | 13 | 13 | 12 | 14 | 5 | 5 |
| 24 | 21BP07 | Sajeeb S | 14 | 15 | 14 | 16 | 15 | 6 | 7 |

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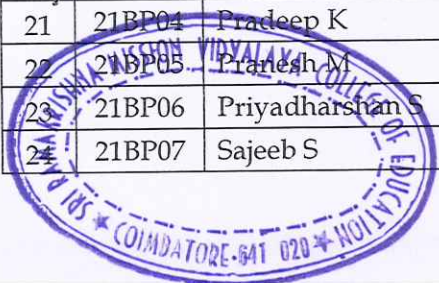College of Education (Autonomous)
Coimbatore-641 020.

# SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION
## (Autonomous)
## Coimbatore - 641 020
### Exit Level Assessment (Batch 2021-2023)

| Sl. No. | Reg. No | Name | Attitude | | | | | Aptitude (Max. Score 10) | Pedagogical Knowledge (Max. Score 10) |
|---|---|---|---|---|---|---|---|---|---|
| | | | Teaching (Max. Score 20) | Communication (Max. Score 20) | ICT (Max. Score 20) | Leadership (Max. Score 20) | Values (Max. Score 20) | | |
| 1 | 21BB01 | Arun Kumar S | 19 | 18 | 17 | 19 | 20 | 8 | 9 |
| 2 | 21BB02 | Hariharan G | 16 | 15 | 15 | 17 | 18 | 7 | 7 |
| 3 | 21BC01 | Soundar Rajan B | 16 | 16 | 15 | 18 | 18 | 7 | 7 |
| 4 | 21BE01 | Aurobindo S | 15 | 14 | 13 | 15 | 17 | 5 | 6 |
| 5 | 21BE02 | Kailash Guru M | 17 | 17 | 15 | 16 | 18 | 7 | 8 |
| 6 | 21BE03 | Mahesh Kumar E | 19 | 18 | 18 | 18 | 19 | 9 | 9 |
| 7 | 21BE04 | Saravanan S | 18 | 16 | 17 | 18 | 19 | 7 | 7 |
| 8 | 21BE05 | Vijaykarthik K | 17 | 18 | 17 | 17 | 18 | 7 | 8 |
| 9 | 21BH01 | Baskaran K | 18 | 16 | 17 | 18 | 19 | 8 | 8 |
| 10 | 21BM01 | Balasubramani G | 16 | 15 | 15 | 16 | 18 | 7 | 7 |
| 11 | 21BM02 | Gowtham M | 17 | 16 | 15 | 16 | 18 | 8 | 7 |
| 12 | 21BM03 | Manoj Prabhakar M | 18 | 17 | 18 | 18 | 19 | 9 | 8 |
| 13 | 21BM04 | Pradeesh M | Discontinued | | | | | | |
| 14 | 21BM05 | Raghul A R | 18 | 19 | 17 | 19 | 19 | 8 | 9 |
| 15 | 21BM06 | Raghul S | 15 | 16 | 15 | 16 | 18 | 7 | 8 |
| 16 | 21BM08 | Vimalraj C | 16 | 15 | 15 | 16 | 18 | 6 | 7 |
| 17 | 21BM07 | Santhosh Shreshtha P | 18 | 17 | 16 | 17 | 17 | 7 | 8 |
| 18 | 21BP01 | Arikrishnan V | 17 | 16 | 16 | 17 | 18 | 8 | 8 |
| 19 | 21BP02 | Gokulrajaprakasam S | 18 | 18 | 18 | 18 | 18 | 9 | 9 |
| 20 | 21BP03 | Logeswaran B | 20 | 18 | 19 | 19 | 20 | 9 | 9 |
| 21 | 21BP04 | Pradeep K | 15 | 14 | 15 | 15 | 18 | 7 | 7 |
| 22 | 21BP05 | Pranesh M | 19 | 19 | 19 | 18 | 19 | 9 | 9 |
| 23 | 21BP06 | Priyadharshan S | 16 | 15 | 16 | 16 | 18 | 7 | 8 |
| 24 | 21BP07 | Sajeeb S | Discontinued | | | | | | |

Principal

Sri Ramakrishna Mission Vidyalaya
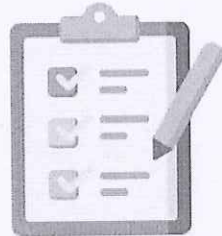College of Education (Autonomous)
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# SRI RAMAKRISHNA MISSION VIDYALAYA
## COLLEGE OF EDUCATION
(Autonomous)
### Coimbatore - 641 020, Tamil Nadu

STUDENTS' PERFORMANCE ASSESSMENT REPORT (Semester - I)

ASSESSMENT

EVALUATION    ANALYSIS
GOAL
ASSESSMENT    AUDIT
MEASURE    PLAN
PROGRESS    RESULT

Calendar
13 14
20 21
27 28
2022-2023

Swami Garishthananda
Secretary

Dr. G. Subramonian
Principal

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

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

## Students' Performance Assessment Report
### Semester - I (Batch: 2022 - 2024)

## Introduction

Assessment is the systematic collection, review and use of information about educational programmes to improve students' learning. It focuses on what students know, what they are able to do, and what values they have learned. It is concerned with the collective impact of a programme on student learning. Assessment of students' performance is one of the elements in the teaching-learning environment and central to higher education institution's mission of preparing students for the future. The college of education has initiated to assess the students' performance based on the academic activities, library usage, extension services, responsibilities in various events, involvement in studying self-study courses and participation in seminars in every semester. The first Students' Performance Assessment in the academic year 2022–2023 was conducted on 23.01.2023 for the first year B.Ed. (Semester-I) students. All the student - teachers made presentation based on the assessment rubrics. The Secretary Maharaj of our college, Principal and all the Faculty Members assessed students' performance and assigned scores/ grades to all the students. Also, they have given suggestions and recommendations for further improvement.

