



**N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN  
(AUTONOMOUS)**

**TRIPPLICANE, CHENNAI-600 005**

**Professional Development/ Administrative Training  
Programmes organized by the Institution for Teaching & Non-  
Teaching Staff during the Last Five Years**



**Brochures/ Reports along with Photographs with Date and  
Caption for the Last Five Years**

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N.K.T. NATIONAL COLLEGE OF EDUCATION  
FOR WOMEN (AUTONOMOUS),  
TRIPPLICANE, CHENNAI-600 005.**

## 2020 -2021



N.K.T. National College of Education for Women  
(Autonomous)  
No. accredited with 'A Grade (A1B1,3,26 /A,00) by NWC  
Affiliated to Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.  
In Collaboration with

Quality Circles Forum for India, Chennai Chapter  
Presents  
A 5 Day In-house Programme

### Enhancing Outcome Based Education through Quality Circles

From 17th to 21st May, 2021

Everyday Join @ 11:30 a.m.

Resource Expert

Dr.N.Asokan,  
Vice Principal - Academic, S & H  
SRM IST Ramapuram Campus, Chennai

Programme Directors

Dr. C. Udhayakumar      Dr. S. Chamundeswari  
Vice - Chairman      Principal  
QCFI, Chennai Chapter      NKTNCE

Convener

Dr.S.Malathi  
Dean of Academics  
NKTNCE

Organizing Secretaries

Dr.V. Jayashree Priyadharsini, Assistant Professor  
Dr. T. Sahaya Saha, Assistant Professor  
Mrs. A. Enid Ruth, Assistant Professor

### Topics for Discussion

- Day 1: Building Blocks of OBE
- Day 2: Building Blocks of Curriculum Designing & Delivery
- Day 3: Revised Bloom's Taxonomy
- Day 4: Revised Bloom's Taxonomy
- Day 5: Guided Practice on Writing and Evaluation of Learning Outcomes

Inaugural Session on 17th May, 2021 @ 11:15 a.m.

- Silent Prayer
- Welcome Address  
- Dr. S. Chamundeswari, Principal, NKTNCE
- Key - Note Address  
- Mr. T. R. Narasimhan, Chairman, QCFI
- Felicitation Address  
- Dr. C. Udhayakumar, Vice-Chairman, QCFI
- Special Address  
- Dr. T. Knlalselvan, Secretary, QCFI
- Introducing the Speaker  
- Dr. S. Malathi, Dean of Academics, NKTNCE
- Day 1 Session Begins

Join us through Zoom  
Meeting ID : 891 6159 7000  
Passcode : 906124

<https://www.zoom.us/j/89161597000>

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## **N.K.T. National College of Education for Women (Autonomous)**

### **Report on the 5-Day In-house Training Programme on Enhancing Outcome Based Education through Quality Circles**

**Organized by NKT National College of Education for Women, Chennai in  
Collaboration with the Quality Circles Forum of India, Chennai Chapter, Chennai.**


**17<sup>th</sup> May to 21<sup>st</sup> May, 2021**

#### **Inauguration**

Today we are on the 5<sup>th</sup> Day In-house Programme on “Enhancing Outcome Based Education through Quality Circles”. The programme was organized by N.K.T. National College of Education for Women in collaboration with Quality Circles Forum of India, Chennai Chapter from 17<sup>th</sup> of 21<sup>st</sup> May, 2021.

The Programme started with an Inauguration on 17<sup>th</sup> May 2021. Our Principal and Programme Director Dr. S. Chamudeswari gave the Welcome Address and invited all dignitaries from QCFi and all participants.



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The Key Note Address was given by Mr. T. R. Narasimhan, Chairman, QCFI, Chennai Chapter, who brought out the importance of Quality Circles to enhance the standard of an Institution.

Dr. C. Udhaya Kumar Vice-Chairman, QCFI gave the Felicitation Address. He appreciated our Principal for the efforts to bring this program to the Faculty members. The Special Address was given by Dr. T. Kalaiselvan, Secretary, QCFI who appreciated the Faculty members for being involved in such programmes.


The Programme Convener and Dean of Academics, Dr. S. Malathi, invited and introduced the Speaker who is well experienced and knowledgeable Resource Expert for the 5-Day Training Programme, Dr. N. Asokan, Vice-Principal, SRM IST Ramapuram Campus, Chennai

### DAY-1

With lot of expectation the First day session started, Dr. Asokan was clear in explaining about the Outcome Based Education, Mission, Vision and Core Values. Mission is with purpose and it is with target, role model and internal transformation. Mission is nothing but what we want to be few years.



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Vision depends on goal, growth, success, integrity, innovation and future. Thinking beyond the current forces, trends and capacity is vision. Long Term Aspiration is Positive Vision and Short Term as Negative Vision.

Core Value is about leadership, ethics, integrity, trust, team work, commitment, responsibility, support and innovation. Core Value depends on agility, people focus, accountability and safety at work place.

## **DAY-2**

The first day learning experience was shared by Dr. V. Jayashree Priyadharsini Assistant Professor of Biological Science of our College who came up with the thoughts discussed on the next day morning.

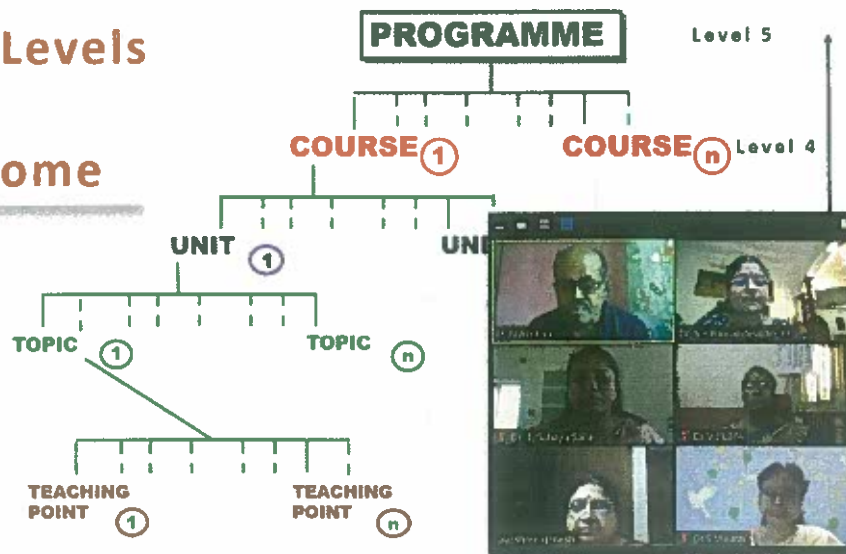
On Day 2, Dr. Asokan, spoke about the importance of competencies, which we have to remember and apply while drafting the Learning Outcomes of a Programme or a Course or while designing the Curriculum. The participants were made to understand that competency is equal to Knowledge multiplied by Skill, Talent, Technology and Growth Mindset. The need to realise the importance of identifying one's strengths and weaknesses in order to maximize and achieve mastery of our potentials was stressed by the resource expert, Dr. Asokan.

The 2<sup>nd</sup> day commenced with slides on Knowledge that's static and the knowledge that keeps changing because of the umpteen number of researches that's happening all around the world. Thus, the participants were made to realise that it's important to update one's knowledge according to the ever-growing demands of the contemporary world and the need to unlearn and relearn.




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## Five Levels of Outcome



Having acquired the required knowledge, the next step in the learning process is to concentrate on Skill Development. Hence, the resource expert spoke on Skill as the expected performance of a student. The participants, who are Teacher Educators, were reminded of their manifold roles, which they would be performing day in and day out and the need to identify one's skills in order to master those skills for the development of the students and oneself and for achieving the expected performance from the students as an end result. In addition to that, the resource expert spoke about splitting the ideas and concepts for better performance and real growth. The need for continuous practice was highlighted by the resource expert in his slides with factual data that it takes 10,000 hours for a person to master a skill. The factual knowledge which was revealed by the resource expert was astonishing as it stated that it takes 8 hours per day for 5 days in a week or 4.8 years to master a skill. The resource expert also differentiated the differences between Repetition and Purposeful Practice. The participants realised that mere repetition of a skill will not bear fruitful results, but purposeful practice, which should be followed by feedback by others or self-analysis. The participants were reminded of the reality that continuous skill practice is not so easy as it forces a person to work out of his/her comfort zone. The resource expert underlined the hard fact that it is also not so easy to sustain one's motivation for covering the said 10,000 hours in order to master a skill, thereby achieving personal potentials.

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While talking about skill development, the resource expert compared and brought out the differences between skill and talent and the ways of identifying one's talents by answering to the question, who you are? The participants realised that it's their attitudes, habits and drive which will induce and develop one's talents and that talent cannot be transferred from one person to another. The resource person elaborated on the 3 types of talents namely, striving talents, thinking talents and relating talents, which are interconnected and present in every individual, but in different levels.

Following Cognitive and psychomotor domains, the resource expert deliberated on the affective domain that it is essential for understating the different mindsets namely, fixed mindset, growth mindset and service mindset. The importance of growth mindset and the presence of service mindset in each of us was elaborated and the participants were made to wonder whether they are real in their service mindset or fake. The slide on 'Others first mindset is not for the sake of others, but that its actually in your best interest' reminded the participants that they are actually selfish in the service of others.

The resource expert then reflected on the importance of technology and the changing technology, which would pave way for development and growth. "Change is the oxygen of growth and creativity", quoted the resource expert. He then concluded that Competencies are required for Curriculum Development, Engagement, Course Delivery and Professional Development. At the end of the session, he wanted the participant to reflect on one's strengths and weaknesses in order to channelise the strengths for holistic development of an individual, institution and society at large.

### **DAY-3**

The Session started with the second day learning experience shared by Ms. P. Sangeetha, Assistant Professor of English-Education.

On Day-3, Dr. Asokan gave an elaborate session on Revised Blooms Taxonomy. He highlighted on Instructional Objective and two main aspects namely General and Specific Instructional Objective. Writing objectives, taxonomy table, various types of knowledge was addressed in session two.



Though we are following revised Blooms Taxonomy in our B.Ed. curriculum in fact we are familiar with it. Sir gave us an opportunity to have a different perspective of this concept. We derived a lot of clarity on writing specific objectives following the 6 rules. The examples sir had mentioned were very practical and customized to suit us.




The knowledge matrix described by him will be definitely useful to us it will lets to know the extent to which a concept can be transacted. Further it gave us clarity on how to deliberate the concepts at the lower levels.

Dr. Asokan also discussed on the types of knowledge and also gave us clarity on how to attain mastery at each level of knowledge. Sir also elaborated on factual knowledge: knowledge on terminology, specifics, details and elements. Conceptual knowledge: a organized knowledge facilitates to classify, principles, theories, and structures. Procedural knowledge: at application level and it is subject specific, it is based on techniques and methods that is specific. This as he mentioned can be acquired through experience. Meta Cognitive Knowledge: Thinking about thinking- emphasized on how to adapt and modify the acquired knowledge and think better to arrive a better perspective.

Highly beneficial session as the resource expert related every concept that was dealt on the day three through the concepts discussed on day 1 and 2.

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## DAY-4

The Session started with the learning experiences of Day-3 shared by Mrs. A.H. Komala, Assistant Professor of Economics – Education.

As Dr. Asokan gave vivid picture about Bloom's Taxonomy, on third day session, the fourth day session gave us a deeper knowledge about the cognitive process which is also thinking process there nearly 19 thinking process involved. It gave us a clear idea how to correlate the objectives, with the procedure and assessment of (objectives) learning outcomes.

The cognitive process is categorised as Remember, Understand, Apply, Analyse, Evaluate and Create. We should master in lower order skills like Remember, Understand, and Apply to get trained in higher order skills. As mentioned by Educationist Teachers' play an important role in moulding the students' personality.

The screenshot shows a Zoom meeting interface. On the left, a slide titled "Synchronization / Mapping / Alignment The Institution" is displayed. The slide content is as follows:

Synchronization / Mapping / Alignment The Institution	
Regulating Agencies	Mission Purpose
Why	Why
VISION (SMALL)	VISION (SMALL)
WHY	WHY
Core values (Culture)	Core values (Culture)
How	How
Programme Educational Objectives	Programme Outcomes
Learning Objectives	Learning Objectives
Curriculum Learning Objectives	Curriculum Learning Objectives
Hybrid Curriculum	Hybrid Curriculum
Lesson Plan / Syllabus	Lesson Plan / Syllabus
Instructional Objectives	Instructional Objectives

On the right side of the Zoom window, a grid of participant names is visible, including: Dr. T. Susha Sa..., A.H.Komala, V.Sridevi, Dr. V J UMA, Dr. K. Vijaya, Dr. S. Dhanalak..., Nivethana Elan..., D. Shenbagavalli, Dr. Kalpana, D., and Dr. N. KALAI AR... The Zoom interface also shows a toolbar at the bottom with icons for mute, video, chat, and other functions.

Finally the session concluded as our speaker linked the specific objectives to general objectives ie., course learning outcomes and programme learning outcomes and also how the institution has to accomplish the vision and mission.

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## Points Take Away

- Categorize cognitive process
- How to use the action verbs
- Explained the sub-categories or action verbs under each categories and to frame the objectives to evaluate the same
- Mastery over lower order skills is necessary to get trained in higher order skills
- Sample questions for each category give us the idea how to evaluate our specific objectives framed.
- How to correlate:

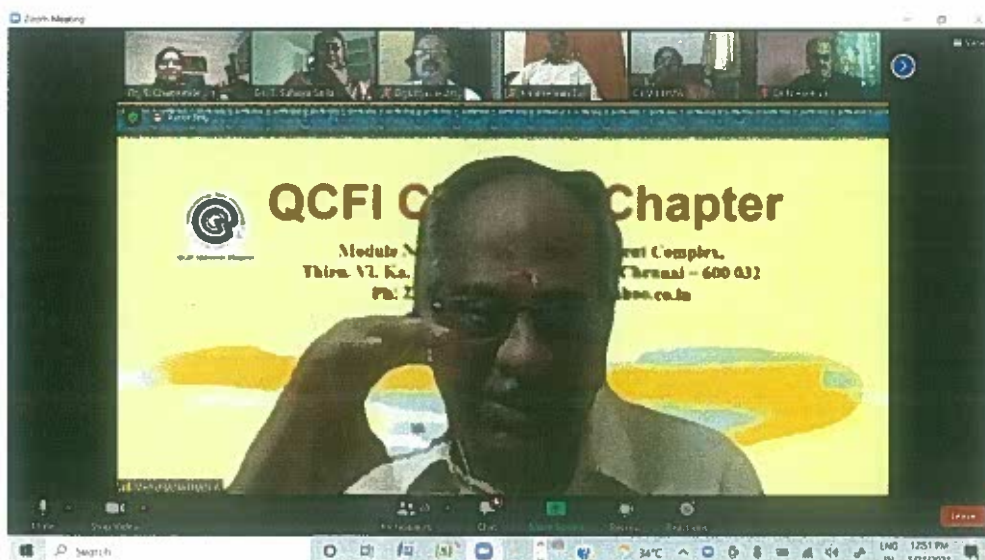
Objectives --- Procedure---- Outcomes

- How to Map:

Mission---Vision ----- PLO -----CLO

## DAY-5

The fourth day session learning experience was shared by Dr. V. Sumangala Vaidharani, Assistant Professor of Mathematics-Education.



Dr. N. Asokan discussed about the assignments given to us on all four days. It was like revising the whole programme again.



The Valedictory Programme was scheduled at 12.30 pm. The Welcome Address was given by our Principal Dr. S. Chamundeswari. The report reading was by Dr. S. Malathi, Dean of Academics. The Key-Note Address was given Dr. T. Kalaiselvan, Secretary, QCFI. The Felicitations Address is by Dr. C. Udhayakumar, Vice-Chairman, QCFI. The Valedictory Address was given by Mr. A. Mayuranathan, Former Chairman, QCFI. After the address certificates were distributed to all participants and vote of thanks was proposed by Mrs. A. Enid Ruth Organizing Secretary of the Programme.

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**NKT NATIONAL COLLEGE OF EDUCATION  
FOR WOMEN  
&  
ISDE ACADEMY  
PRESENTS**



**COMPLIMENTARY WEBINAR ON ATTAINING  
QUALITY ASSURANCE & QUALITY ENHANCEMENT  
BY IQAC**



**ZOOM ONLINE PRESENTATION**

**WEDNESDAY 28TH April**

**STARTING FROM 10:00AM - 12:00 PM**

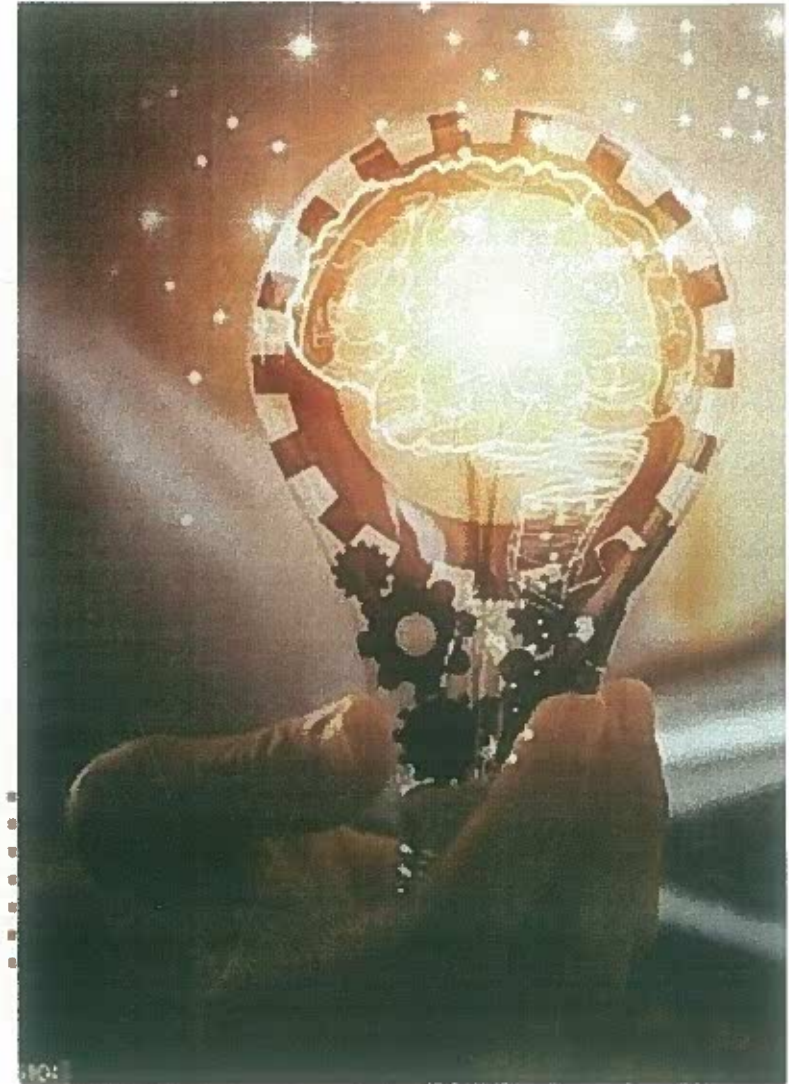
**TO REGISTER**

**CONTACT : 9840748335 / 044-49591335**

**EMAIL : TRAINING@ISDE.ACADEMY**

**WEBSITE : ISDE.ACADEMY**

**scan to register**



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No Registration Fee and E-Certificates for all the Participants