## Objectives

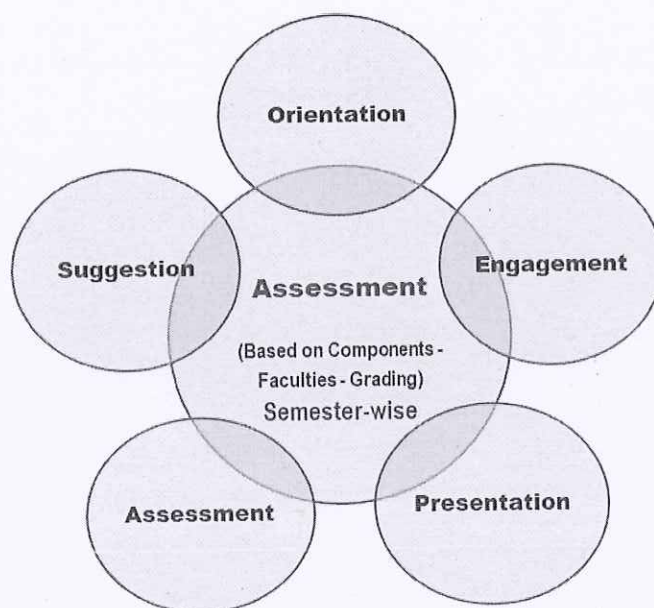The objectives of the Students' Performance Assessment are as follows.

- To assess cognitive, affective and psychomotor behaviours
- To enhance skills in multidisciplinary fields
- To improve students learning experiences
- To encourage self-improvement in teaching skills
- To make students realise their strengths and weaknesses
- To identify how well students achieve the curricular expectation
- To promote students' ability to assess their own learning and set specific goals
- To identify the effectiveness of the programme

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# Steps Involved in the Assessment Process



## Criteria for Assessment

### I. Academic Activities

| | |
|---|---|
| 1 | Attendance |
| 2. | Micro Teaching Practice |
| 3 | e-Content Preparation |
| 4 | Seminar Presentation |
| 5 | Assignment |
| 6 | Examination (CIA and Model) |

### II. Library Usage

| | |
|---|---|
| 1 | Utilisation of Text-books |
| 2. | Use of Reference Books |
| 3 | Utilisation of N-List |
| 4 | Reading Daily News Papers |
| 5 | Note Taking |

### III. Extension / Community Services

| | |
|---|---|
| 1 | Handling Tuition Classes |
| 2. | Swachh Bharat / Vidyalaya |
| 3 | Active Participation in Forum |
| 4 | Other Relevant Societal Activities |

### IV. Other Responsibilities / Performance

| | |
|---|---|
| 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 |
| 11 | Participation in Cultural Programmes |
| 12 | Organising National Important Events |
| 13 | Participation in Sports and Games |
| 14 | Performance being Event Coordinator |
| 15 | Preparation of Study Materials |
| 16 | Art from Waste |
| 17 | Overall Personality Development |

V. Self-study Course: Online / Offline Course
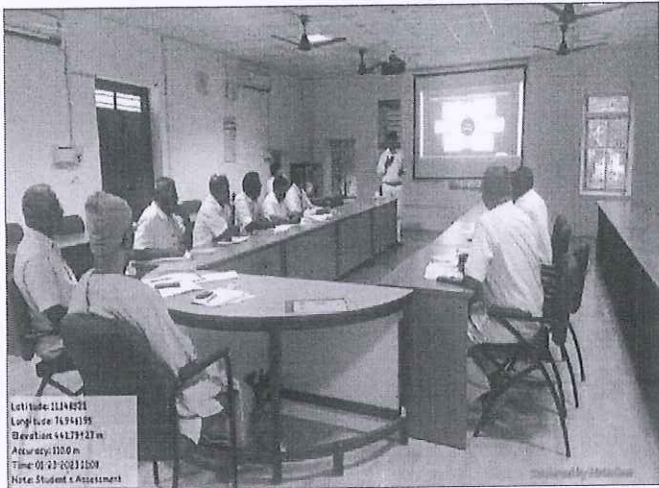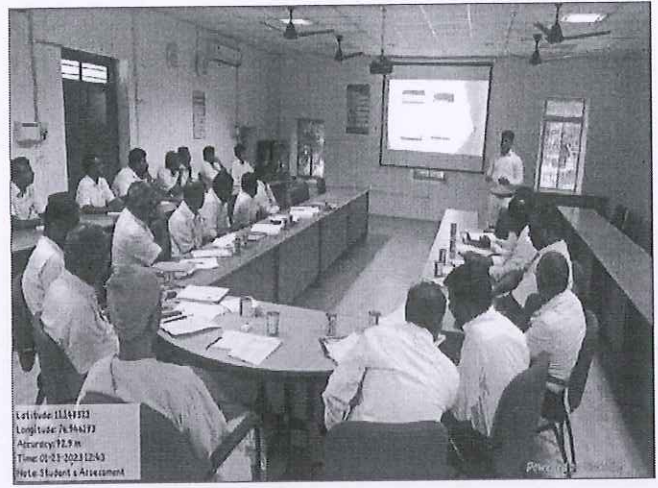
VI. Participation / Paper Presentation in Seminars