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Affiliated to Tamilnadu Teachers Education University

Chennai, Tamilnadu

Resource Expert



**Dr. N. Badri**

Former Director & Principal  
Subham College of Education  
Chennai

# National Webinar

on

## Developing Soft Skills Among Prospective Teachers

Organized by IQAC

22nd February, 2021

@ 11 a.m

### Organizing Committee



**Mrs. A. Enid Ruth**  
Assistant Professor  
Organizing Secretary



**Dr. S. Malathi**  
IQAC Co-ordinator  
Convener



**Dr. S. Chamundeswari**  
Principal & IQAC Chairman  
Programme Director

## Report on

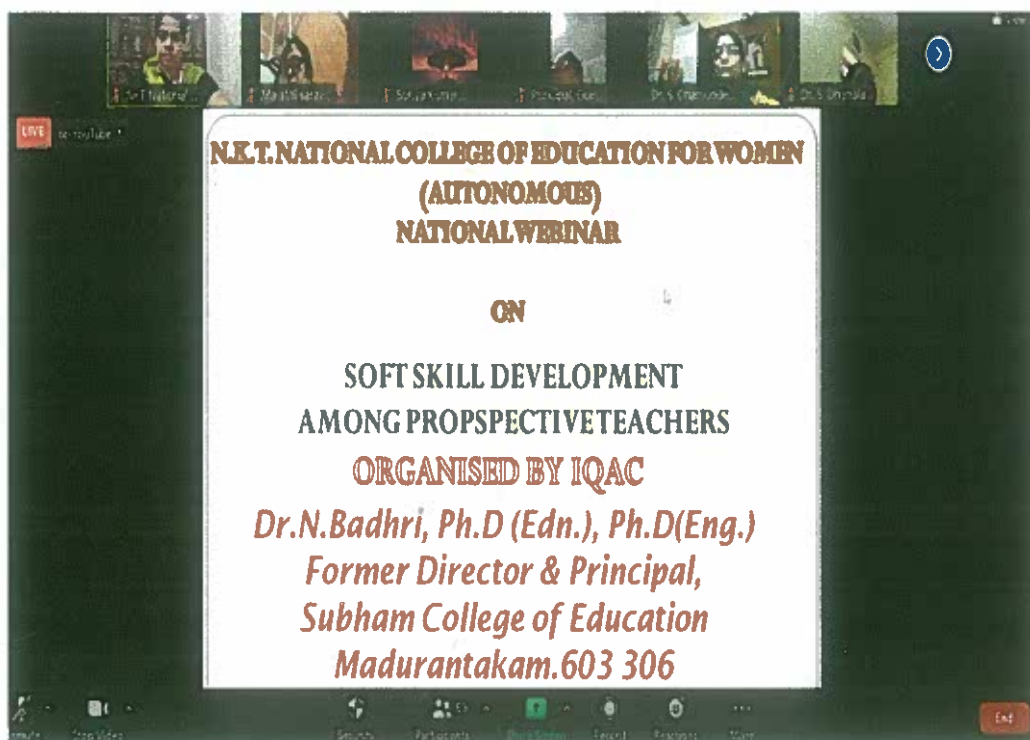
### National Webinar on Developing Soft Skills among Prospective Teachers

Date: 22<sup>nd</sup> February 2021

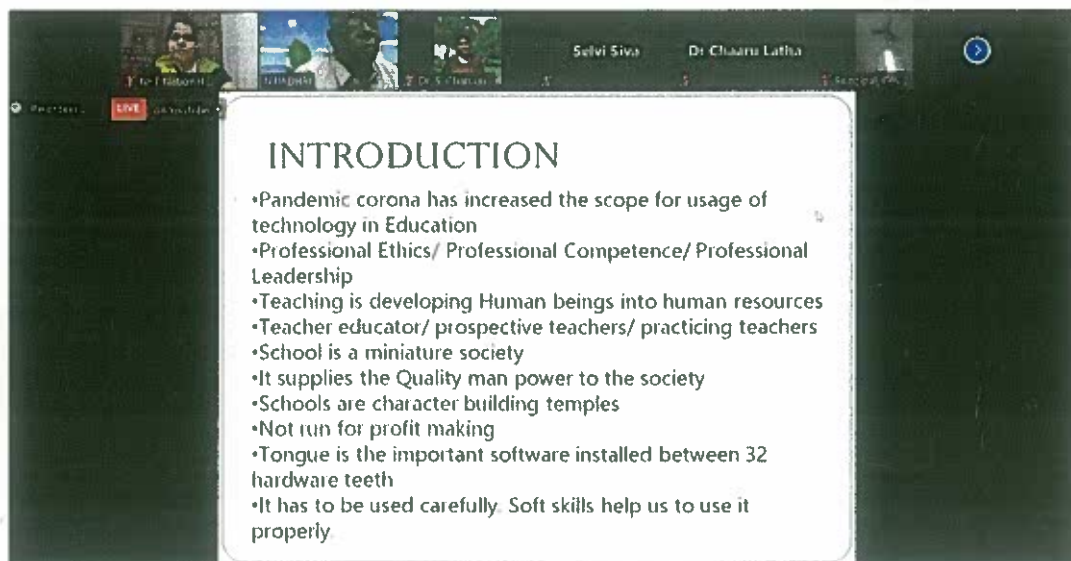
Organizer: Internal Quality Assurance Cell, N.K.T.National College of Education for Women, Chennai

Resource Expert: Dr. N. Badri, Former Director & Principal, Subham College of Education, Chennai

Participants: 99 and You Tube Viewers




  
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The Principal, Dr. S. Chamundeswari, welcomed the Resource Expert of the day, Dr. N. Badri, Former Director and Principal, Subham College of Education, Chennai and participants for the National Webinar on Developing Soft Skills among Prospective Teachers organized by the IQAC of the College. She placed on record a note of gratitude to Secretary of the College, Dr. M. Arumugam for all his unconditional support and guidance and a note of appreciation to the organizers, Dr. S. Malathi, the IQAC coordinator and Mrs. A. Enid Ruth, Assistant Professor of our College and the session started.

The Resource expert threw light on the traits to be possessed by an online teacher, and thus he stressed on the Soft skills for Teachers especially in this technical age as it is need of the hour. He further highlighted on the 8 skills to be mastered by Students namely

Adaptability, information management, collaboration, communication, leadership, critical thinking, problem solving, creativity. He made us understand that Soft Skill is a personal attribute that supports situational awareness and enhances an individual's ability or skills to get the work done. It also improves and enhances the Emotional Quotient of an individual and helps them maintain the emotional stability during trying situations and handle stress more effectively.

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Soft skills helps to develop in emotional and cognitive trends and signals that are being displayed and exchanged overtly or covertly during such social or professional settings.

We also understood that the soft-skills are the part of an individual's personality they define their attitude and shape their behavior. Discrimination of hard and soft skills was made possible through this session.



### Programme Outcome and Feedback

Soft skill Programme develop in us effective inter-personal communication, ability to resolve conflicts effectively, effective networking, understanding of Classroom etiquette and proper mannerism, efficient people management skills, ability to capitalize on strengths, engaging with passion and gaining confidence. We the student-teachers were completely unaware of their inherent skills till the time and now the resource expert has made the individual aware of his or her hidden and unexplored capabilities and to refine it for overall development and success of the individual both at professional as well as personal walk of life. Heartfelt thanks were expressed to the Principal and the Resource Expert for the lively session.

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Chennai, TamilNadu.

**IQAC**

Cordially invites you for

**A 3 - Day National Webinar**

on

Implementation of

**National Education Policy, 2020**

From 7th to 9th  
November 2020  
@ 3 p.m.

**Resource Experts**

Day 1  
7-11-2020



NEP, 2020 - School Education

**Dr. Gayathri Deepak**  
Founder Director, Chetana  
Thought Leader in Education  
Chennai

Day 2  
8-11-2020



NEP, 2020 - Teacher Education

**Dr. A. John Lawrence**  
Associate Professor  
St. Xavier's College of Education  
Palayamkottai

Day 3  
9-11-2020



NEP, 2020 - Higher Education

**Dr. Anjali Bajpai**  
Professor, Faculty of Education  
B.H.U.(K), Varanasi

**ORGANIZING COMMITTEE**



**Dr. S. Malathi**  
IQAC Co-ordinator  
Convener



**Dr. S. Chamundeswari**  
Principal & IQAC Chairman  
Programme Director



**Mrs. A. Enid Ruth**  
Assistant Professor  
Organizing Secretary



**Mrs. A.H. Komala**  
Assistant Professor  
Organizing Secretary

**Target Groups:**  
Students  
Student-Teachers  
Research-Scholars  
&  
Educationalists

\* No Registration Fee  
\* E-Certificates for all the Participants

<http://www.qac.iqac.org/INFORMANTS>

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## Report on

# Three-Day National Webinar on Implementation of National Education Policy 2020

Date: 7<sup>th</sup> to 9<sup>th</sup> November 2020

Organizer: Internal Quality Assurance Cell, N.K.T. National College of Education for Women, Chennai

### Resource Experts:


Dr. Gayathri Deepak, Founder Director, Chetana Thought Leader in Education, Chennai

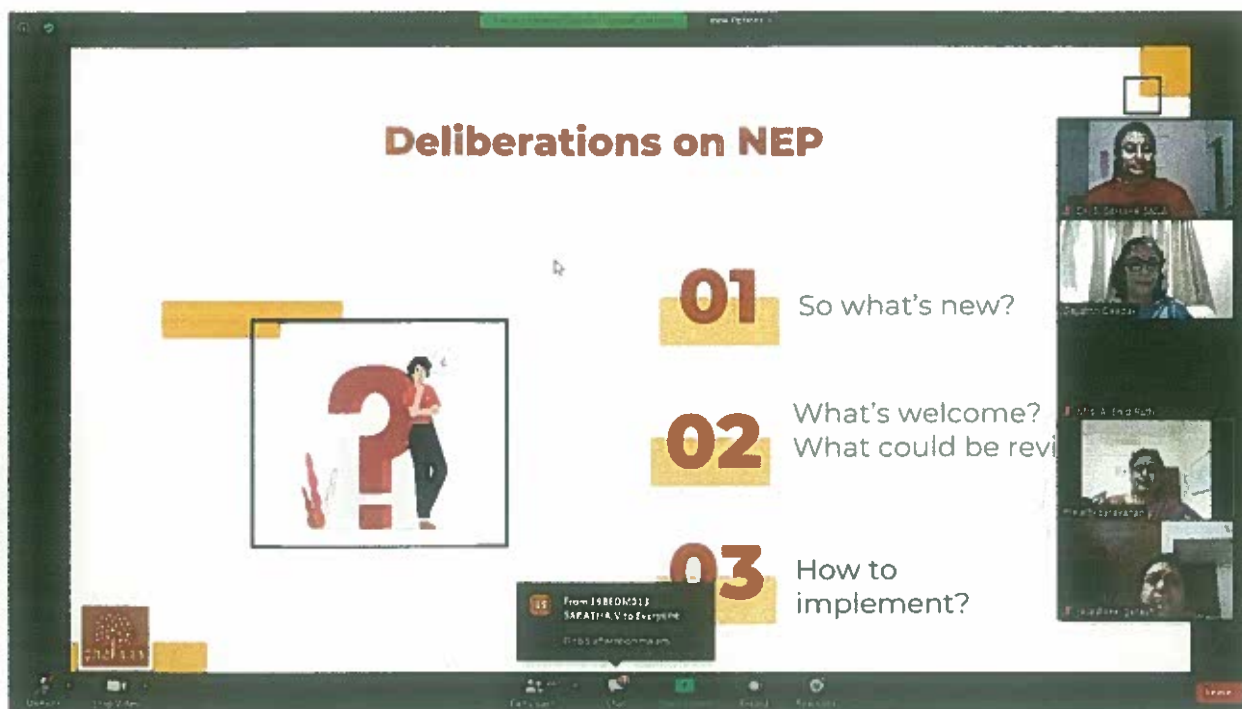
Dr. A. John Lawrence, Associate Professor, St. Xavier's College of Education, Palayamkottai

Dr. Anjali Bajpai, Professor, Faculty of Education, BHU, Varnasi.

Participants:92 and You Tube Viewers



  
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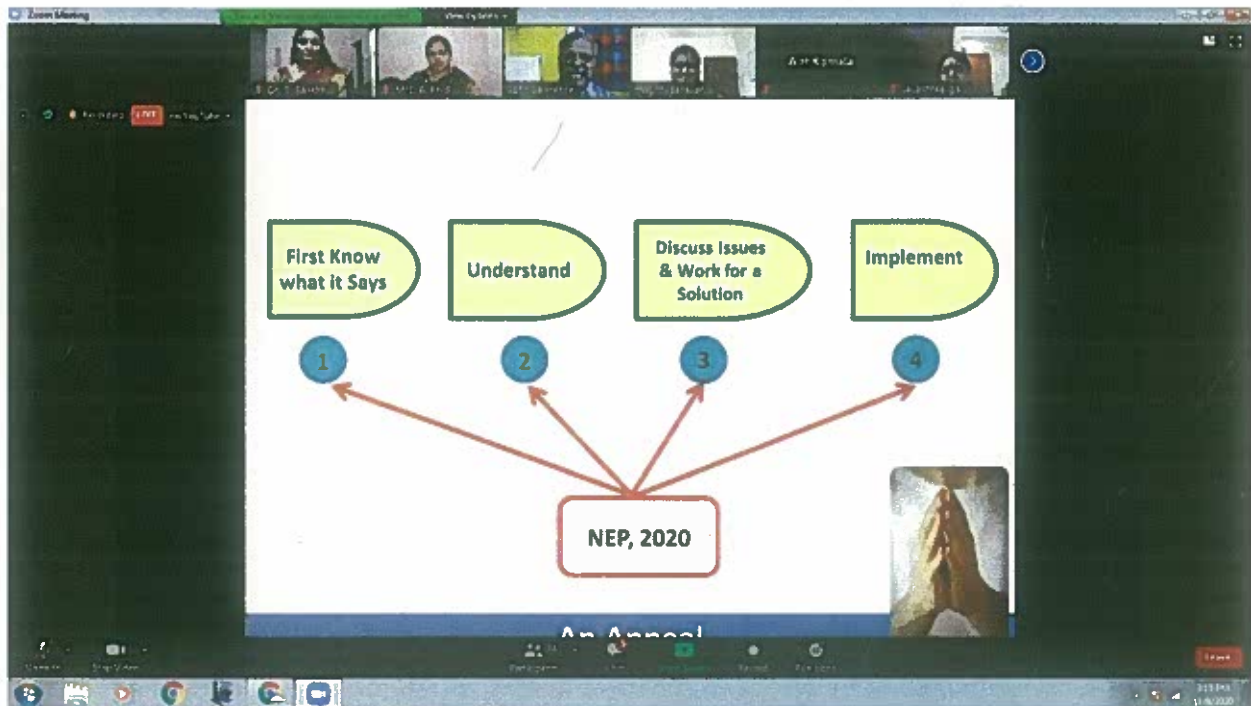
The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old National Policy on Education (NPE), 1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each students.

On Day-1, the Principal, Dr. S. Chamundeswari, welcomed the Resource Expert of the day and all participant present for the Programme organized by the IQAC of the College. Principal placed on record a note of gratitude to the Secretary of the College, Dr. M. Arumugam, for all his unconditional support and guidance and appreciation to the programme organizers, Mrs. A.H. Komala and Mrs. A. Enid Ruth, Assistant Professors of our College. Dr. S. Malathi, Dean of Academics introduced the Resource Expert for Day-1, Dr. Gayathri Deepak.


She addressed on salient features of the NEP 2020 as ensuring Universal Access at all levels of school education, Early Childhood Care & Education with new Curricular and Pedagogical Structure, Attaining Foundational Literacy and Numeracy and

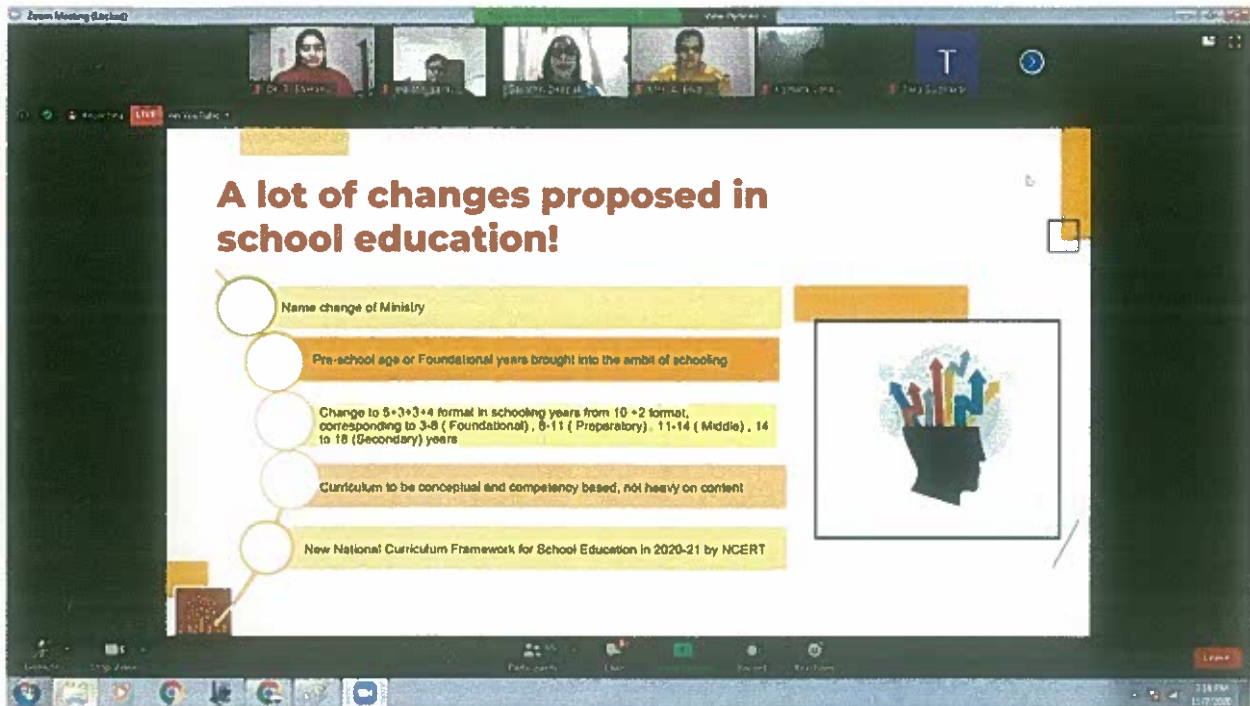
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Reforms in school curricula, pedagogy, Multilingualism and the power of language. She also highlighted the advantage of NEP on School Education. The Resource expert was of the opinion that the NEP would open avenues for many students in remote areas.