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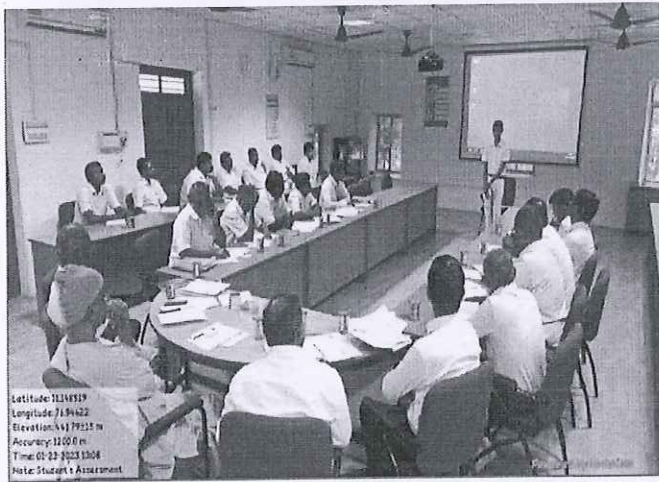College of Education (Autonomous)
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# Students' Performance Assessment
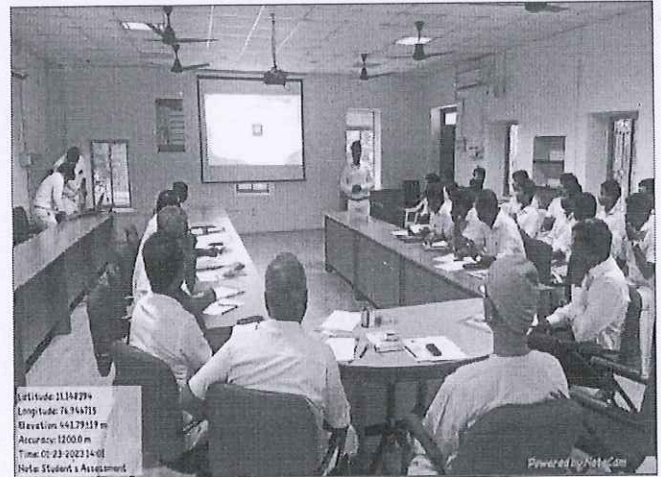## Presentation of Student-Teachers : Semester - I (Batch 2022-2024)



Sri S. Gokulakrishnan
B.Ed. I Year (Commerce)
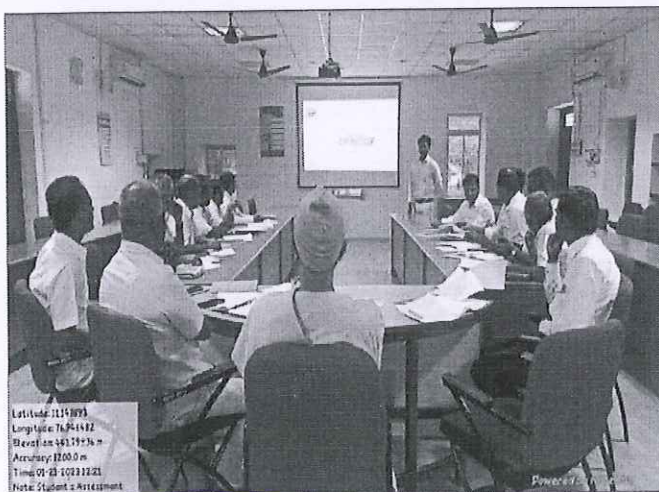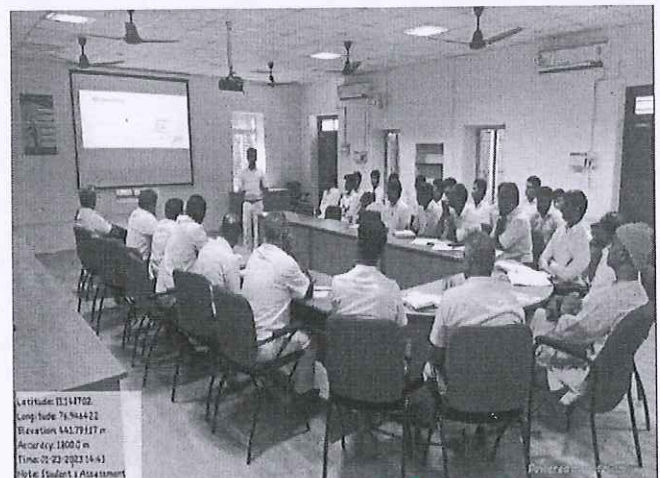


Sri R. Rangasamy
B.Ed. I Year (English)



Sri S. Selvakumar
B.Ed. I Year (English)



Sri M. Kishore
B.Ed. I Year (Physical Science)



Sri R. Suganthan
B.Ed. I Year (Physical Science)
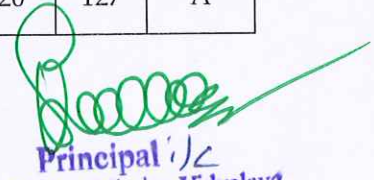


Sri M. Poornachandran
B.Ed. I Year (Physical Science)

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## Students' Performance Assessment – Scoring and Grading

| Sl. No | Register No. | Name of the Student-Teacher | Academic Activities | Library Usage | Extension Activities | Other Activities | Self-study Course | Seminar Participation | Total Score | Grade |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Assessment – I (Dimensions) | | | | | | | |
| | | | Maximum Score | | | | | | | |
| | | | (27) | (15) | (12) | (54) | (22) | (20) | (150) | A/B/C |
| 1 | 22BB01 | Anish Kumar A | 18 | 12 | 10 | 41 | 22 | 20 | 123 | A |
| 2 | 22BC01 | Gokulakrishnan S | 24 | 14 | 10 | 49 | 22 | 20 | 139 | A |
| 3 | 22BE01 | Arun Kumar S | 22 | 13 | 10 | 39 | 22 | 20 | 126 | A |
| 4 | 22BE02 | Prabhathasuriyan R | 20 | 13 | 04 | 44 | 22 | 20 | 123 | A |
| 5 | 22BE03 | Prakash V | 14 | 14 | 10 | 44 | 22 | 20 | 124 | A |
| 6 | 22BE04 | Rangasamy R | 19 | 14 | 10 | 43 | 22 | 20 | 128 | A |
| 7 | 22BE05 | Selvakumar S | 19 | 12 | 04 | 35 | 22 | 20 | 112 | B |
| 8 | 22BH01 | Pasupathi R | 16 | 13 | 11 | 41 | 22 | 20 | 123 | A |
| 9 | 22BM01 | Naveenkumar R | 20 | 13 | 09 | 39 | 22 | 20 | 123 | A |
| 10 | 22BM02 | Saran N | 24 | 15 | 12 | 48 | 22 | 20 | 141 | A |
| 11 | 22BM03 | Vishnu J | 22 | 13 | 12 | 49 | 22 | 20 | 138 | A |
| 12 | 22BP01 | Kishore M | 22 | 14 | 11 | 47 | 22 | 20 | 136 | A |
| 13 | 22BP02 | Murali A | 24 | 14 | 11 | 44 | 22 | 20 | 135 | A |
| 14 | 22BP03 | Poornachandran M | 25 | 14 | 11 | 46 | 22 | 20 | 138 | A |
| 15 | 22BP04 | Suganthan R | 26 | 14 | 11 | 44 | 22 | 20 | 137 | A |
| 16 | 22BP05 | Tharsan R | 25 | 10 | 06 | 44 | 22 | 20 | 127 | A |