On Day-2, the Principal Dr. S. Chamundeswari, reviewed the proceedings of Day-1 and welcomed the Resource Expert of Day-2 and all participants. Dr. A. John Lawrence, the Resource Expert was introduced by Dr. S. Malathi and the session started with deliberations on the various changes recommended by the NEP 2020. He further shared his opinion on the adoption of integrated Teacher Education Programme from the year 2026. The new proposal for the benefit of the institution is mentioned in the NEP was emphasized.

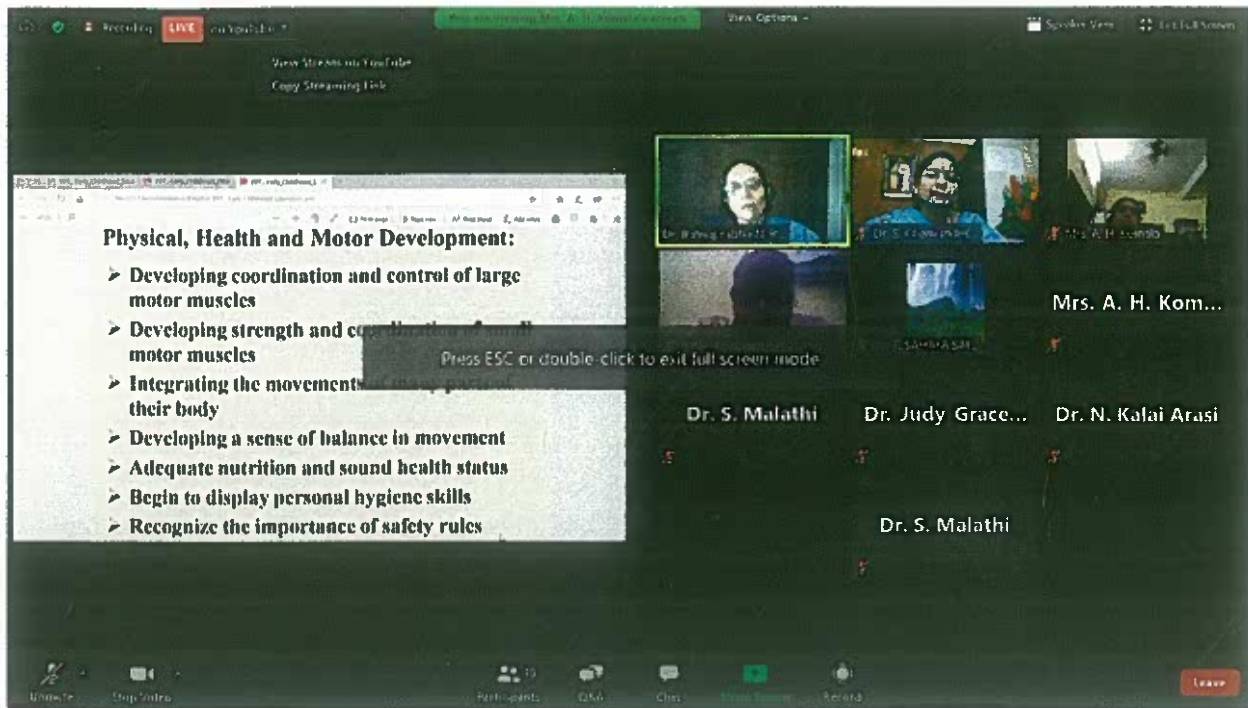
  
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On Day-3, Dr. S. Chamundeswari welcomed the Resource Expert, Dr. Anjali Bajpai and all participants present for the programme. Dr. S. Malathi, Dean of Academics introduced the Resource Expert and the session started with discussion on the impact NEP on Higher Education Institution, at University level.

The advantages of following NEP is successful at Higher Education Institutions as it facilitates the students to pursue higher education and follow the principle of lifelong learning.

  
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## Programme Outcome and Feedback

The Resource experts enlightened the Student-teachers to understand the following outcomes and the resulting changes that will be made in the Education system in India.

- Universalization from ECCE to Secondary Education by 2030, aligning with SDG
- Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
- 100% GER in Pre-School to Secondary Level by 2030
- Bring Back 2 Cr Out of School Children
- Teachers to be prepared for assessment reforms by 2023
- Inclusive & Equitable Education System by 2030
- Board Exams to test core concepts and application of knowledge
- Every Child will come out of School adept in at least one Skill
- Common Standards of Learning in Public & Private Schools

The Participants were happy on receiving more input about the latest amendments in the NEP and thanked the organizers and the Head of institution for having identifying the resource experts whose deliberation was eye opening to the student-teachers.

  
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Affiliated to Tamil Nadu Teachers Education University  
Chennai, Tamil Nadu, India.

## IQAC Cordially Invites you for an International Webinar on

## Why Soft Skills Are So Important? - A Pepup Session!

18th August, 2020 @ 4 p.m



### Resource Expert

#### DR. SUBHASH CHANDER

A Multi Faced Personality - Champion  
Motivator, International Trainer, Coach, Game  
Changer, HR, OD & TD Adviser, Singer &  
Voice Over Actor - Kuwait

### Organizing Committee



Mrs. A. Emil Ruth  
Assistant Professor  
Organizing Secretary



Dr. S. Malathi  
IQAC Co-Ordinator  
Convener



Dr. S. Chammundeswari  
Principal &  
Programme Director

- No Registration Fee
- E- Certificate will be provided for all the Participants
- Open for Students, Student - Teachers and Educationalists
- Click the below link to Register

<https://forms.gle/b1bpPsZhdwys5Xqm6>

### Key Takeaways

1. How to overcome the current issues?
2. What one can do during this situation?
3. Understanding Hard & Soft skills
4. Understanding a few soft skills and see how they are so important in our life?
5. Use rituals to make your life run smoother
6. How to Plan meetings more appropriately and effectively?
7. How to use opportunity to make your LIFE a celebration?



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## Report on

### International Webinar on Why Soft Skills are Important?

Date: 18<sup>th</sup> August 2020

Organizer: Internal Quality Assurance Cell, N.K.T.National College of Education for Women

Resource Expert: Dr. Subhash Chander, HR Trainer and Coach

Participants: 157 and You Tube Viewers



The Principal, Dr. S. Chamundeswari, welcomed the Resource Expert of the day, and all participants for the International Webinar on Why Soft Skills are So Important? organized by the IQAC of the College. She placed on record a note of gratitude to Secretary of the College, Dr. M. Arumugam for all his unconditional support and guidance and a note of appreciation to the organizers, Dr. S. Malathi and Mrs. A. Enid Ruth, Faculty members of our College.

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The Resource Expert Dr. Subhash Chander, Trainer and Coach, Kuwait was introduced by the Dean of Academics & The IQAC Coordinator, Dr. S. Malathi.



The Resource Expert made the team understand the importance of soft skills they are able to master their studies more successfully, complete their student obligations smoothly, make more acquaintances that may prove useful in the future, and better present themselves to professors who can also play an important role in their future.

We understood that Soft skills are an essential part of improving one's ability to work with others and can have a positive influence on furthering your career. Highly-developed presentation skills, networking abilities, and etiquette awareness can help us to win in a situation. Honing your abilities to resolve conflicts, solve problems, and provide excellent customer service can lead to stronger relationships with others around us namely the workplace or a peer team. Strong soft skills can help us gain confidence which is an inevitable trait in this world.

Further Dr. Subhash Chander, made us understand the ill effects of lack of soft skills can limit your potential, or even be the downfall of your business. By developing


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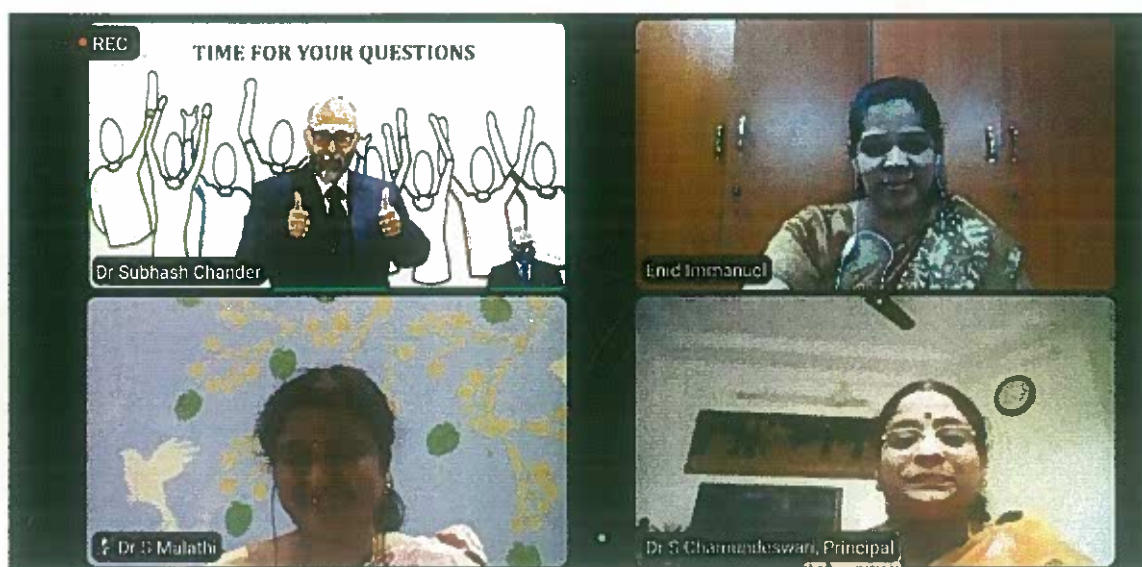
strong leadership, teamwork, and communication abilities, he assured to positively influence your personal life by improving the way to interact with others.



### Ways to improve Soft Skills was emphasized by the expert

- ❖ Recommended working with a mentor who can provide feedback and model appropriate skills.
- ❖ Suggested to focus is on improving communication,
- ❖ Recommended to find a coach who can help to develop high priority skills.
- ❖ Changing your mind-set so you are able to see the positive in situations can have a significant impact on how you interact with others.

  
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### Programme Outcome and Feedback

Dr. Subhash Chander influenced the student teachers to enhance and develop soft skills that one possesses as it is of top priority in this technical age. Increased screen time has brought about poor social skill and this will in future tend to deprive children of essential soft skills. The Student-teachers and Prospective Teacher Educators found the programme very useful and influential for the students as soft skills would benefit us to develop strong conceptual and practical framework to build, develop and manage teams. They play an important role in the development of the students' overall personality, thereby enhancing their career prospects. Soft skills are in direct correlation with improved academic achievement, so he advised to develop both for the sake of their education, and for the sake of their professional careers.

All these positive abilities will become the pillars of support to settle down in a respectful and highly satisfying employment that every student dreams of. On mastering these soft skills, we can go ahead and sport these on your resume so as to attract the attention of hiring Institution scouting for skilled and confident resources. The Programme came to an end with the Note of gratitude to the organisers, Principal and the Resourceful expert who inspired us through his lively sessions.

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# N.K.T. National College of Education for Women (Autonomous)

Re-Accredited with 'A' Grade (CGPA of 3.26/4.00) by NAAC  
Affiliated to Tamilnadu Teachers Education University,  
Chennai, Tamilnadu

## IQAC

*Cordially invites you for a*

## NATIONAL WEBINAR

*on*

*Teach, Unteach and Reteach: Strategies for  
Ensuring Interactive Online Teaching*

*On Wednesday, the  
5th August 2020 at 11.00 a.m.*



*Resource Person*

**Dr. Shoba KN**

Assistant Professor of English  
Anna University, Chennai

### *Organizing Committee*



**Mrs. A. Enid Ruth**

Assistant Professor  
Organizing Secretary



**Dr. S. Malathi**

IQAC Co-ordinator  
Convener



**Dr. S. Chamundeswari**

Principal, IQAC Chairman  
Programme Director

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**Target Group:**  
Students,  
Student-Teachers,  
Research-Scholars &  
Educationalists

• E-Certificates will be provided for all the participants

Click here to Register : <https://forms.gle/WicLduYeiPZkF7yv5>

## Report on

# National Webinar on Teach, Un-teach & Re-teach: Strategies for Ensuring Online Interaction

Date: 5<sup>th</sup> August 2020

Organizer: Internal Quality Assurance Cell, NKT National College of Education for Women, Chennai

Resource Expert: Dr. K.N. Shoba, Assistant Professor, Anna University, Chennai.

Participants: 100 and You Tube Viewers



Principal of the College Dr. S. Chamundeswari welcomed the Resource Expert and all participants of the National Webinar on Teach, Un-teach & Re-Teach Strategies for ensuring Interactive Online Teaching organized by the IQAC of the College. She placed on record a note of gratitude to the Secretary of the College, Dr. M. Arumugam, for all his unconditional support and guidance and the Programme Organizers, Dr. S. Malathi,

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Dean of Academics and Mrs. A. Enid Ruth, Assistant Professor of Education of our College. The Resource Expert was introduced by Dr. S. Malathi and the session started with the information that the art of Teaching is to disseminate the information to the learners.

The knowledge transferred must facilitate the students to upgrade based the knowledge acquired from various domains. At this stage the learning acquired earlier needs to be modified and updated which recommends to un-teach what was learnt and replace via re-teach the latest arrivals so as to make the students to be fit for the present generation.

The Resource Expert wished the learners to be agile. She emphasized that it is not that easy to put it into practice. Our mental models, the way we have done things over the years, have built neural pathways in our brain. Education System nowadays requires us to learn fast, to be flexible, to adapt, to change and to relearn, but it's easier said than done.

Further she suggested tips to make the learner agile.

- Switch from writing on paper to writing on a tablet and buy one with a touch pen, so you don't give the pen up completely.
- Pick a day every week to choose a different way to work.
- Take a few hours every week to reflect upon who you are and what you do.
- Explore what is possible. Often, we cannot imagine what will happen in the future. However, we can imagine what could happen.
- Know yourself. Ask for feedback from your teachers, parents and friends.
- Ask yourself (and answer) personal questions. Understanding yourself first helps you better understand those around you and helps you become more adaptable.



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- Look at what the younger generation is doing and make efforts to understand it, to see it from their perspective.
- Spend time with kids. Play with them and watch how they do things. You might notice they have other ways of reaching the same result.
- Build knowledge. Read and listen to books, absorb podcasts, go to modern art galleries or to events that feature contemporary artists of any kind and spend quality time with people who create content.



## Programme Outcome and Feedback

The Session enabled the learners to create new potential and new possibilities. The expert stressed on unlearning, builds greater adaptability and flexibility as it is key to innovation.

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Learning allows us to expand our horizons and think outside the box. By expanding our minds, we open ourselves up to possibilities and opportunities were highlighted as best takeaway of the Programme.

It enables us to develop skills and abilities that help us achieve success. As long as we keep growing, we will continue to move forward towards achieving our goals. It gave us valuable insights into how to deal with challenges and obstacles along the way to keeps us sharp and relevant. With this note of" With age comes wisdom and maturity. But without learning, we would remain immature forever" the Programme was a valuable session. The Programme came to an end with the note of gratitude.

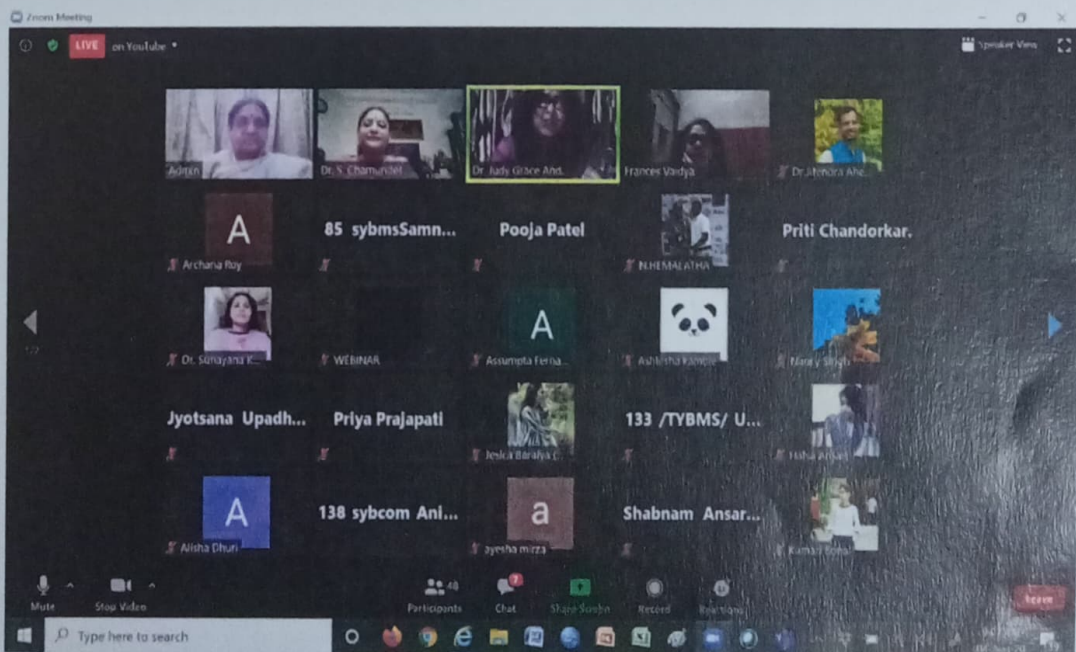
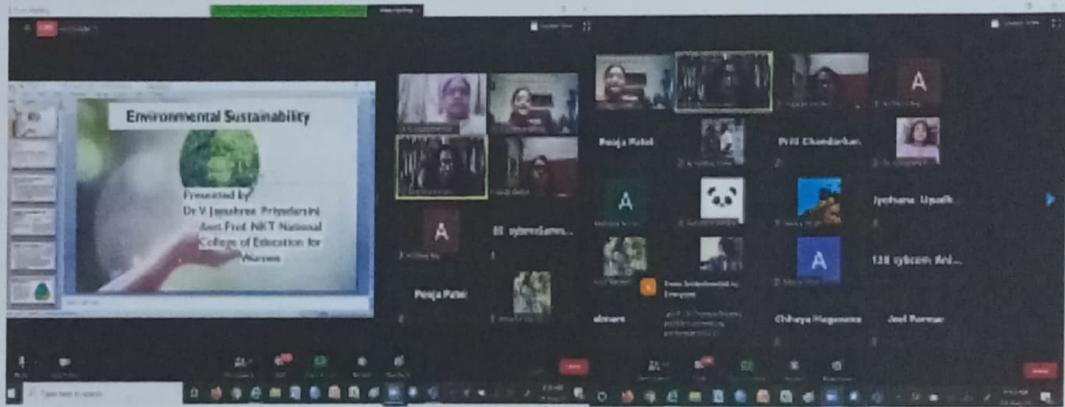


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**Online Collaboration Programme**  
**Gandhi Shikshan Bhavan's Smt. Surajba College of Education,**  
**Mumbai, Inner Wheel Club of Bombay Film City & NKT**  
**National College of Education for Women, Chennai**  
**Online Certificate Course on Environmental Sustainability**



<https://nktnce.ac.in/portfolio-posts/certificate-programme-mumbai/>

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## N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN (Autonomous)

### A Two-Day International Webinar on Collaborative & Competitive Online Teaching-Learning in the Contemporary Era

**A TWO - DAY INTERNATIONAL WEBINAR  
ON  
COLLABORATIVE AND COMPETITIVE ONLINE  
TEACHING-LEARNING IN THE CONTEMPORARY ERA**  
28<sup>th</sup> and 29<sup>th</sup> July 2020

**TamilNadu Teacher's Education University Training and  
Placement Cell**  
Chennai-600097, TamilNadu, India.  
*In collaboration with,*

**N.K.T. National College of Education for  
Women(Autonomous)**  
41, Dr. Besant Road, Triplicane, Chennai-600005

**Patrons**

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Vice Chancellor  
TNEU

**Dr. M. Arumugam**  
Secretary  
N.K.T. National College of  
Education for Women

**Co-Patrons**

**Prof. V. Balakrishnan**  
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**Convener**

**Prof. M. Govindan**  
Dean of Faculty, Controller  
of Examinations In-Charge  
TNEU

**Dr. S. Chamundeswari**  
Principal  
N.K.T. National College of  
Education for Women

**PROGRAMME SCHEDULE**

**Day 1 (28-07-2020)**  
**TOPIC : Best Practices to Teach Online**  
Timing: 4.30pm to 5.30pm

**Resource Person**  
**Dr. Elvance Martin**  
Professor in Learning, Design and Technology  
University of North Carolina, Charlotte, USA.