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## Results

1. 69% of student-teachers scored 20 and above marks out of 27 in the academic activities.

2. 94% of student-teachers scored 12 and above marks out of 15 in the usage of library.

3. 75% of student-teachers scored 10 and above marks out of 12 in the participation of extension activities.

4. 81% of student-teachers scored 41 and above marks out of 54 in the other responsible activities or performance in events.

5. Cent percent of student-teachers scored full marks in the self-study course and seminar participations.

6. 94% of student-teachers scored 120 and above marks out of 150 in overall performance.

7. Comparing with arts and science group student-teachers, science group student-teachers are better than the arts group student-teachers in their academic activities.

## Outcome of the Assessment

- Improved digital competency
- Developed interpersonal skill
- Improved library utilisation
- Enhanced self-directed learning
- Confidence in academic and career preparation
- Increased responsibilities and readiness in engaging community services
- Active participation in competitions in other institutions
- Developed leadership qualities
- Developed positive attitude towards teaching profession
- Opportunity for institution to align curriculum, instruction, and assessment
- Opportunity for teachers to reflect on and improve their instructional practice
- More positive teacher relationships with students

## Students' Expectations

- Need more hours for micro teaching practice.
- Two tests per day in CIA-I and CIA-II may be conducted.
- Studio may be established to create e-content and video lessons.

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# SRI RAMAKRISHNA MISSION VIDYALAYA
## COLLEGE OF EDUCATION
(Autonomous)
### Coimbatore - 641 020, Tamil Nadu

STUDENTS' PERFORMANCE ASSESSMENT REPORT
(Semester - II)

ASSESSMENT

GOAL
EVALUATION
ANALYSIS
AUDIT
MEASURE
ASSESSMENT
PLAN
PROGRESS
RESULT

Calendar
13 14
20 21
27 28
2022-2023

Swami Garishthananda
Secretary

Dr. G. Subramonian
Principal

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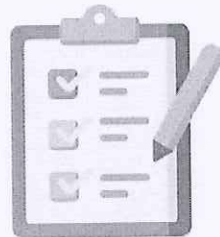College of Education (Autonomous)
Coimbatore-641 020.

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

## Students' Performance Assessment Report
## Semester - II (Batch: 2022 - 2024)

## Introduction

Assessment is the systematic collection, review and use of information about educational programmes to improve students' learning. It focuses on what students know, what they are able to do, and what values they have learned. It is concerned with the collective impact of a programme on student learning. Assessment of students' performance is one of the elements in the teaching-learning environment and central to higher education institution's mission of preparing students for the future. The college of education has initiated to assess the students' performance based on the academic activities, library usage, extension services, responsibilities in various events, involvement in studying self-study courses and participation in seminars in every semester. The second Students' Performance Assessment in the academic year 2022–2023 was conducted on 09.05.2023 and 10.05.2023 for the first year B.Ed. (Semester-II) students. All the student-teachers made presentation based on the assessment rubrics. The Principal of our college and all the Faculty Members assessed students' performance and assigned scores and grades to all the student-teachers. Also, they have given suggestions and recommendations for further improvement.

## Objectives

The objectives of the Students' Performance Assessment are as follows.

- To assess cognitive, affective and psychomotor behaviours
- To enhance skills in multidisciplinary fields
- To improve students learning experiences
- To encourage self-improvement in teaching skills
- To make students realise their strengths and weaknesses
- To identify how well students achieve the curricular expectation
- To promote students' ability to assess their own learning and set specific goals
- To identify the effectiveness of the programme

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## Steps Involved in the Assessment Process



## Criteria for Assessment

### I. Academic Activities

| | |
|---|---|
| 1 | Attendance |
| 2. | ICT Integration |
| 3 | Seminar Presentation |
| 4 | Assignment |
| 5 | Examination (CIA and Model) |
| 6 | Internship Activities |

### II. Library Usage

| | |
|---|---|
| 1 | Utilisation of Text-books |
| 2. | Use of Reference Books |
| 3 | Utilisation of N-List |
| 4 | Reading Daily News Papers |
| 5 | Note Taking |

### III. Extension / Community Services

| | |
|---|---|
| 1 | Handling Tuition Classes |
| 2. | Swachh Bharat / Vidyalaya |
| 3 | Active Participation in Forum |
| 4 | Other Relevant Societal Activities |

### IV. Other Responsibilities / Performance

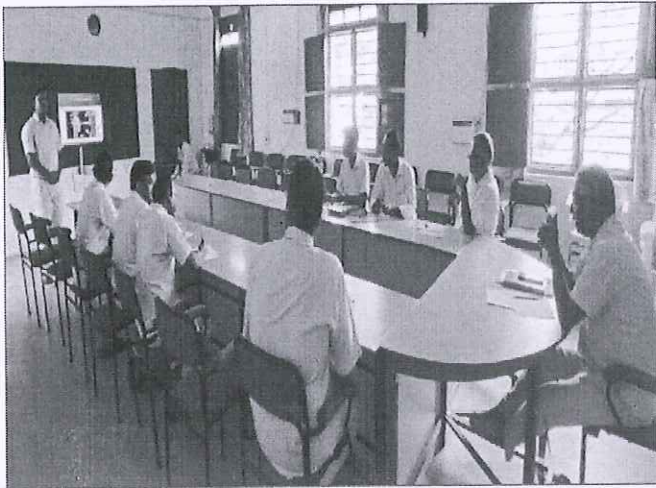| | |
|---|---|
| 1 | Knowledge Sharing |
| 2 | Punctuality |
| 3 | Communication Skill |
| 4 | Interpersonal Skill |
| 5 | Pedagogy-Library-Study |
| 6 | Peer Tutoring |
| 7 | Team Work |
| 8 | Volunteer Activities |
| 9 | Prayer Activities |
| 10 | Value Formation |
| 11 | Participation in Competitions |
| 12 | Participation in Cultural Programmes |
| 13 | Organising National Important Events |
| 14 | Participation in Sports and Games |
| 15 | Performance being Event Coordinator |
| 16 | Preparation of Study Materials |
| 17 | Art from Waste |
| 18 | Contribution to Magazine |
| 19 | Overall Personality Development |

V.   Self-study Course: Online / Offline Course
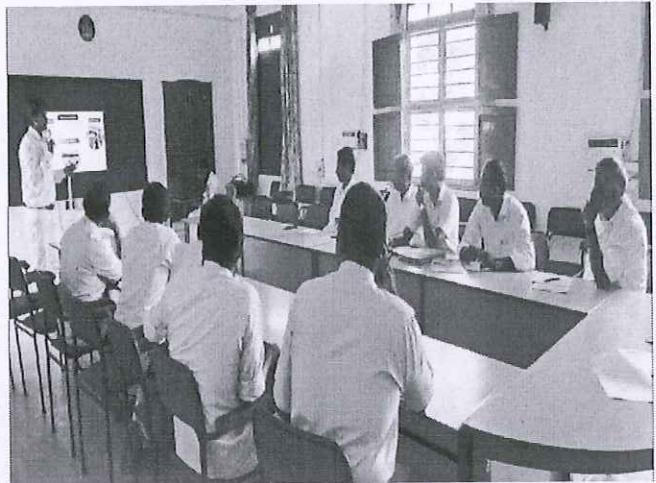
VI.   Participation / Paper Presentation in Seminars

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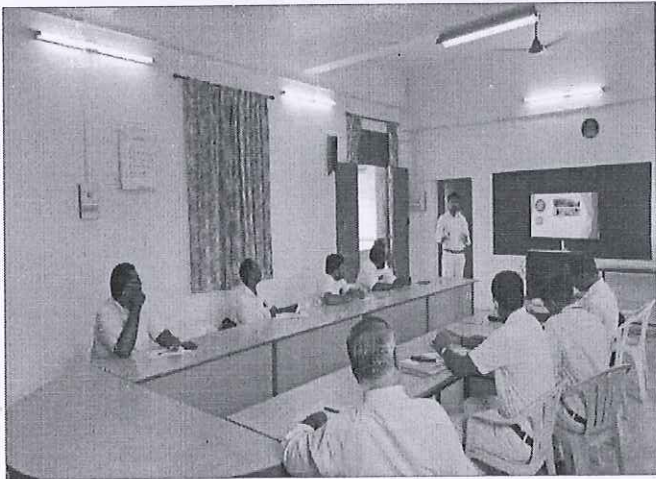College of Education (Autonomous)
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# Students' Performance Assessment
## Presentation of Student-Teachers : Semester - II (Batch 2022-2024)



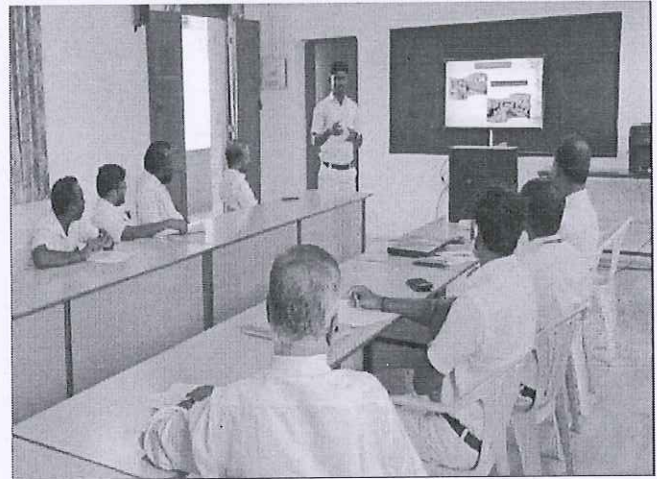**Sri A. Anish Kumar**
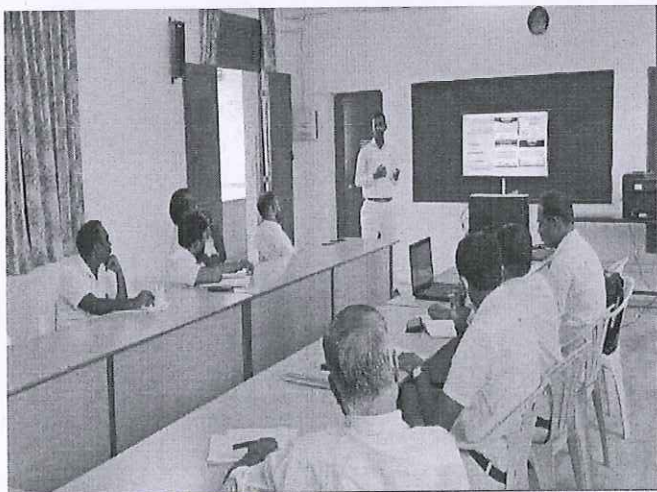B.Ed. I Year (Biological Science)