**Day 2 (28-07-2020)**  
**Topic : Digital Interactive Learning Through  
Educational Apps**  
Timing: 4.30pm to 5.30pm

**Resource Person**  
**Prof. P. Sankaranar**  
Professor of Education,  
Directorate of Distance Education  
Alagappa University

**Organizing Secretaries**

**Dr.PALLABHAI**  
Shanmugasri,  
Assistant Professor,  
Department of  
Educational Psychology TNEU.


**Dr.K.Vijaya**  
Assistant Professor

**Mrs.V.Shilpa**  
Assistant Professor

**Mrs.A.Sudha**  
Assistant Professor

**Target group:** All Students & Educators  
No Registration Fee  
E-Certificate will be Provided  
Click here for Registration: <https://www.nktcollege.com>

28<sup>th</sup> & 29<sup>th</sup> July 2020

  
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## Report on

### A Two-Day International Webinar on Collaborative & Competitive Online Teaching-Learning in the Contemporary Era

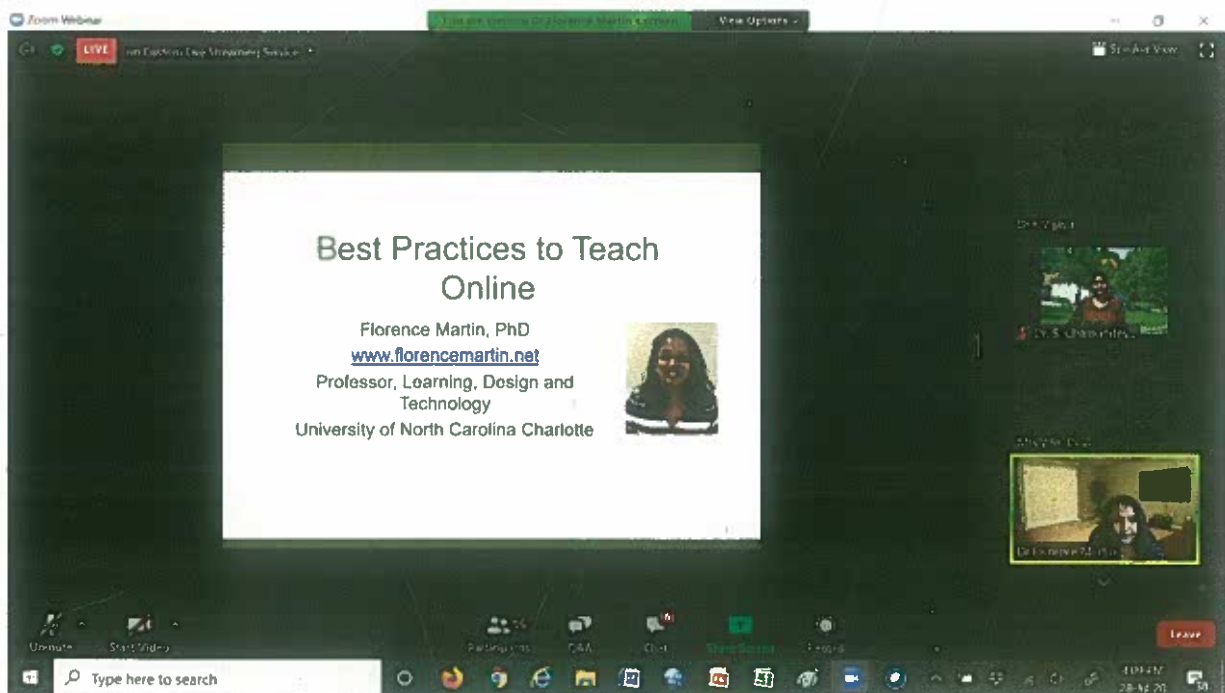
Date: 28<sup>th</sup> & 29<sup>th</sup> July 2020

Organizers: Tamil Nadu Teachers Education University, Chennai & N.K.T. National College of Education for Women, Chennai

Resource Expert: Ms. Florence Martin, Professor Learning, Design and Technology, University of North Carolina, Charlotte, USA.

Prof. P. Siva Kumar, Professor of Education, Directorate of Distance Education, Alagappa University.

Participants: 185 and You Tube Viewers.



Prof. M. Govindan, Dean of Faculty and Controller of Examinations i/c addressed the participants of the programme. Dr. S. Chamundeswari, Principal welcomed the Resource Expert, Ms. Florence Martin, Professor in Learning, Design and Technology, University of North Carolina with a note of appreciation to the

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organizers, Dr. P.M. Lakshmi Shanmugam, Assistant Professor, Department of Education Psychology, Tamil Nadu Teachers Education University, Chennai, Dr. K. Vijaya, Mrs. V.Sridevi and Mrs. A. Enid Ruth, Assistant Professors of NKT National College of Education for Women, Chennai.

The session started with the information that Anthropologist, comment without the cooperation of its member's society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible. Typically the words "cooperative learning" conjure up memories of group projects and past associations either positive or negative that had in that arena. Eventually, seminars, class discussions, debates, book discussions, and other things that can engage even the most disinterested students are overlooked. These ways of learning can be so interesting because you're learning from other people instead of from a book.

Florence Martina also shared her experience of the nature of cooperative work carried out in their country and gave tips to practice Cooperative learning in our Country. She emphasized on the ethics to be followed in conducting online classes. Teachers were advised to follow and not slip ethics as it has serious repercussion on the students.

The expert also highlighted that Student interaction is often a neglected aspect of education. Some of the best things about cooperative learning are that: 1) students can help to teach one another, 2) the act of explaining a subject helps the teacher gain a deeper grasp on that subject, and 3) both teacher and learner develop better social skills in the course of this interaction.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task student's work together



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must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

On Day-2, Prof. Siva Kumar highlighted on the user friendly educational apps in teaching learning process. He emphasized on the tips to make use of the educational apps to improve interactivity in the classroom. He gave a live demo on use of interactive white board, jam board, and other assessment apps like Kahoot and Moodle LMS.

### **Programme Outcome and Feedback**

As the games will be created by teams who compete against other teams, a key component to this learning opportunity is the combination of competition and collaboration. Adopting Cooperative and collaborative learning means to improve interactivity, collaborative work inside the group, active participation, challenge versus duties, and motivation for the students to explore their own topics. There are also many benefits to encouraging the development of collaboration as the benefits involve supportiveness for partners and increase in helping behaviors. This practice will also help many students to overcome their shyness and lead to improved participation. The Programme was very successful and eye opening as the resource expert shared their experience of conducting Collaborative work for adolescent students and use of educational apps. The participants placed on record their appreciation to the Principal and the organizers for their efforts in identifying resource expert and thanked them on behalf of all participants.



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## Report on

### National Webinar on Psychological Aspects of Mental Wellbeing

Date: 22<sup>nd</sup> July 2020

Organizers: N.K.T. National College of Education for Women, Chennai & Sarah Tucker College, Tirunelveli.

Resource Person: Dr. K. Kannadasan, Assistant Professor, Department of Sports Psychology and Sociology, Tamil Nadu Physical Education and Sports University, Chennai.

Participants: 157 and YouTube viewers



The Principal, Dr. S. Chamundeswari, welcomed the Resource Expert of the day, Dr. K. Kannadasan, Assistant Professor, Department of Sports Psychology and Sociology, Tamil Nadu Physical Education and Sports University, Chennai, and all participants for the National Level Webinar on Psychological Aspects of Mental Well-being. She placed on record a note of gratitude to Secretary of the College, Dr. M. Arumugam for all his unconditional support and guidance and the Management of the Collaborating College Sara Tucker College, Tirunelveli, a note of

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appreciation to the organizers, Mrs. A. Enid Ruth, Assistant Professor of our College and Dr. Agnes Princy Solomon, Director of Physical Education, Sara Tucker College, Tirunelveli.


The Resource Expert was introduced and the session started with the discussion that Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. Absence of mental disorder is also referred to as being mentally healthy. The resource expert gave a holistic meaning to health is not only absence of disease but being complete mentally, physically, and socially.



Mood disturbance was referred by the expert as a common mental issue among the College goers. Depression the most common term heard by the parents and teachers are a form of mood disorder. He advised the student-teachers to create interest and engage the students as the common phenomenon is sadness, loneliness, hopelessness as common depression symptoms in adolescent students.

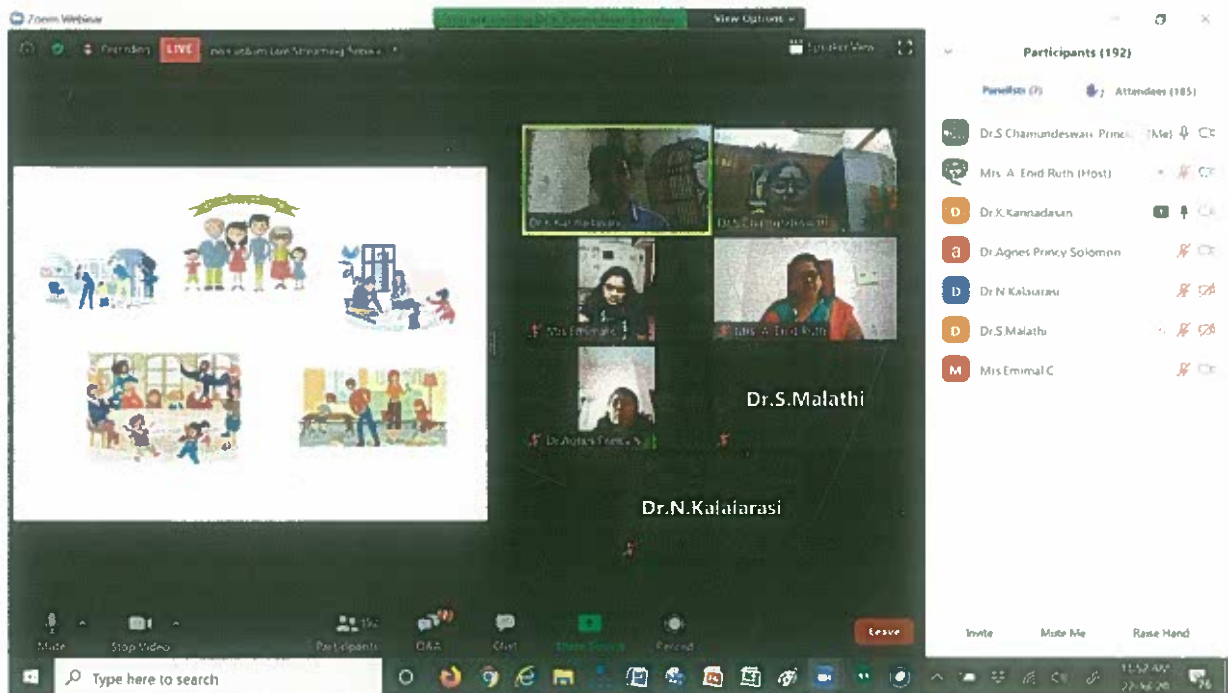
Dr. K. Kannadasan highlighted the symptoms to identify such depressed students such as

- Not enjoying the activities

  
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- Not attending class regularly
- Sadness and negativity
- Frequent talk about suicide.

The Resource Expert gave a lot of techniques that can be followed by all students to keep themselves updated and better in their life to mention few he suggested to interact with people at home, friends and neighbors, to concentrate on one activity at a time. Avoid association with negative people, share the problems with elders or counselors to enable to find solution to the problems.



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## Programme Outcome and Feedback

The resource expert gave take away that should be mandatorily followed by students such as

- ❖ Develop positive social connections among the students through group activities
- ❖ Provide safe environment for the students
- ❖ Cultivate life skill in students such as problem solving skills
- ❖ Pro- social values by involving in number of outreach activities
- ❖ Make students more responsible.

The student-teachers were highly satisfied and showed their gesture of thanking the resource expert and the Principal for having given such resourceful input.



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## N K T Centre for Excellence



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&

Stella Maris College (Autonomous)  
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Cathedral Road, Chennai, Tamilnadu

Organise an International Webinar on "Research within Reach"

18 July 2020



**Dr. R. Sevugan**  
Associate Professor  
Department of Library & Information Science  
Pondicherry University  
Pondicherry

TOPIC Writing Research Papers - Problems with Solutions

18 July 2020



**Dr. K. Ramasamy**  
College Librarian  
M.V. Narayana Government Arts College for Women  
Dindigul

TOPIC Reportorial Analysis with Open Source Statistics Software (OSST)

17 July 2020



**Dr. Mary Immaculate Sheila**  
Professor & Head  
Postgraduate University  
Acra Libero

TOPIC Reference Management Tools using Mindfuly

### Programme Directors

Dr. S. Chamundeswari  
Principal  
N.K.T. National College of Education for Women  
Chennai

Dr. Sr. Rosy Joseph fmm  
Principal  
Stella Maris College  
Chennai

### Programme Co-ordinators

Dr. S. Dhanalakshmi  
Librarian  
N.K.T. National College of Education for Women

Mrs. A.H. Komala  
Assistant Professor of Economics, Education  
N.K.T. National College of Education for Women

Dr. M. Mahalakshmi  
Librarian  
Stella Maris College

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## Report on

### International Webinar on Research within Reach

Date: 15 to 17<sup>th</sup> July 2020

Organizers: N.K.T. National College of Education for Women, Chennai & Stella Maris College, Chennai

Resource Experts: 189

Dr. R. Sevugan, Associate Professor, Department of Library and Information Science, Pondicherry University


Dr.K.Ramasamy, Librarian, M.V.Muthiah, Government Arts College for Women, Dindugal,

Dr.Mary Immaculate Sheela, Professor & Head, Pentecost University, Accra State, Ghana

Participants: 189



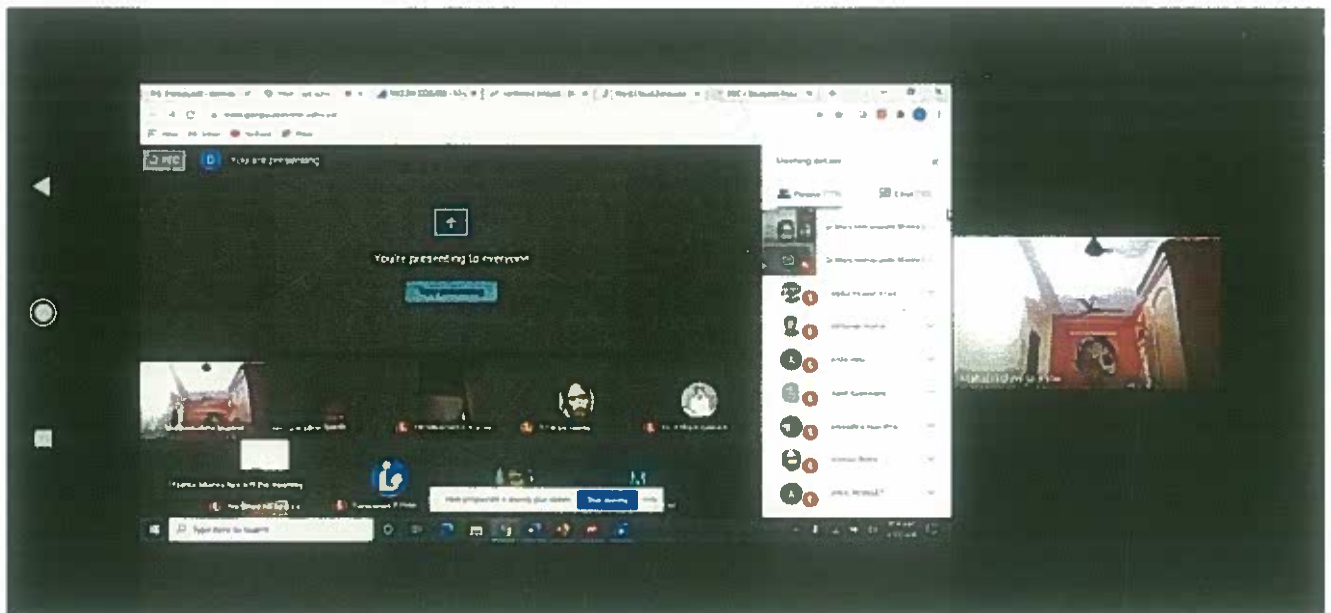
In the field of machine learning, reading a research paper can feel like staring into an abyss of dense words and complicated formulas. Learning how to extract information from research papers, though, is critical was the main search of Students undertaking projects. The field of machine learning is moving so quickly that often the only way to stay up to date is by reading papers. The objective of the Webinar was to develop


  
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skills and strategies in order to make students comfortable in extracting the required information relating to their Research.

On Day-1, the Resource Expert Dr.Sevugan deliberated on the various fundamental issues pertaining to research he highlighted on Lack of standardization in the research process. He emphasized on Reliance on self-reported data and to develop of team based culture in research. He was of the opinion that lack of motivation and lowself-confidence to be the main reason for our country lagging behind.

The resource expert emphasized, on the ways to overcome the problems by stressing on the coping strategies such as to develop a doable topic. Further, he recommended reading everything you can on the topic so that the scholars can sustain interest in the topic.



  
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The Resource Expert of Day-2, Dr.Ramasamy highlighted on the free software for analyzing data SOFA. **Statistics Open for All -Beauty - Attractive Output.** is a feature, he highlighted the features of SOFA to be as database friendly, spreadsheet friendly, data entry friendly, easy data recording, output, can share easily. He deliberated that SOFA is highly useful to Student community. Further, he also gave a live demo on the application of the SOFA Software.