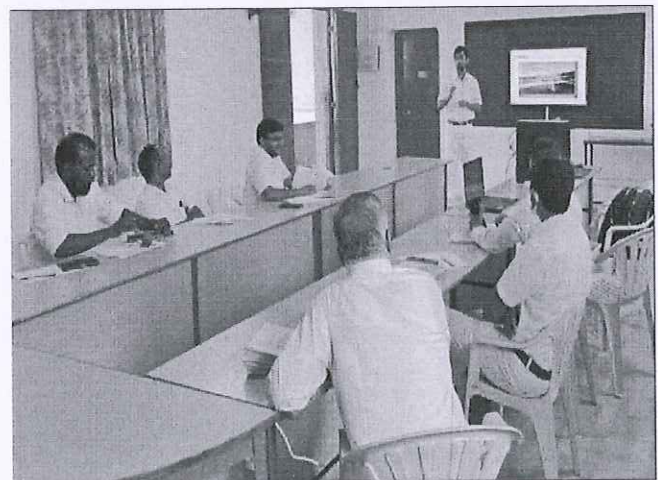**Sri S. Gokulakrishnan**
B.Ed. I Year (Commerce)



**Sri R. Rangasamy**
B.Ed. I Year (English)



**Sri R. Pasupathi**
B.Ed. I Year (History)



**Sri N. Saran**
B.Ed. I Year (Mathematics)



**Sri R. Tharsan**
B.Ed. I Year (Physical Science)

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## Students' Performance Assessment – Scoring and Grading

| Sl. No. | Register No. | Name of the Student-Teacher | Academic Activities | Library Usage | Extension Activities | Other Activities | Self-study Course | Seminar Participation | Total Score | Grade |
|---------|--------------|------------------------------|---------------------|---------------|----------------------|------------------|-------------------|-----------------------|-------------|-------|
| | | | (33) | (15) | (12) | (57) | (30) | (23) | (170) | A/B/C |
| 1 | 22BB01 | Anish Kumar A | 20 | 08 | 11 | 42 | 20 | 10 | 111 | B |
| 2 | 22BC01 | Gokulakrishnan S | 24 | 12 | 12 | 50 | 30 | 10 | 138 | B |
| 3 | 22BE01 | Arun Kumar S | 30 | 08 | 07 | 49 | 30 | 10 | 134 | B |
| 4 | 22BE02 | Prabhathasuriyan R | 31 | 11 | 07 | 47 | 20 | 05 | 121 | B |
| 5 | 22BE03 | Prakash V | 26 | 10 | 11 | 47 | 20 | 10 | 124 | B |
| 6 | 22BE04 | Rangasamy R | 30 | 12 | 10 | 50 | 30 | 15 | 147 | A |
| 7 | 22BE05 | Selvakumar S | 26 | 09 | 08 | 43 | 10 | 15 | 111 | B |
| 8 | 22BH01 | Pasupathi R | 22 | 08 | 12 | 41 | 20 | 10 | 113 | B |
| 9 | 22BM01 | Naveenkumar R | 24 | 10 | 08 | 48 | 20 | 15 | 125 | B |
| 10 | 22BM02 | Saran N | 30 | 12 | 12 | 57 | 30 | 15 | 156 | A |
| 11 | 22BM03 | Vishnu J | 31 | 10 | 12 | 56 | 30 | 15 | 154 | A |
| 12 | 22BP01 | Kishore M | 27 | 06 | 09 | 49 | 20 | 10 | 121 | B |
| 13 | 22BP02 | Murali A | 27 | 08 | 08 | 43 | 30 | 10 | 126 | B |
| 14 | 22BP03 | Poornachandran M | 33 | 13 | 12 | 51 | 20 | 10 | 139 | B |
| 15 | 22BP04 | Suganthan R | 27 | 10 | 12 | 48 | 20 | 10 | 127 | B |
| 16 | 22BP05 | Tharsan R | 28 | 08 | 07 | 43 | 20 | 10 | 116 | B |

Assessment – II (Dimensions)

Maximum Score

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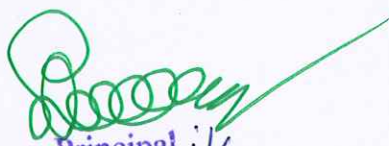College of Education (Autonomous)
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## Results

1. Among the 16 student-teachers, 14 student-teachers scored above 70% of marks in the academic activities.
2. 05 student-teachers scored above 70% of marks in the usage of library.
3. 13 student-teachers scored above 70% of marks in the extension activities.
4. All the student-teachers scored above 70% of marks in the other responsible activities or performance in events.
5. 06 student-teachers scored above 70% of marks in the self-study course.
6. None of them scored above 70% of marks in the seminar participation and presentation.
7. 12 student-teachers scored 70% of marks in overall performance.

It is revealed from the assessment results that student-teachers' performance in academic activities that includes attendance, ICT Integration, seminar presentation, submission of assignment, performance in test /examination and internship activities are highly satisfying. Student-teachers' involvement and contribution in extension activities and community services like handling tuitions for downtrodden students in adopted villages, Swachh Bharat / Swachh Vidyalaya activities and their participation in various forums are extraordinary.

All the student-teachers' performance in other academic activities and responsibilities in carrying out various activities are highly satisfying. They exemplify the overall personality of student –teachers as a whole. On the other hand, student-teachers' involvement in utilisation of library resources, completion of online self-study courses and presentation of articles in seminars and conferences are currently at a moderate level. However, through continuous support, guidance and mentoring from faculty members, these aspects could be improved.

Overall, 75% of student-teachers' performance in all academic and other activities during the second semester in B.Ed. programme is highly satisfying. However, continuous support and guidance of faculty members and peers would help the remaining student-teachers progress towards the highly satisfied level, ensuring continuous improvement in their overall effectiveness.

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

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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 | Completed 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 C | Grade Details B | Grade Details A | Obtained Score | Obtained 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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# SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION
## (AUTONOMOUS)
### Coimbatore - 641 020

**Seminar Series on**
**"Best Practices for Quality Management in**
**Vidyalaya Higher Educational Institutions"**
*(Seminar Series – 1, 2 & 3)*

## Objectives

- To showcase the best practices from each Higher Educational Institution based on Assessment and Accreditation parameters.
- To successfully implement the best practices in their respective institutions learnt from the seminar series.

## Participants

Heads of the institutions, IQAC Coordinators, Senior Faculty members and Criterion Managers of Vidyalaya Higher Educational Institutions.
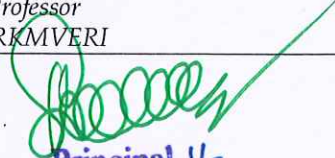
## Seminar Series

### Series -1                                                              26.11.2022

| S.No | Presentation | |
|------|--------------|---|
| 1 | *Criterion I: Best Practices in Curricular Aspects* **Strengthening extended curriculum by incorporating specific outreach programmes and appropriately using the outcomes of stakeholders' feedback** | *Dr. A. Sudha* *Assistant Professor* *FDMSE - RKMVERI* |
| 2 | *Criterion II: Best Practices in Teaching – Learning and Evaluation* **Multi-pronged assessment and relevant teaching methods for Physical Education Teacher Trainees** | *Dr. T. Jayabal* *IQAC Coordinator* *SRMV Maruthi College of Physical Education* |
| 3 | *Criterion III: Best Practices in Research, Innovations and Extension* **Quality Enhancement through Research, Innovations and Extension** | *Dr. M. Sethu Raman* *IQAC Coordinator* *SRMV College of Arts and Science* |
| 4 | *Criterion IV: Best Practices in Infrastructure and Learning Resources* **A Model: Integrated Learning Environment** | *Dr. R. Sridhar* *Director – SF Wing* *SRMV College of Arts and Science* |
| 5 | *Criterion V: Best Practices in Student Support and Progression* **Developing Research Competencies among Post Graduate Teacher Trainees** | *Dr. A. Sathiya Moorthy* *Assistant Professor* *GAPEY - RKMVERI* |
| 6 | *Criterion VI: Best Practices in Governance, Leadership and Management* | *Dr. Saumya Chandra* *Assistant Professor* *FDMSE - RKMVERI* |

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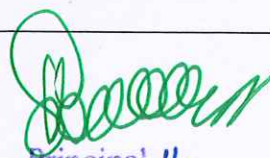| S.No | Title | |
|------|-------|---|
| | **Empowering the Differently Abled with selective technical & professional skills** | |
| 7 | *Criterion VII: Best Practices in Institutional Values and Best Practices*<br>**Institution - Society Connect** | Dr. M. Jagadesh<br>IQAC Coordinator<br>SRMV College of Education |

**Series – 2**                                                   24.12.2022

| S.No | Title | |
|------|-------|---|
| 1 | *Criterion I: Best Practices in Curricular Aspects*<br>**Enhancing Capacity to Attain Employability Skills** | Sri. N. Rajesh Kumar<br>Assistant Professor<br>SRMV College of Education |
| 2 | *Criterion II: Best Practices in Teaching – Learning and Evaluation*<br>**Enhancing Teaching Competencies through Experiential Learning Using Cross Disability Approach** | Dr. S. Parween<br>Assistant Professor<br>FDMSE - RKMVERI |
| 3 | *Criterion III: Best Practices in Research, Innovations and Extension*<br>**Research Activities Using Latest Equipment of Sport Sciences Laboratories** | Dr. E. Amudhan<br>Assistant Professor<br>SRMV Maruthi College of Physical Education |
| 4 | *Criterion IV: Best Practices in Infrastructure and Learning Resources*<br>**Infrastructure and Learning Resources** | Dr. A.V. Ramani<br>Associate Professor<br>SRMV College of Arts and Science |
| 5 | *Criterion V: Best Practices in Student Support and Progression*<br>**Student Capacity Development and Skill Enhancement Activity through Additional Credits** | Dr. C.R. Sakthivel & Dr. M. Chandran<br>Associate Professors<br>SRMV College of Arts and Science |
| 6 | *Criterion VI: Best Practices in Governance, Leadership and Management*<br>**Professional Empowerment Strategy for Teachers and Prospective-Teachers** | Dr. S. Sivasankar<br>Director of Physical Education<br>SRMV College of Education |
| 7 | *Criterion VII: Best Practices in Institutional Values and Best Practices*<br>**Developing Functional Skills for Persons with Disabilities through Synchronized Physical and Rhythmic Activities Coupled with Multi-Sensory Therapies** | Dr. A. Sathiya Moorthy<br>Assistant Professor<br>GAPEY - RKMVERI |

**Series – 3**                                                   04.02.2023

| S.No | Title | |
|------|-------|---|
| 1 | *Criterion I: Best Practices in Curricular Aspects*<br>**Experiential Based Modular Curriculum** | Dr. R. Giridharan<br>Associate Professor and Head<br>GAPEY - RKMVERI |
| 2 | *Criterion II: Best Practices in Teaching – Learning and Evaluation*<br>**Students' Performance Assessment** | Dr. P. Vel Murugan<br>Assistant Professor<br>SRMV College of Education |
| 3 | *Criterion III: Best Practices in Research, Innovations and Extension*<br>**Enhancing Research Practices through Supportive Services among Teacher Trainees** | Dr. S. Logesh Kumar<br>Assistant Professor<br>FDMSE - RKMVERI |