Dr.Mary Immaculate Sheela on Day-3 deliberated on referencing software Mendeley on the third day.Multiple ways to import and create references, Unique options for organizing and annotating PDFs,Integrates with Word, OpenOffice and BibTeX, Options to sync and collaborate across multiple computers and with multiple people.The Expert highlighted the importance of free reference manager that can help to collect references, organize citations, and create bibliographies.

The strength of Mendeley, however, is an academic social network enables to share your research withothers. Mendeley can help scholars to connect with other scholars and the latest research in your subject area.


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## **Programme Outcome and Feedback**

The three days programme in collaboration with Stella Maris College was a real eye opener for the Post-graduate students as it paved way to identify the problems for research, overcome the same, Collect references from the Web , Automatically generate citations and bibliographies, Collaborate with other researchers online, Find relevant papers based on what you're reading, Access your papers from anywhere online.

The participants wholeheartedly thanked the Heads of the Institutions for their efforts to update the students during the pandemic and all the resource experts for sharing and patiently responding to the queries of the participants.

The programme came to end with a note of appreciation to the organizers, Dr. M. Mahalakshmi, Librarian, Stella Maris College, Chennai and Dr. S. Dhanalakshmi, Librarian and Mrs. A.H. Komala, Assistant Professor of NKT National College of Education for Women, Chennai.

  
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**விலிங்டன் சீமாட்டி கல்வியியல் மேம்பாட்டு நிறுவனம்  
(தன்னாட்சி)**

காமராஜர் சாலை, திருவல்லிக்கேணி, சென்னை-600 005



என். கே. தி. தேசிய பெண்கள் கல்வியியல் கல்லூரி  
(தன்னாட்சி)  
எண்-41, பாப்டர் பெசண்ட் ரோடு, திருவல்லிக்கேணி, சென்னை-600 005



ஸ்டெல்லா மாட்டுடினா கல்வியியல் கல்லூரி  
(தன்னாட்சி)  
அரசோத்தரகர், சென்னை-600 033

இணைந்து நடத்தும்  
கல்வியியல் தமிழ்த்துறை வழங்கும்  
மூன்று நாள் இணையவழி

**பன்னாட்டுச் சிறப்புக் கருத்தரங்கம்**

மொருண்மை: ஆசிரியர் போற்றுவோம்  
சிறப்புரையாளிகள்



முனைவர் மனோகாந்தினி தேவி முத்து  
கீற்று, மூலாளிமாமலை  
கருத்தரங்க இறுதி கல்வியியல் பங்களிப்புகள்  
தமிழ்ச்சிறப்பு முத்துநிலை விநியோகம்-மலேசியா

நாள்: 06.07.2020



முனைவர். ஜெனிபா இஸ்மாயீல்  
உதவிக்கல்விப் பணிப்பாளர்  
வழங்கல் கல்வி அறையமை  
அக்கரைப்பற்று-இலங்கை

07.07.2020



தமிழ்மணி கவிஞர். திருமதி. ருக்மா சிவநாதன்  
தமிழ்மணியர் மந்திரம் எழுத்தாளர்  
ஜெர்மனி

08.07.2020

## அழைப்பின் மகிழ்வில்

கருத்தரங்க நெறியாளர்கள்



முனைவர். ம. ச. தில்லைநாயகி  
முதல்வர்



முனைவர். ச. சாமுண்டேஸ்வரி  
முதல்வர்



முனைவர். ஜோசப் கேத்திரின்  
முதல்வர்

ஒருங்கிணைப்பாளர்கள்



முனைவர். கி. கோமளவல்லி  
உதவிப் பேராசிரியர் கல்விநியல் தமிழ்



முனைவர். த. சகாய சைலா  
உதவிப் பேராசிரியர் கல்விநியல் தமிழ்



திருமதி. ப. அன்னசுதானி  
உதவிப் பேராசிரியர் கல்விநியல் தமிழ்

சுழேக் கொடுக்கப்பட்டுள்ள இணைப்பு வழியாகப் பதிவு செய்து மூன்று நாட்களும் கருத்தரங்கில் பங்கேற்றுப் பின்னூட்டப் படிவம் நிறைவு செய்து அனுப்புவர்களுக்கு மட்டுமே மின் சான்றிதழ் வழங்கப்படும் எனினிதக் கட்டணமும் இல்லை. தமிழறிஞர்கள், பேராசிரியர்கள், தமிழார்வலர்கள், ஆய்வாளர்கள், மாணவர்கள் அனைவரும் பங்கேற்று பயன்பெறலாம்.

நேரம்: நண்பகல் 12 மணி முதல் 1 மணி வரை

**Report on**

**International Webinar on Teacher Education (Tamil)**

**2020-2021**

**Date: 6<sup>th</sup> to 8<sup>th</sup> July 2020**

**Organizers: Lady Willingdon Institute of Advanced Study in Education, N.K.T. National College of Education for Women, Chennai & Stella Matutina College of Education, Chennai**

**Resource Experts: Dr. Manonmani Devi Muthu, High Grade Lecturer, Annamalai Sultan Ithurisu Education University, Malaysia.**

**Dr. M.I. Mohammed Hanifa Ismail, Deputy Education Officer, Sri Lanka.**

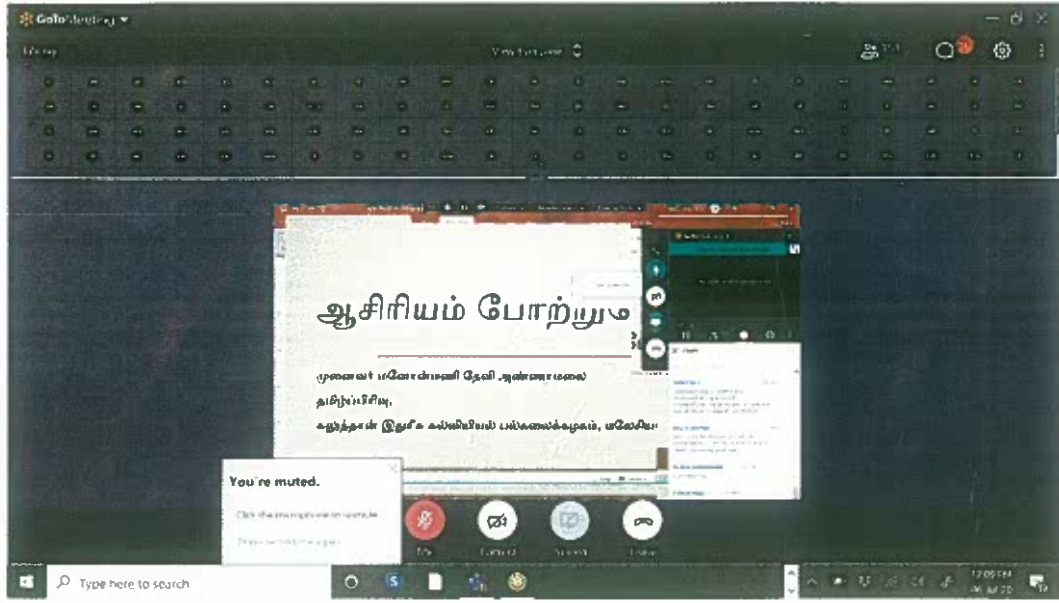
**Mrs. Nagula Sivanathan, Tamil Teacher & Writer, Germany.**

**Participants: 353**

The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This reveals that it is imperative to invest in the preparation of teachers, so that the future of a nation is secured. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed through pre-education and continuing teacher education.



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The webinar emphasized on teaching skills that would include providing enhancement and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

On Day-1 the Resource Expert, Dr. Manonmani Devi, and the participants were welcomed by Dr. M.S. Thilainayagi, Principal, Lady Willingdon Institute of Advanced Study in Education, Chennai. The Resource Expert started the session with a note of praise to all Teachers and appreciation to all those who have chosen Teaching Profession. She emphasized on academic skills, its importance and the ways to acquire the latest skills. Further, she described the Skill Acquiring Mechanism prevalent in their country. Technical skill are pivotal and it must be updated was suggestion given.

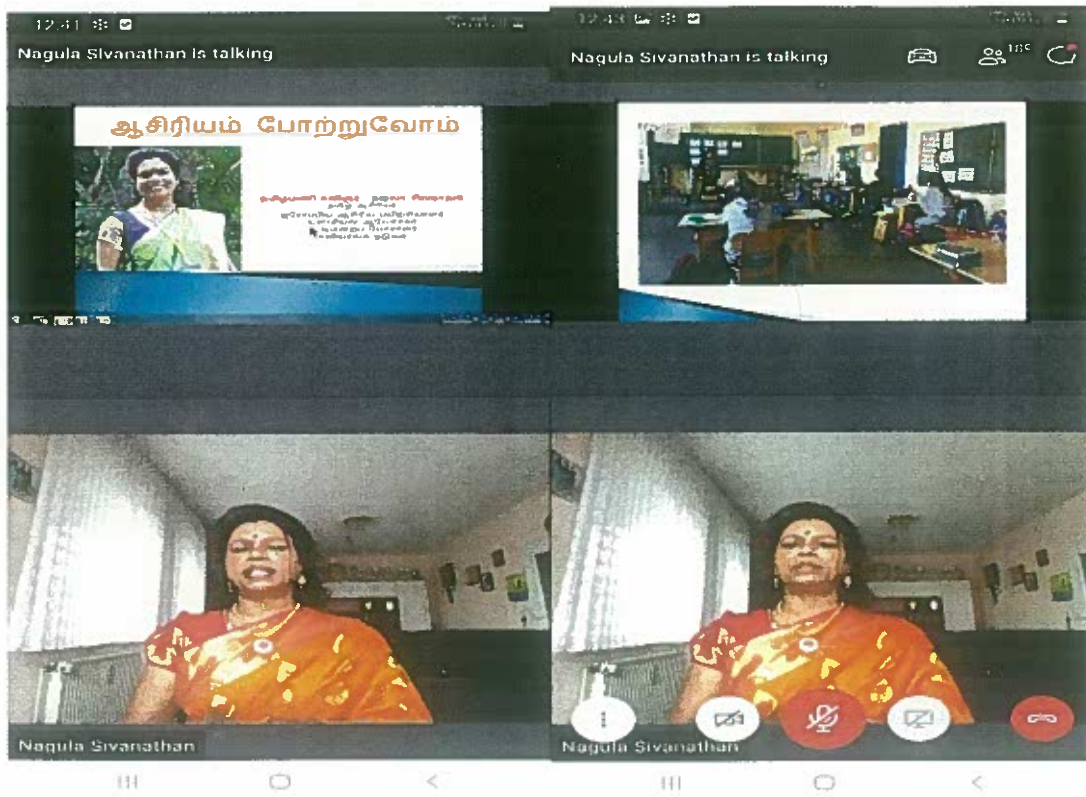
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FOR WOMEN (AUTONOMOUS),  
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On Day-2, the Resource Expert Dr. M.I. Mohammed Hanifa Ismail and the participants were welcomed by Dr. S. Chamundeswari, Principal, NKT National College of Education for Women, Chennai. The Resource Expert addressed the philosophical, sociological and psychological considerations that would enable teachers to have a sound basis for practicing teaching skills in the classroom. This International Webinar opened the avenue to know about the nature of Teacher Education and special features of Teacher Education across the Globe. It benefitted around 353 participants who viewed it in the online platform as well as in You tube.

On the third day Mrs. Nagula Sivanathan highlighted the Professional Skills that include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. She spoke on soft skills, counseling skills, interpersonal skills, and management skills and above all lifelong learning skills. The Programme was organized and conducted in Tamil thus the Resource Expert compared the current position of teacher education quoting the Tamil literature works.

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### Programme Outcome and Feedback

The participants clearly understood that Teacher education is a global profession that needs to be understood properly. The essentiality to grasp a global perspective of the profession and to utilize the best thinking and instructional models available in the present times was made clear to the stake holders. The standards of learning are higher in the 21st century than it has been earlier especially during this pandemic period. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment. Education has increasingly become important to success of both individuals and nations.

The Programme highlighted the importance of Teacher Education and the role of teacher in changing the world of tomorrow. The programme benefitted the students and the teachers in-service and the participants appreciated and extended gratitude for organizing such webinars especially in Tamil that benefitted numbers of teachers in the community. The Programme came to an end with a note of appreciation to the organizers, Dr. S. Komalavalli, Dr. T. Sahaya Saila and Mrs. B. Annapoorani, Assistant Professors of Tamil-Education from the organizing Institutions.



**Institute of Advanced Study in Education (IASE), Saidapet  
(Autonomous)**

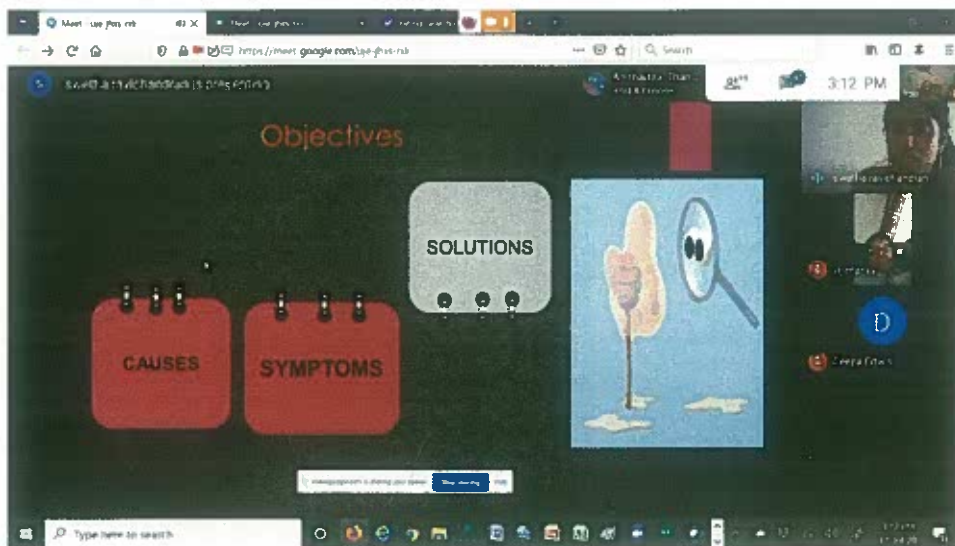
**In Collaboration with**




**N.K.T. National College of Education for Women, Chennai  
(Autonomous)**

**Report on Community Extension & Outreach Activity**

**Webinar on Computer Vision Syndrome**



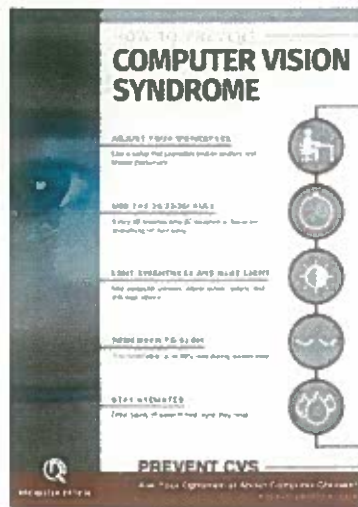
**1<sup>st</sup> July 2020**

  
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FOR WOMEN (AUTONOMOUS),  
TRIPPLICANE, CHENNAI-600 005.**

## Report on Community Extension & Outreach Activity

### Webinar on Computer Vision Syndrome

1<sup>st</sup> July 2020



WorkSafe BC

### HOW TO PREVENT COMPUTER VISION SYNDROME

- Adjust the viewing distance
- Use the right lighting
- Install anti-glare screens
- Correct your posture and position
- Take breaks from screens
- Blink more regularly
- Choose the correct eyewear



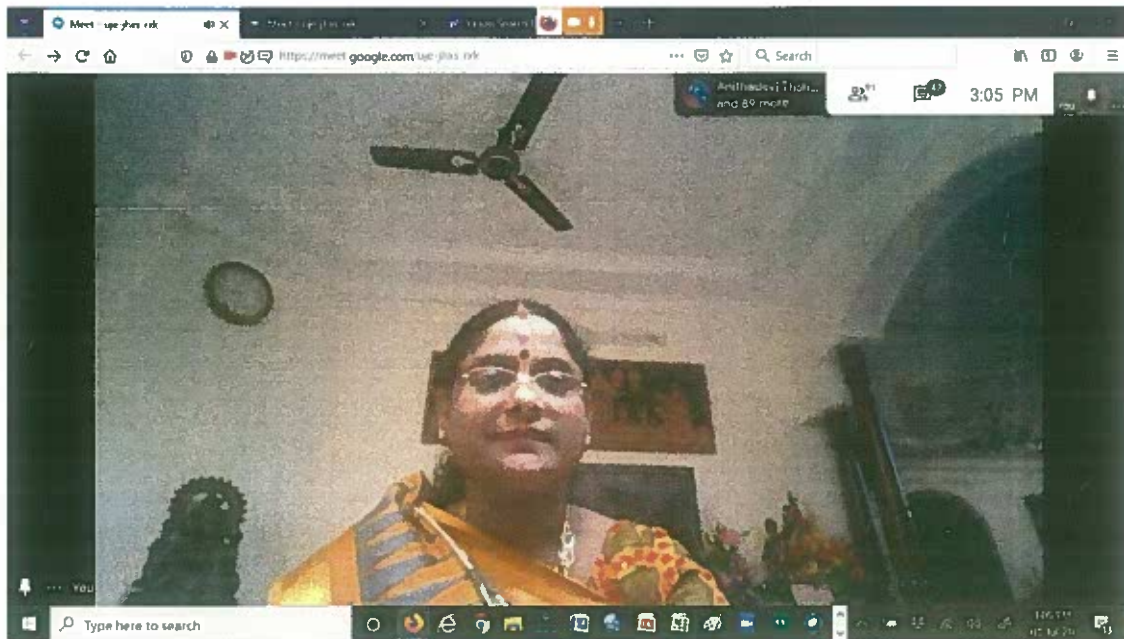
Globally, computer is one of the common office tools used in various institutions. Computer vision syndrome, also referred to as digital eye strain, describes a group of eye- and vision-related problems that result from prolonged computer, tablet, e-reader and cell phone use.

Computer vision syndrome is the leading occupational health problem of the twenty-first century. About 70 percent of computer users are suffered from CVS. Besides the health problems, CVS causes inefficiency at workplace and deteriorate quality of work.

The problems can include eyes that itch and tear, and are dry and red. These problems have been increasing in frequency over the past few decades. Many people have some symptoms if they use a computer or digital device for long periods. Most computer or digital device users have symptoms at least some of the time. Digital eye strain is very common in both children and adults.

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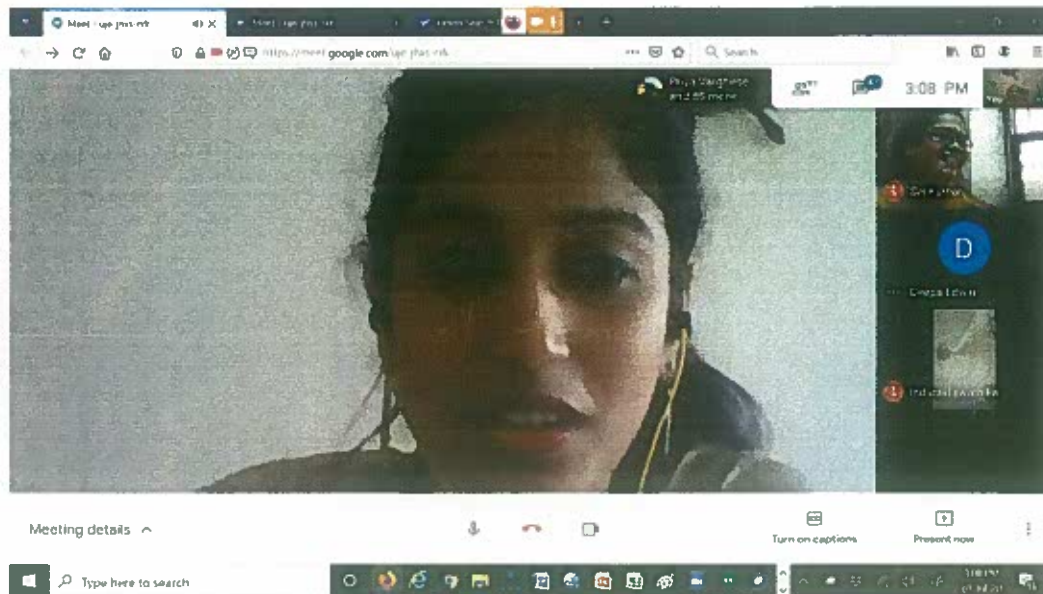
**Webinar on Computer Vision Syndrome organized by Institute of Advanced Study in Education (IASE) Saidapet and N.K.T. National College of Education for Women**



The Outreach Programme organized to bring awareness about Computer Vision Syndrome started with the Welcome Address of Dr. S. Chamundeswari, Principal, NKT National College of Education for Women. She welcomed the gathering and placed on record her gratitude to the College Secretary, Dr. M. Arumugam, thanking note to Dr. G. Krishnan, Principal of the Collaborating Institution, IASE Saidapet and a note of Appreciation to the Organizing Team, Dr. K. Sai Kumari, Dr. V. Jayashree Priyadhasini, Dr. Deepa Edwin, Dr. V.J. Uma, Mrs. V. Sridevi & Dr. S. Dharmaraju.

The Resource Expert of the day Dr. Swetha Ravi, Medical Officer, Aravind Eye Hospital, Pondicherry was introduced by Dr. K. Sai Kumari, Assistant Professor, IASE Saidapet and the session started.

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Many individuals experience eye discomfort and vision problems when viewing digital screens for extended periods. The level of discomfort appears to increase with the amount of digital screen use.

Viewing a computer or digital screen often makes the eyes work harder. As a result, the unique characteristics and high visual demands of computer and digital screen viewing make many individuals susceptible to the development of vision-related symptoms. Uncorrected vision problems can increase the severity of computer vision syndrome (CVS) or digital eyestrain symptoms. Viewing a computer or digital screen is different than reading a printed page. Often the letters on the computer or handheld device are not as precise or sharply defined, the level of contrast of the letters to the background is reduced, and the presence of glare and reflections on the screen may make viewing difficult.

Viewing distances and angles used for this type of work are also often different from those commonly used for other reading or writing tasks. As a result, the eye focusing and eye movement requirements for digital screen viewing can place additional demands on the visual system. In addition, the presence of even minor vision

problems can often significantly affect comfort and performance at a computer or while using other digital screen devices. Uncorrected or under corrected vision problems can be major contributing factors to computer-related eyestrain. Even people who have an eyeglass or contact lens prescription may find it's not suitable for the specific viewing distances of their computer screen. Some people tilt their heads at odd angles because their glasses aren't designed for looking at a computer or they bend toward the screen in order to see it clearly. Their postures can result in muscle spasms or pain in the neck, shoulder or back.

In most cases, symptoms of CVS occur because the visual demands of the task exceed the visual abilities of the individual to comfortably perform them. At greatest risk for developing CVS are those persons who spend two or more continuous hours at a computer or using a digital screen device every day.


## Symptoms

The most common symptoms associated with CVS or digital eyestrain are:

- Eyestrain.
- Headaches.
- Blurred vision.
- Dry eyes.
- Neck and shoulder pain.

These symptoms may be caused by:

- Poor lighting.
- Glare on a digital screen.
- Improper viewing distances.
- Poor seating posture.
- Uncorrected vision problems.
- A combination of these factors.

  
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The extent to which individuals experience visual symptoms often depends on the level of their visual abilities and the amount of time spent looking at a digital screen. Uncorrected vision problems like **farsightedness** and **astigmatism**, inadequate eye focusing or eye coordination abilities, and aging changes of the eyes, such as **presbyopia**, can all contribute to the development of visual symptoms when using a computer or digital screen device.

Many of the visual symptoms experienced by users are only temporary and will decline after stopping computer work or use of the digital device. However, some individuals may experience continued reduced visual abilities, such as blurred distance vision, even after stopping work at a computer. If nothing is done to address the cause of the problem, the symptoms will continue to recur and perhaps worsen with future digital screen use.

### **Diagnosis**

Digital eyestrain, can be diagnosed through a **comprehensive eye examination**. Testing, with special emphasis on visual requirements at the computer or digital device working distance, may include:

- Patient history to determine any symptoms the patient is experiencing and the presence of any general health problems, medications taken or environmental factors that may be contributing to the symptoms related to computer use.
- Visual acuity measurements to assess the extent to which vision may be affected.
- A refraction to determine the appropriate lens power needed to compensate for any refractive errors (nearsightedness, farsightedness or astigmatism).
- Testing how the eyes focus, move and work together. In order to obtain a clear, single image of what is being viewed, the eyes must effectively change focus, move and work in unison. This testing will look for problems that keep the eyes from focusing effectively or make it difficult to use both eyes together.



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This testing may be done without the use of eye drops to determine how the eyes respond under normal seeing conditions. In some cases, such as when some of the eyes' focusing power may be hidden, eye drops may be used. They temporarily keep the eyes from changing focus while testing is done. Using the information obtained from these tests, along with the results of other tests, a doctor of optometry can determine the presence of CVS or digital eyestrain and advise treatment options.

## **Treatment**

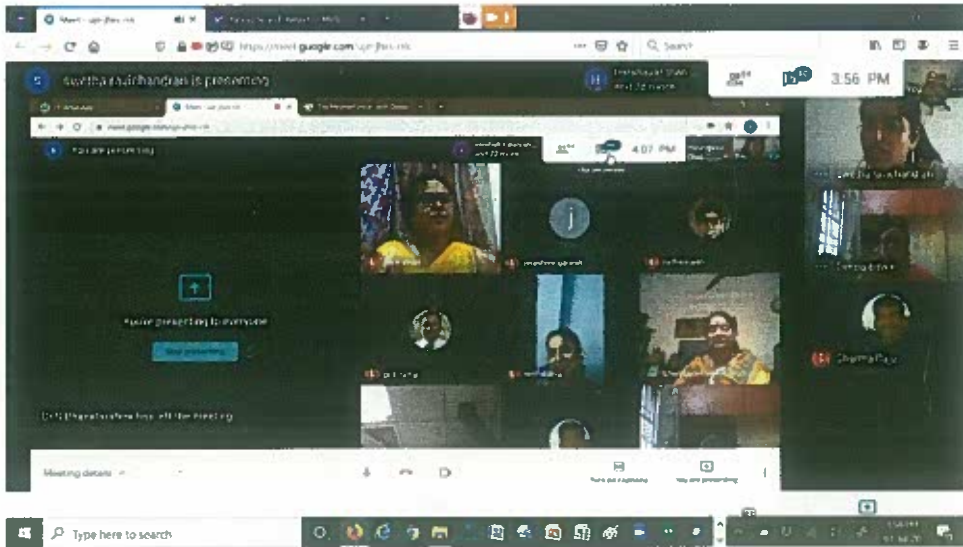
Solutions to digital screen-related vision problems are varied. However, they can usually be alleviated by obtaining regular eye care and making changes in how the screen is viewed.

In some cases, individuals who do not require the use of eyeglasses for other daily activities may benefit from glasses prescribed specifically for computer use. In addition, persons already wearing glasses may find their current prescription does not provide optimal vision for viewing a computer.

- Eye glasses or contact lenses prescribed for general use may not be adequate for computer work. Lenses prescribed to meet the unique visual demands of computer viewing may be needed. Special lens designs, lens powers or lens tints or coatings may help to maximize visual abilities and comfort.
- Some computer users experience problems with eye focusing or eye coordination that can't be adequately corrected with eyeglasses or contact lenses. A program of vision therapy may be needed to treat these specific problems. Vision therapy, also called visual training, is a structured program of visual activities prescribed to improve visual abilities. It trains the eyes and brain to work together more effectively. These eye exercises help remediate deficiencies in eye movement, eye focusing, and eye teaming and reinforce the eye-brain connection. Treatment may include office-based as well as home training procedures.

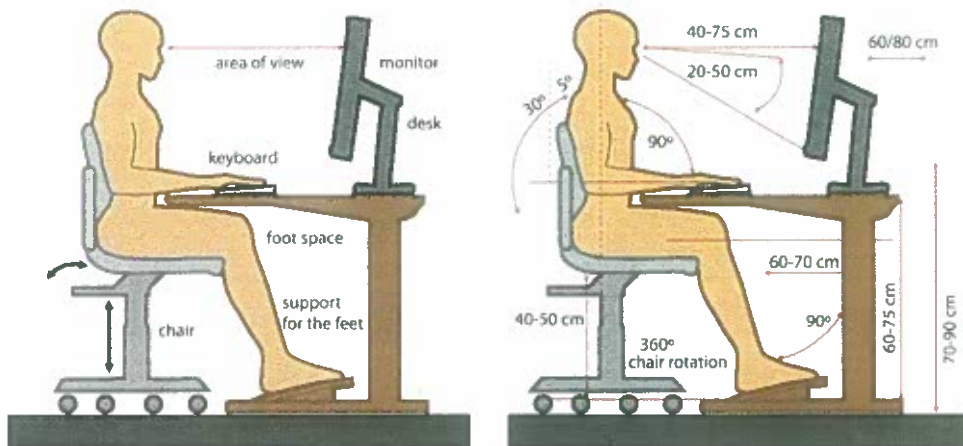


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## Sitting Posture

Proper body positioning for computer use. Some important factors in preventing or reducing the symptoms of CVS have to do with the computer and how it is used. This includes lighting conditions, chair comfort, location of reference materials, the position of the monitor, and the use of rest breaks.



- **Location of the computer screen.** Most people find it more comfortable to view a computer when the eyes are looking downward. Optimally, the computer screen should be 15 to 20 degrees below eye level (about 4 or 5

inches) as measured from the center of the screen and 20 to 28 inches from the eyes.

- **Reference materials.** These materials should be located above the keyboard and below the monitor. If this is not possible, a document holder can be used beside the monitor. The goal is to position the documents, so the head does not need to be repositioned from the document to the screen.
- **Lighting.** Position the computer screen to avoid glare, particularly from overhead lighting or windows. Use blinds or drapes on windows and replace the light bulbs in desk lamps with bulbs of lower wattage.
- **Anti-glare screens.** If there is no way to minimize glare from light sources, consider using a screen glare filter. These filters decrease the amount of light reflected from the screen.
- **Seating position.** Chairs should be comfortably padded and conform to the body. Chair height should be adjusted so the feet rest flat on the floor. Arms should be adjusted to provide support while typing and wrists shouldn't rest on the keyboard when typing.
- **Rest breaks.** To prevent eyestrain, try to rest eyes when using the computer for long periods. Resting the eyes for 15 minutes after two hours of continuous computer use. Also, for every 20 minutes of computer viewing, look into the distance for 20 seconds to allow the eyes a chance to refocus.
- **Blinking.** To minimize the chances of developing dry eye when using a computer, try to blink frequently. Blinking keeps the front surface of the eye moist.

### **Programme Outcome and Feedback**

The Outreach Programme was very useful as it made people to understand the causes of Computer Vision Syndrome (CVS) and also to realize the ways to prevent by following certain disciplines as the sitting posture as many people are not accustomed to the correct sitting postures during long working hours in front of the computer. The Programme was appreciated by around 400 participants from the community who were benefited.



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# விலிங்டன் சீமாட்டி கல்வியியல் மேம்பாட்டு நிறுவனம் (தன்னாட்சி)

காமராஜர் சாலை, திருவல்லிக்கேணி, சென்னை - 600 005



ஸ்டெல்லா மாட்டினா கல்வியியல் கல்லூரி  
(தன்னாட்சி)

அசோக்நகர், சென்னை - 600 083



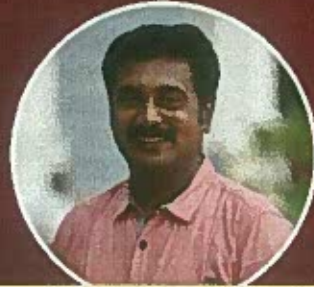
என். கே. தி. தேசிய பெண்கள் கல்வியியல் கல்லூரி  
(தன்னாட்சி)

எண் - 41, டாக்டர் பெசண்ட் ரோடு, திருவல்லிக்கேணி, சென்னை - 600 005

இணைந்து நடத்தும்  
கல்வியியல் தமிழ்த்துறை வழங்கும்  
இரண்டு நாள் இணையவழி

**தேசியச் சிறரியுக் கருத்தரங்கம்**  
**பொருண்மை: இயற்கை மொழியும் இணைய மொழியும்**

சிறப்புரையாளர்கள்



முனைவர். பா. ஜெயகணேஷ் (இளமாறன்)  
துறைத்தலைவர், தமிழ்த்துறை, அறிவியல் மற்றும் கலையியல் புலம்  
எஸ். ஆர். எம். அறிவியல் & தொழில்நுட்ப கல்வி நிறுவனம்,  
காட்டாங்குளத்தூர்.



டீச்சல்காரன்,  
தொழில்நுட்ப வல்லுநர்,  
கனடா தமிழ் இலக்கியத் தோட்டக் கணிமை விருதாளர்,  
மதுரை.

# அழைப்பின் மகிழ்வில்

## கருத்தரங்க நெறியாளர்கள்



ரவைவர். ப. ப. திருவையாண்டி  
ரவைவர்



ரவைவர். ஜேயர்ம நேத்திரன்  
ரவைவர்



ரவைவர். ப. ப. பரவந்தர்  
ரவைவர்

## ஒருங்கிணைப்பாளர்கள்



ரவைவர். வி. கோபாலன்  
உதவிப் பேரறிஞர் கல்விப்பல துறை



திருநா. ந. அனந்தன்  
உதவிப் பேரறிஞர் கல்விப்பல துறை



ரவைவர். ந. பரவந்தர்  
உதவிப் பேரறிஞர் கல்விப்பல துறை

நாள்: 29 & 30 ஜூன் 2020, நேரம்: காலை 11 மணி முதல் 12 மணி வரை



சேயலி



மேலே கொடுக்கப்பட்டுள்ள இணைப்பு வழியாகப் பதிவு செய்து இரண்டு நாட்களும் கருத்தரங்கில் பங்கேற்றுப் பின்னூட்டப் படிவம் நிறைவு செய்து அனுப்புவர்களுக்கு மட்டுமே மின் சான்றிதழ் வழங்கப்படும் எவ்விதக் கட்டணமும் இல்லை. தமிழறிஞர்கள், பேராசிரியர்கள், தமிழார்வலர்கள், ஆய்வாளர்கள், மாணவர்கள் அனைவரும் பங்கேற்று பயன்பெறலாம்

# முனைவர் சி.கோமளவல்லி is talking

இயற்கை மொழியும்  
இணைய மொழியும்

-நீச்சல்காரன்  
Dr. N. K. T. Neechalkaran, M.A., M.Ed., Ph.D.

neechalkaran@gmail.com  
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Neechalkaran



  
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 FOR WOMEN (AUTONOMOUS),

## இயற்கை மொழியும் இணைய வழியும்

முனைவர் பா. ஜெய்கணேஷ் (இளமாறன்)  
துறைத்தலைவர், தமிழ்த்துறை,  
அறிவியல் மற்றும் கலையியல் புலம்,  
எஸ்.ஆர்.எம். அறிவியல் மற்றும் தொழில்நுட்பக்  
கல்வி நிறுவனம்,  
காட்டாங்குளத்தூர்.  
[ilamarantamil@gmail.com](mailto:ilamarantamil@gmail.com), 9884277395



முனைவர் பா. ஜெய்கணேஷ்

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**IQAC Organized by**

**Six-Day Online Faculty Development Programme on  
Teaching-Learning Digital Tools**

**8<sup>th</sup> to 13<sup>th</sup> June 2020**

**Resource Expert:**

**Dr. Judy Grace Andrews,**

**Associate Professor & HOD, Research Cell**

**&**

**Dr. Frances Vaidhya,**

**Assistant Professor,**

**Gandhi Shikshan Bhavan's Smt Surajba College of Educatio,**

**Juhu, Mumbai.**



Just as social media has given rise to new definitions of community, digital tools are transforming community and the give-and-take between students and teachers. Platforms for Web-based discussion threads and creation of course or class wikis change how students can involve themselves in project-based writing assignments. A piece of student writing can become a diverse and substantive document when it is the

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basis for a step-by-step exchange of ideas and questions among teacher(s), peers, author(s) and mentors. When digital tools are integrated pedagogically soundly, they also promote and enhance other essential skill sets, such as communication, creativity, critical thinking, problem solving, digital literacy, entrepreneurship, global awareness and digital responsibility/citizenship.

### **Six-Day Online Faculty Development Programme on Teaching-Learning Digital Tools organized by IQAC**

Six-Day Online Faculty Development Programme on Teaching-Learning Digital Tools organized by IQAC Dr. S. Chamundeswari, Principal welcomed the Resource Expert, Dr. Judy Grace Andrews, Associate Professor & HOD and Dr. Frances Vaidhya, Associate Professor in Gandhi Shikshan Bhavan's Smt Surajba College of Education, Juhu, Mumbai. She said that According to John Dewey, the types of activities that stimulate real involvement "give pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking, or the intentional noting of connections; learning naturally results." There are thousands of free digital tools that promote the art of doing. Faculty can now pick the best ones to create an artifact that demonstrates conceptual mastery through the construction of new knowledge, as well as the acquisition and application of essential skill sets. The process of choosing increases engagement, authenticity and ultimately more value in the learning process. Unleash the power of digital tools and empower faculty to take ownership of their learning.

She placed on record her gratitude to the Honourable Secretary, Dr. M. Arumugam for all his unconditional support and guidance and appreciated the organizers of the FDP, Dr. S. Malathi, Mrs. A.H. Komala and Mrs. A. Enid Ruth and welcomed faculty members once again in the Online Platform for the 6 Day Faculty Development Programme.

#### **Day 1: Google Drive and its Benefits.**

The session started with the Introduction on Google Drive.

#### **Google Drive**

It is a file storage and synchronization service developed by Google. Google Drive is a cloud-based storage solution that allows you to save files online and access them



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anywhere from any smartphone, tablet, or computer. You can use Drive on your computer or mobile device to securely upload files and edit them online. Drive also makes it easy for others to edit and collaborate on files.