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| | | |
|---|---|---|
| 4 | *Criterion IV: Best Practices in Infrastructure and Learning Resources* **Best Practices Adopted in the Library and Digital Learning Resources** | *Dr. A. Velayutham* *Librarian* *SRMV Maruthi College of Physical Education* |
| 5 | *Criterion V: Best Practices in Student Support and Progression* **Quality Enhancement through Students' Support and Progression** | *Dr. M. Sethu Raman* *Coordinator – IQAC* *SRMV College of Arts and Science* |
| 6 | *Criterion VI: Best Practices in Governance, Leadership and Management* **Strategy Development and Deployment** | *Dr. M. Jaikumar* *Associate Professor* *SRMV College of Arts and Science (SF Wing)* |
| 7 | *Criterion VII: Best Practices in Institutional Values and Best Practices* **Work Integrated Learning** | *Dr. A. Balagurusamy* *Associate Professor* *SRMV College of Arts and Science (SF Wing)* |

**Outcomes**

The faculty members witnessed different best practices followed in Vidyalaya Higher Educational Institutions. They had an exhaustive know -how of the practices involved in other institutions. Faculty members will start implementing the feasible best practices in their institutions.

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# Seminar Series on
## "Best Practices for Quality Management in Vidyalaya Higher Educational Institutions"
### Organized by
### IQAC



Series 1 – Criterion I



Series 1 – Criterion III



Series 2 – Criterion IV



Series 2 – Criterion V



Series 3 – Criterion VI



Series 3 – Criterion VII

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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 (PMMMNMTT)
- 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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# SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION
## (AUTONOMOUS)
### Coimbatore - 641 020

*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:**

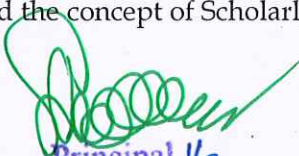| | | | |
|---|---|---|---|
| 1 | Technical Session I **Selection of Journals for Publication** | : | **Dr. S. Swaminathan** *Librarian* *SRMV College of Education* |
| 2 | Technical Session II **Metrics in Publication** | : | **Dr. J. Arumugam** *Librarian* *Dr. GRD Memorial Library* *P.S.G College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

**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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**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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College of Education (Autonomous)
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*Faculty Development Programme on*
**Analytical, Lateral, Critical and Design Thinking**
Phase – II 20.11.2022

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

## 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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## One-day Workshop on
## Low-cost Teaching Aids Making

Sri Ramakrishna Mission Vidyalaya College of Education in association with Agastya Foundation, Bengaluru organised a workshop on low cost teaching aids for II Year B.Ed Student Teachers on 22nd July 2022 at College of Education Campus. The main idea was to discuss the facts that low-cost teaching aids are an effective tool as it helps to understand various complex scientific principles in an easy way.

Resource Persons from Agastya Foundation emphasised the need to inculcate passion amongst students for science by making classroom teaching more interactive and enjoyable through use of low-cost teaching kits. Tools were designed to engage students through hands on activities for faster learning, discourage cramming and make the subject interesting for them. Further, studies have suggested that students remember 90 percent of what they do and are demonstrated through the medium of science communication.

The participants during the workshops were trained to make easy to use low-cost teaching kits in classroom, which could help in improving conceptual understanding and promoting creativity among students. The student teachers showed keen interest in the workshop and prepared their own low-cost teaching kits demonstrating various scientific principles.

Orientation on Agastya International Foundation activities for school and college students were given. Significance of Agastya's Outreach Programs were also emphasized.

The volunteers from Agastya also oriented about different programmes and initiatives offered by Agastya International which include

Outreach Programs
 1.Mobile Science Lab
Activities included in Mobile Lab:
- Science Fairs
- Teacher Training Workshops
- Community Visits

 2. Science Center
 3. Lab in a Box
 4. Lab on a Bike

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5. iMobile Lab
6. Young Instructor Leader
7. Operation Vasantha
8. Mobile Innovation Lab
9. Innovation Hub
10. Teacher Training
11. ActiLearn
12. LOB Electronics
13. Raspberry Pi
14. Agastya's Digital Initiative

Students also visited the mobile science lab which was stationed at the campus and the volunteers demonstrated different teaching aids for the student teachers.

Outcomes:

Student teachers gained an idea about designing low-cost teaching aids for their classrooms. These teaching aids can be used in their respective internship schools. They were oriented that the concepts taught using interactive materials and teaching aids will enhance the conceptual understanding of students in schools.

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# Workshop on
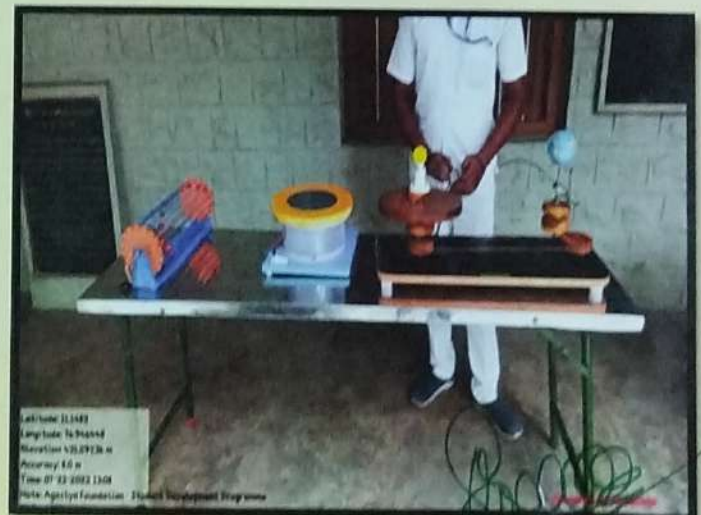# Low-cost Teaching Aids


Workshop Introduction


Agastya International


Working with Low-cost Aids


Interaction with students





Working Models - Demonstration