### **How to use Google Drive**

Step 1: Go to drive.google.com. On your computer, go to drive.google.com. ...

Step 2: Upload or create files. You can upload files from your computer or create files in Google Drive. ...

Step 3: Share and organize files. You can share files or folders, so other people can view, edit, or comment on them.

### **Additional Features**

- Drive File Stream. Stream Drive files directly from the cloud to your Mac or PC, freeing up disk space and network bandwidth. ...
- Shared Drives. Shared spaces where teams can easily store, search, and access their content. ...
- Data Loss Prevention (DLP) ...
- Offline Access.

### **Google Docs**

Google Docs is a free Web-based application which a user can use to create documents and spreadsheets. If you are a Google docs user you can import, create, edit and update documents and spreadsheets in various fonts and file formats, combining text with formulas, lists, tables and images. You can use Google Docs on your computer as well as Android and iPhone & iPad.

### **Benefits of Google Docs**

- It's fully compatible with Microsoft Word. ...
- Add functionality with Google Chrome extensions. ...
- Ease of collaboration. ...
- Access your work from any device. ...
- Automatic saving. ...
- It's packed with helpful features. ...
- It's free!



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## Day 2: Google Docs




### Google Docs Features

- Add Fonts.
- Templates.
- Table of Contents Sidebar.
- Create or Remove Headers.
- Clear Formatting.
- Create a Folder.
- The Research Tool.
- Suggesting Mode.

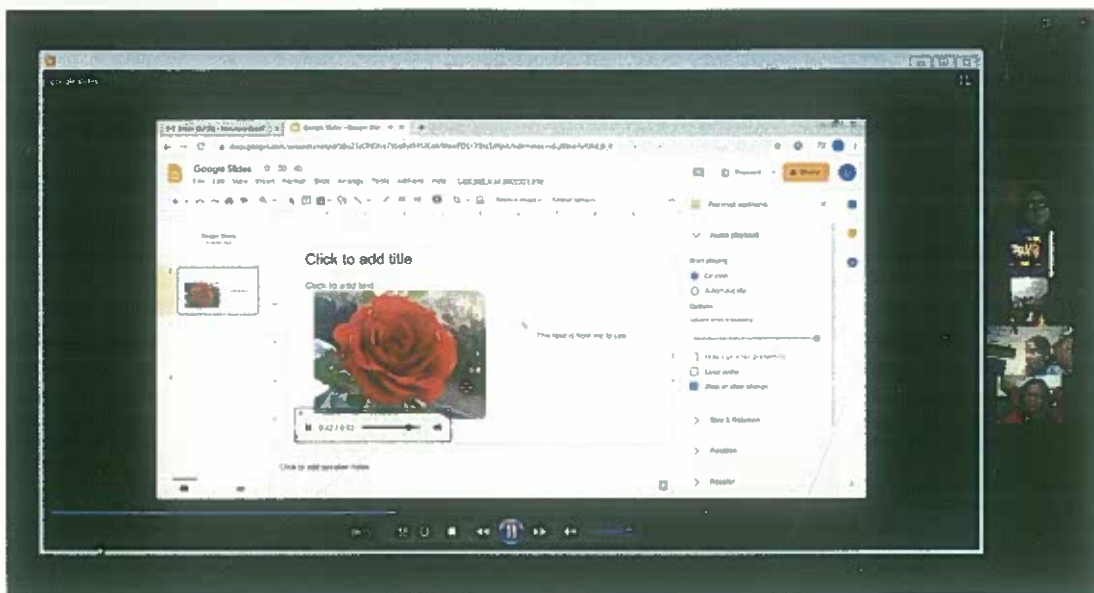
### Google Docs Advantages

- Google Docs is a free tool.
- Google Cloud Storage allows you to access your documents from anywhere.
- Allows real-time collaboration.
- Edits history tracking, track document changes automatically and revert to any previous version of the document.
- Auto-saving.
- Offline work mode.
- Has powerful features and tools for editing documents.

  
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- Voice typing instead of writing. Currently this google tool has acquired a voice input to facilitate the work of users.
- Has more font styles than Microsoft Word.
- Tag someone in a comment. This function allows people to track specific changes.
- Security: only people with the right access will be able to see it.

### Day 3: Google Slides



### Google Slides

Google slides works as a presentation package we can use this software instead of PowerPoint. It was initially released in the year 2006 and is supported in various operating systems. Such as Windows, Android, iOS, Mac, etc. It was available in 83 languages and it was formulated with the help of the JavaScript programming language.

### Advantages of Using Google Slides

- The first advantage of using Google Slides is that it is completely free to use.
- There are many kinds of presentation applications are available which takes some cost from the user whether it has been in a subscription fee or might be one-time fees. But Google Slides is free of cost and you don't have to pay any kind of money to anyone for the usage of these presentation applications.

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- So if you are an employee, a worker, a student, or a teacher then Google Slides might be very much beneficial for you.
- It has all the features and it is available free of cost on the web.

**Real-time Collaboration:**

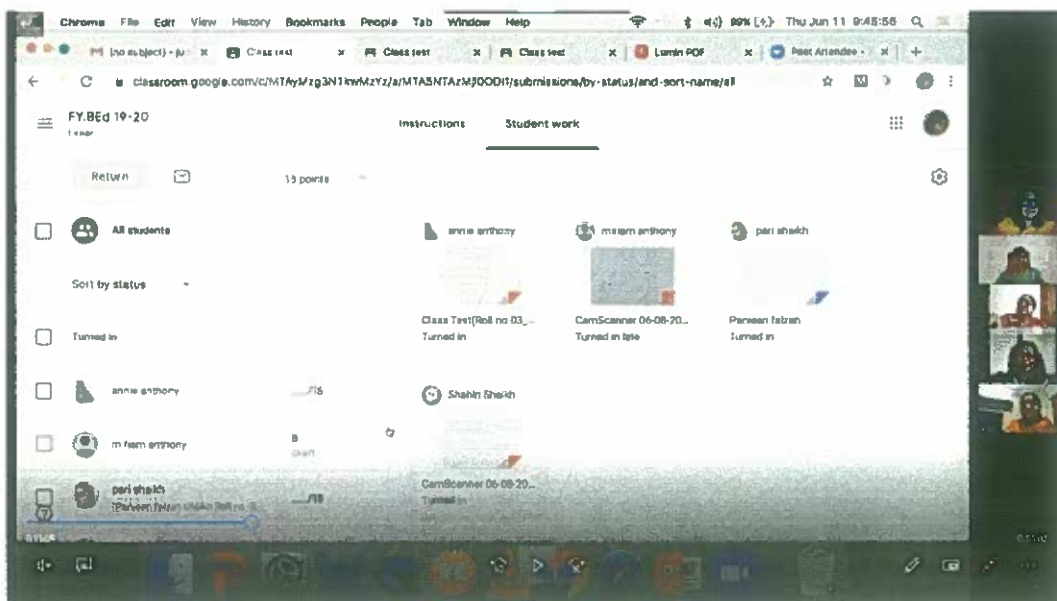
This is one of the most major advantages that attract people to work with Google Slides. Here the fact is you can create Google slides and works with your colleagues, with your friends, with your family at the same time, and within the same presentation files.


**Web-Based Application:**

In most presentation applications you have to download the complete file format which will slow down your computer. Well, that is not the case with Google Slides it is an online web-based application and there is no need to download this software. To access Google Slides all you need is a web browser and a steady internet connection.

Therefore it does not affect your computer speeds.

**Day 4: Google Classroom & its Applications**



  
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### **Presentation Always Accessible :**

Google Slides is a web-based application and it saves your data in the cloud. If you have any browser and internet connection then you can access your files document or presentation document anywhere and any place.

And if you are using other presentation software or applications then that is not the case with those applications.

### **Easy Sharing:**

This is another good advantage of using Google slide.

Here the sharing process is very easy and super awesome, and even if your sharing files are much heavy then it is not an issue with Google Slides.

### **Embedding Files:**

Well, the embedding process within Google slide is very easier than the other presentation applications. In other presentation applications, it might be cumbersome for you to embed any kind of file. But in Google slides you just have to paste the link of the files and it will be integrated very well into your slides.

### **Offline Mode:**

Google Slides is also available in offline mode. You have to just activate the Google offline option from your Google Drive and your presentation now is available for you to save, edit and make changes even you are not connected to the internet.

Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.



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## Advantage of Google Classroom

Classroom offers numerous ways to make learning interactive and collaborative. It offers teachers the ability to differentiate assignments, include videos and web pages into lessons, and create collaborative group assignments. Through Classroom, teachers are easily able to differentiate instruction for learners.

### Best Features of Google Classroom

- **Assignments:** Educators can create learning activities (assignments) using learning content like Youtube videos, Google Form surveys, or PDFs from the Drive.
- **Customizable Grading System:** Educators can select a grading system and create grade categories.

Why is Google Classroom important for students?

Google classroom is a Learning Management System (LMS) offered by Google for teachers. This application provides a central location to communicate with students, ask questions, and make assignments. In an increasingly digital world, google classroom helps facilitate online learning for digital learners today.

1. Use move to top to bring important older material back to students' attention.

This simple act bumps an assignment, announcement or question to the top of the class stream. Use this if students haven't turned an assignment in OR if you want to remind them of an upcoming deadline.

2. Email everyone in a class in the "People" tab.

Once you click the "People" tab, click the checkbox above all of your students to highlight everyone. Click "Actions" and "Email." This is great for calling special attention to something you want to communicate to students OR for longer-form communication.

3. Use the right kind of comment.

There are several kinds of comments you can leave students in Classroom. Knowing how each one works can make you more efficient and effective.

- **Adding class comments:** Do this by adding a comment in your class stream on the "outside" of an assignment or announcement. This will make the comment visible to the entire class (important if it's an answer to a question anyone might have).
- **Adding private comments:** Do this by viewing student results and clicking on an individual student. On the right, where you can see student submissions, the comment



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bar at the bottom adds a comment that only the student can see (important if it has sensitive grade or feedback information).

- Adding comments in a doc/slide/sheet/drawing: Do this by clicking on the student's file that he/she submitted to you. Click the black speech bubble icon after highlighting something you'd like to comment on. This adds a a very pointed comment on specific items in student work (important to be very exact in feedback).

#### 4. Use announcements to share "right now" links.

Announcements put content in your classroom stream without creating an assignment students must turn in. Use them to give students important links, docs/files and videos they'll need right now.

#### 5. Use the keyboard instead of the mouse.

Keyboard commands beat moving and clicking the mouse every time. The best one in Google Classroom: When entering grades, type the grade for a particular student's assignment, then click return to get to the next student. Cycle through students with keystrokes instead of mouse clicks to save lots of time.

Check out 22 killer keyboard shortcuts (and a challenge!) for busy educators for more.

#### 6. Reuse posts.

Don't recreate assignments, announcements or questions that are similar to those you've already created. Click on the Classwork tab then click the "create +" button in the top left and select "reuse post." Choose an assignment, announcement or question you've created before. You can modify and update it before you repost it. When you reuse a post, you can even choose to create new copies of all the attachments you used before.

#### 7. Grade everything in one place.

Click on the "Grades" tab. Here, you'll find all of the assignments for all of your classes in one place. Work your way down the list and get on top of everything in one spot.

#### 8. Get email from Classroom the way you want.

Do you spend too much time deleting email notifications from Classroom and wish you could turn them off? Click on the three lines in the upper left corner. Choose "Settings" at the bottom. There's a checkbox where you can turn off email notifications. (Or if you have it turned off and wish you'd get emails, that's where you turn them on!)



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## 9. Get ideas from others.

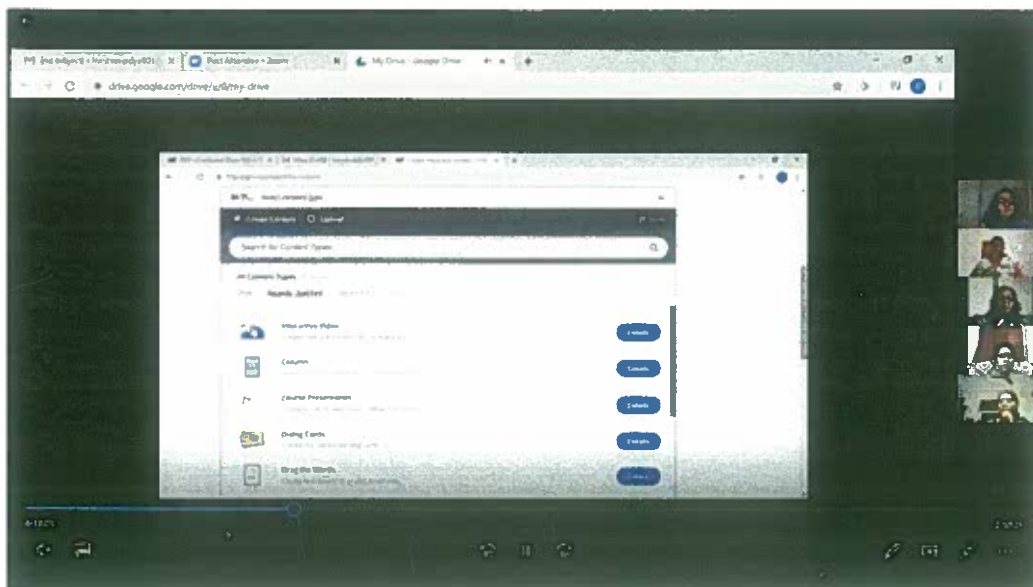
Educators that are already using Google Classroom hang out in lots of online communities where you can read their posts and ask questions. Here are some suggestions:

- Twitter hashtag: #GoogleClassroom (for Google Classroom-specific posts)
- Twitter hashtag: #GoogleEDU (for general Google updates)
- Check out our Google Classroom Pinterest Board for TONS of awesome tips, tricks and ideas
- Lean on the knowledge of others. If you are willing to get help and advice from other teachers, you will do just fine with this system. -- Kina Gill

## 10. Get the features you really want in Google Classroom.

Do you have a suggestion for a new Google Classroom feature? Is there something you can do but wish you could do it easier? This type of feedback is what the Google Classroom team craves from teachers. Click the “?” button in the bottom left of the screen and choose “Report issue or request feature.” According to the Google Classroom team member that talked to my Google Teacher Academy group in December 2014, someone from their team reads *every single feedback item* sent that way. It’s how they’ve made many of the important feature changes to Google Classroom. And the more popular a feature request, the more likely it’ll be implemented. So send feedback and send it often!

## Day 5: Google Sheets & its Advantages



Google Sheets is an online spreadsheet app that lets you create and format spreadsheets and work with other people.

Google Sheets includes the following core features:

- Spreadsheet editing and formatting.
- Data visualization.
- Machine learning-based features.
- Offline editing.
- Compatibility.
- Google product integration.
- Collaboration features.
- Security.

#### **Google Sheets' Advantages**

- Collaboration. The most immediate benefit from using Sheets is in the ability to collaborate in completely new ways. ...
- Working at Scale.
- Creating Charts and Linking to Google Slides. ...
- Version Control.
- Linking Between Sheets in Different Files.
- Working with Plug-ins.
- Connecting to External Data Sources.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task student's work together must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.



## Day 6: Creating YouTube Channel



### Create a personal channel

Follow these instructions to create a channel that only you can manage using your Google Account.

1. Sign in to YouTube on a computer or the mobile site.
2. Click your profile picture > Create a channel.
3. You'll be asked to create a channel.
4. Check the details (with your Google Account name and photo) and confirm to create your channel.

### Create a channel with a business or other name

Follow these instructions to create a channel that can have more than one manager or owner. You can connect your channel to a Brand Account if you want to use a different name on YouTube than your Google Account. Learn more about Brand Accounts.

- Sign in to YouTube on a computer or the mobile site.
- Go to your channel list.
- Choose to create a new channel or use an existing Brand Account:

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- Create a channel by clicking Create a new channel.
- Create a YouTube channel for a Brand Account that you already manage by choosing the Brand Account from the list. If this Brand Account already has a channel, you can't create a new one. When you select the Brand Account from the list, you'll be switched over to that channel.
- Fill out the details to name your new channel. Then, click Create. This will create a new Brand Account.
- To add a channel manager, follow the instructions to change channel owners and managers.

### **Programme Outcome and Feedback**

The 6 day faculty development programme made faculty members to feel the hands-on experience about the importance various digital tools in the teaching, learning and evaluation process. There are also many benefits to encourage the development of teaching-learning to accustom in the changing world of technology especially during this pandemic situation. The duty of the teachers will never fail at any situation inspite of lockdown and curfew. The Programme was very successful and eye opening as the resource experts shared their expertise to enrich the use of technology. Faculty members placed on record their appreciation to the Principal and the organizers for their efforts in identifying resource expert and thanked them for making the 6 days a valuable learning.



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Re-accredited with 'A' Grade with CGPA of 3.26 / 4.00 by NAAC  
Affiliated to Tamil Nadu Teachers Education University  
Chennai, Tamil Nadu.

*IQAC invites you to participate in*

## National Level Webinar

### Effective Engagement of Teaching and Learning Through Online

on

01-06-2020 @ 11.00am



#### Resource Expert:

*Dr. Judy Grace Andrews*  
Associate Professor & HOD Research Cell  
Gandhi Shikshan Bhavan's  
Smt Surajba College of Education,  
Juhu, Mumbai.

*Programme Organizer*  
*Dr. S. Chamundeswari*  
Principal & Chairman IQAC

*Dr. S. Malathi*  
IQAC Co-ordinator

*Programme Co-ordinators*  
*Mrs. A.H. Komala, Assistant Professor*  
*Mrs. A. Enid Ruth, Assistant Professor*

- Free Registration
- E- Certificates for all the participants

Contact Us  
Mrs. A.H. Komala  
9840918285  
Mrs. A. Enid Ruth  
89841770279

*Target Groups*  
*Faculty Members*  
&  
*Students*

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## Report on

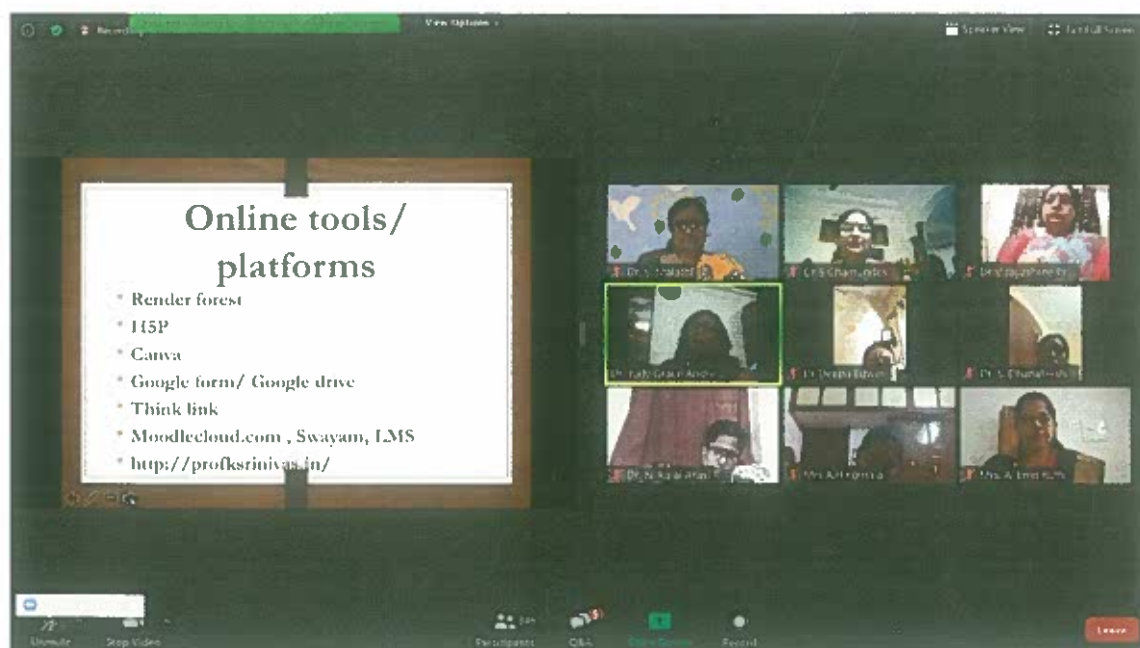
### National Webinar on Effective Engagement of Teaching & Learning through Online

Date: 1<sup>st</sup> June 2020

Organizer: Internal Quality Assurance Cell, N.K.T. National College of Education for Women, Chennai

Resource Expert: Dr. Judy Grace Andrews, Associate Professor & HOD of Research Cell, Gandhi Shikshan Bhavan's Smt. Surajba College of Education, Juhu, Mumbai,

Participants:359



Principal, Dr. S. Chamundeswari welcomed the Resource Expert of the day Dr. Judy Grace Andrews, Associate Professor & HOD of Research Cell, Gandhi Shikshan Bhavan's Smt. Surajba College of Education, Juhu, Mumbai, and all participants of the National Webinar on Effective Engagement of Teaching and Learning through Online

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organized by the IQAC of the College. Principal placed on record her gratitude to the Secretary of the College, Dr. M. Arumugam for all his unconditional support and guidance and a note of appreciation to the organizers, Mrs. A.H. Komala and Mrs. A. Enid Ruth, Assistant Professors of our College.

The Resource Expert was introduced, Coordinator of IQAC Dr. S. Malathi and the session started Scholars, Students from various disciplines. 359 participants widely from all direction across India took part actively. The Resource Expert stressed, on the Philosophy of Constructivism in the Digital Learning era. Emphasis was on the need for creating one's own knowledge out of the feed that can be given through the Learning Management System (LMS).



Dr. Judy further highlighted on the role of teacher and Students in the online mode of teaching learning process. She stressed on paradigm shift from "Learning to Teach to Teaching to learn" as it is the fundamental principle of online mode of teaching Learning.

  
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Further she shared her expertise on Case method, Digital Learning, Flipped Classroom, LMS, Moodle, Edfly, EDMODO. Online tool /Platforms like Render forest, H5P, Canvas, Google forms/Google drive, Think link, LMS, Moodle Cloud, <http://Prof.Srinivas.in> as an eye opener to all the new entrants into the profession. She also shared her experience of hands on many of the tools and platforms used in the teaching –learning process.

As a part of the webinar madam also highlighted on the various ethical tips that must be followed on online platforms. At the end the IQAC Co-ordinator shared the doubts raised by the participants and it was patiently clarified by the Resource Person. Doubts on Learning Style, Attention Span, duration of the course, and others were raised by learned participants. The Resource Person gave a elaborate deliberation for the maximum benefit of the participants.



### Programme Outcome and Feedback

Major Take away from this webinar was Change agent and change management. As rightly quoted by Socrates not to focus all our energy on what cannot be changed and old rather focus on what is new. The student-teachers benefitted from the programme

  
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as they are familiarized with the latest tools and techniques that can be used in the teaching learning process.

The Participants were grateful to resource expert for patiently responding to the queries and the Principal for the opportunity given to enhance their skills.

The Programme came to an end with a formal note of thanks.



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2020 - 2021

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**Capacity Building Programme for  
Non - Teaching Staff  
Office Organisation & Management  
26<sup>th</sup> to 27<sup>th</sup> May 2021**

**Mr. T. Devaraj, M.A., M.Ed.**  
Academic & Administration In-charge  
GVC College of Education, Arcot, Tamil Nadu

**Dr. M. Arumugam**  
Secretary

**Dr. S. Chamundeswari**  
Principal


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**NKT NATIONAL COLLEGE OF EDUCATION FOR WOMEN  
(AUTONOMOUS)**

**Capacity Building for Teacher Educators  
Equipping with 21<sup>st</sup> Century Skills**



**2<sup>nd</sup> August, 2019**

  
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# Capacity Building for Teacher Educators Equipping with 21<sup>st</sup> Century

Ms. Arabic Krishnamurthy, CEO and MD, Protein

&

Ms. R.S. Esther Sreepriya, Academic Director of Protein

2<sup>nd</sup> August, 2019

**Participants: 25**

The Capacity Building for Teacher Educators commenced with a silent prayer followed by welcome address by our College principal Dr. S. Chamundeswari at 10 a.m. on 2<sup>nd</sup> August, 2019. Principal highlighted the importance of training the students to different levels of teaching and the importance of technology in all teaching methods in the 21<sup>st</sup> century. Later she introduced the chief guest Ms. Arabic Krishnamurthy, CEO and MD of Protein and Ms. R.S. Esther Sreepriya, Academic Director of Protein, Chennai.

## Use of Protein Software for Writing a Lesson Plan:

Protein is a software designed for the teachers to make the teaching and learning effect inside the classroom. The session revolved around the digital lesson plan construction. Lesson plan is considered as the autonomous for the teachers to decide what to be taught in the classroom according to the efficiency of the students. The five main domains that can be used by the school management and the teachers in this software are: Profile, Academic Schedule, Lesson Plan, Assessments and Reports.

- **Profile:** To update the information of the Institution, teachers and the students.
- **Academic Schedule:** year calendar and time table for the teachers according to the subjects handled by the teachers.

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- **Lesson Plan:** It is the planning of the lesson. It helps the teachers to replace the general verbs with the smart verbs.
  - The lesson plan has to be written by the teachers in the computer.
  - Related video attachments for the topic can be added.
  - It provides tutorial to learn new methods by giving instructions, coaching, accountability and rating the teacher's community.
  - More activities can be added for the topic to make the students understand better .
  - Improves the higher order thinking by giving 21<sup>st</sup> century needed activities.
  - It help to choose the best questions when given.
  - It focuses on 4C's they are:

Communication

Collaboration

Connectivity

Critical thinking

- **Assessments:** various questions that has to be answered by the students for their assessments.
- **Reports:** graphical representations to see the performance of the students in their formative and summative examinations.



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**N.K.T. National College of Education for Women  
(Autonomous)**

**UGC AUTONOMOUS GRANT**

**EXAMINATION REFORMS WORKSHOP ON  
DEVELOPMENT OF QUESTION BANK**

25<sup>th</sup> September to 27<sup>th</sup> September 2019

**13<sup>th</sup> February to 15<sup>th</sup> February 2019**

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## Participants: 25

### Report on Examination Reforms Workshop on Development of Question Bank

The Preliminary Workshop on the Development of Question Bank for Semesters I and III was organized on 5<sup>th</sup> and 6<sup>th</sup> February, 2019, followed by the UGC Autonomous Grant Examination Reforms- Workshop on Development of Question Bank from the 13<sup>th</sup> to 15<sup>th</sup> February, 2019.



Likewise, a Preliminary Workshop on Development of Question Bank for Semesters II and IV was organized from 19<sup>th</sup> to 23<sup>rd</sup> September, 2019, followed by the UGC Autonomous Grant Examination Reforms- Workshop on Development of Question Bank from 25<sup>th</sup> to 27<sup>th</sup> September, 2019. The same was discussed in the IQAC meeting on 4<sup>th</sup> July, 2019. The need for better Academic Performance of students was presented in the Faculty Meetings held on 7<sup>th</sup>, 25<sup>th</sup>, 30<sup>th</sup> January and 12<sup>th</sup> February, 2019 for Semesters I and III and 9<sup>th</sup> May, 16<sup>th</sup> August, 5<sup>th</sup> September and 3<sup>rd</sup> October, 2019 for Semesters II and IV respectively. Based on the Need Analysis, the preparation of the Question Bank was followed in a two - step process (Preliminary and Final) respectively for all the four Semesters. The compiled Question Banks are placed in the College Library for the benefit of student-teachers.

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**N.K.T. National College of Education for Women  
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**UGC Autonomous Grant Guest Lecture**

**CREDIT BASED ACADEMIC SYSTEM**

**Prof L.S. Ganesh**

**Department of Management Studies, IIT Madras**

**Participants: 25**

**16<sup>th</sup> December, 2019**

Prof. L.S. Ganesh of DOMS, IIT Madras was invited to present a lecture on Credit Based Academic System on the 16<sup>th</sup> of December, 2019. He commenced his lecture by introducing the innovative trends in Evaluation. He stated that Assessment methods have become more student-friendly and that Continuous Comprehensive Assessment is being followed in most Educational Institutions such that knowledge gained from time to time by the students is evaluated. This Continuous Evaluation serves to enhance the knowledge gained by the students as they keep abreast of the knowledge input given to them both in and out of the classroom.

**Importance of Course Credit**

Prof. L.S. Ganesh went on to clarify the basic concepts related with the Credit Based Academic System. A Course Credit is a basic measure of student workload. A credit, he said, specifies the number of hours of learning effort that a student is expected to put in while completing a course. The Credit System allows an institution to chart out the programs and individual courses in term of their required Credit Load. The Credit Based System permits flexibility in the modes of learning. Multiple modes of learning

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such a lectures, laboratory work, assignments, e-learning etc. can be adopted and norms for the relative weightages across these learning modes need to be evolved.

The Credit System is student-friendly and enables mobility of students and he further went on to quote that marks need to be earned while credits need to be reflected. Furthermore, he opined that the Credit System proves flexible for shifting between courses and institutions. The Credit System opens up the choice of learning, thereby increasing learning effectiveness. The most relevant academic credit for international students are ECTS-European Credits and Semester Credit hours (SCH) – American Credits. Each course, he said, is worth a certain number of credit points, usually determined by student's workload, learning outcomes and hours of curriculum transaction. The more effort a student is required to put into a course, the more credits that course is worth. Through academic credits, students get a consistent and transparent way of valuing their learning achievements.

### **Method of Calculating the Credits**

Prof. L.S. Ganesh further went on to elucidate the method of calculating the Credits. He also explained the significance of awarding credits for the theory and practical course. He pointed out that Credit system maintains the equivalence in the mode of assessment and academic Credits act as a clear proof of previous education and comes in handy while hunting for a job. Credits maintain a track of student progress and they are recognized internationally. This feature makes Credits superior to marks.

The professor cited an example to show the way academic credits are distributed between courses. He quoted the example of the ECTS system where the required amount of credits during a year is 60 credits, with 30 credits per semester. Suppose there are 4 courses during a semester, then each course will have a weightage of 7.5 credits. But, if there are courses which are worth 9 credits, or others worth 4 or 5 credits, it all works down to only 30 credits per semester.

The lecture concluded with a Question-Answer session where participants was invited to clear their queries on the Credit Based Academic System. The guest lecture proved beneficial and the entire concept of the working of Credit Based Academic System was made clear.



## Consolidated Feedback

The guest lecture was interesting and gave us all the opportunity to learn many things in regard to importance of using credit system used in the academics to grade the students. This session created an awareness to evaluate the students by using proper credit. All the participants were completely satisfied by the lecture given by the resource person Prof. L.S. Ganesh. The session was interesting and our faculties involved themselves to know more about Credit Based System, European Credits and Semester Credit hours. The professor cited an example to show the way academic credits are distributed in the various courses. Our faculties thanked Prof. L.S. Ganesh for spending his quality time with us. The session went very interesting and the lecture was very helpful to understand the topic. His language was comfortable and clear.



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**N.K.T. National College of Education for Women  
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**UGC Autonomous Grant Guest Lecture**

**ROLE AND GOVERNANCE OF AUTONOMOUS COLLEGE**

**Dr. R. Manivannan**

**Professor and Head of the Department of Politics and Public Administration,**

**University of Madras**

**7<sup>th</sup> January, 2020**

**Participants: 25**

Dr. R. Manivannan, the Professor and Head of the Department of Politics and Public Administration, University of Madras served as the resource person for the UGC Autonomous Grant Guest Lecture on "Role and Governance of Autonomous Colleges" held on 7th of January, 2020 at NKT National College of Education for Women.

Dr. Ramu Manivannan is a teacher-social activist engaged at the grassroots with the human rights and other social movements in India and South East Asia. He has trained more than 500 teachers from the Tibetan Community spread across India, Nepal and Bhutan. He has been instrumental in the development and implementation of the Basic Education Policy (BEP) of the Tibetan Government. He has also contributed to the development of curriculum for the Myanmar refugees Community. He was a Fellow of the United National University, Tokyo. He taught in Delhi University for 18 years before joining the University of Madras. He has founded 15 Non-formal schools for the tribal children. His Awards include the 'Life Time

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Achievement Award' and the 'Best Teacher Award'. He has published 7 books and many articles.

## **Introduction**

He commenced his lecture by quoting 'Autonomy' in simple terms being 'Freedom with Responsibility'. He spelt out the features of Autonomous institutions, the significant being self-governance, the ability to self-determine the nature of courses, fee structure, skills to be imparted and the human and academic resources required for the smooth functioning of the institution.

The session then drifted into the UGC guidelines for Autonomous Colleges. As per the Guidelines, an autonomous institution is free to determine the syllabi and courses. The curriculum should be borrowed from other institutions. The course needs to be relevant to the needs of the society, Certain subjects ought to be preserved and accountability should be the key-rider over all. Education, he said, should work and evolve with circumstances and Autonomous institutions must strive to maintain higher standards. The Method of Curriculum transaction and Assessment techniques can be decided by taking crucial factors such as the needs of students, society, caliber of students, availability of resources-both human and material.

## **Criteria of Autonomy**

Dr. R. Manivannan, furthermore highlighted the criteria for Autonomy. He made clear that the prime criteria is that the College/institution must demonstrate interest and potential to become autonomous. The institution though independent, needs to be accountable to the Government Freedom is given to the institution to decide on the number of courses to be included and the evaluation procedures to be followed but each action should be supplemented with adequate justification.

Dr. R. Manivannan went on to quote the highlights of the National Education Policy (2019). He stated that there are 3 broad categories of segregation among Educational Institutions. They are the Type-1 – Research and Teaching, Type 2 – Teaching and Type 3- Colleges and Universities. He emphasized the 'Research' is the backbone of any field or institution to grow. Improvement can occur only when



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the lacunae of the growth trends of any field/institution are identified and that is only possible only through Research.

Dr. R. Manivannan went on to highlight the responsibility of Autonomous institutions.

**The salient points are as follows:**

- Freedom bordered by Accountability and Responsibility
- Autonomous institutions should not be isolated but intro-connected with other institutions to familiarize with the recent trends.
- Content and quality of the syllabus should never be compromised upon.
- Autonomous institutions need to demonstrate their potential and reach higher.
- These institutions should assess the uniqueness of the students and cater to them accordingly and encourage open learning
- Invite the experts for deliberations to seek further improvement
- The administrative functioning and academic norms should fall in live with the guidelines of the guidelines of the statutory bodies of Education at the Centre and State and Parent Universities.
- IQAC-Internal Quality Assurance Cell is mandatory for institutions to check on the quality in the areas pertaining to Curriculum, Teaching, Learning and Evaluation, Research and Extension, Infrastructural resources, Student Support and Progression, Governance and Leadership and Innovativeness. Assessment has to be made by IQAC every quarterly and the future plans need also to be highlighted during the meeting.

Autonomy will be successful only when the policies of an institution are coherent with its parent university. Academic leadership should also be encouraged and returned as it is very much essential for the sustainability of excellence in Education.

**Consolidated Feedback**



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Dr. R. Manivannan delivered a Guest lecture on Role and Governance of Autonomous College on 7<sup>th</sup> January, 2020 for both faculty and students of our College. His session was excellent. The lecture was delivered with the help of power point presentation. The faculties stated that his lecture was interesting and they learnt many things about the role and governance on autonomous Colleges. Our faculties involve themselves to know more about the Criteria of Autonomy, the responsibility of Autonomous institutions, need for IQAC-Internal Quality Assurance Cell. The session went very interesting and the lecture was very helpful to understand the topic. His language was comfortable and clear.



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**NKT NATIONAL COLLEGE OF EDUCATION FOR WOMEN**  
**(Autonomous)**


**UGC AUTONOMOUS GRANT FOR UPGRADATION OF SYLLABUS**  
**WORKSHOP FOR UPGRADATION OF SYLLABUS AND TEACHING SKILLS**



**27<sup>th</sup> to 31<sup>st</sup> January 2020**

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## ANALYSIS OF UGC AUTONOMOUS GRANT WORKSHOP ON UPGRADATION OF SYLLABUS AND TEACHING SKILLS

### 1. Introduction

Technology has impacted almost every aspect of life today, and education is no exception. Earlier, technology in education was a debatable topic amongst society. Everyone had their own views on modernizing education and making it technology aided. There were a huge number of positives and negatives to education technology. But, gradually as technology was embraced by the educational institutes, they realized the importance of technology in education. Its positives outnumbered the negatives and now, with technology, education has taken a whole new meaning that it leaves us with no doubt that our educational system has been transformed owing to the ever-advancing technology. Technology and education are a great combination if used together with a right reason and vision.

**Computer-assisted instruction (CAI)**, a program of instructional material presented by means of a computer or computer systems.

The use of computers in education started in the 1960s. With the advent of convenient microcomputers in the 1970s, computer use in schools has become widespread from primary education through the university level and even in some preschool programs. Instructional computers are basically used in one of two ways either they provide a straightforward presentation of data or they fill a tutorial role in which the student is tested on comprehension.

Computer-based education (CBE) and computer-based instruction (CBI) are the broadest terms and can refer to virtually any kind of computer use in educational settings. Computer-assisted instruction (CAI) Computer Aided Instruction (CAI) is a narrower term and most often refers to drill-and-practice, tutorial, or simulation activities. Computer-managed instruction (CMI) Computer-managed instruction is an instructional strategy whereby the computer is used to provide learning objectives, learning

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resources, record keeping, progress tracking, and assessment of learner performance. Computer based tools and applications are used to assist the teacher or school administrator in the management of the learner and instructional process.

Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. CAI uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum.

CAI refers to the use of the computer as a tool to facilitate and improve instruction. CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics, and they test the student's understanding.

## **2. Need for the Present Study**

There are countless reasons why technology is a key aspect of learning in the schools. Whether we like it or not, technology is everywhere; and in order for our students to survive in post-secondary education and the business world, they must know technology. Technology helps in education to create better educational syllabus, learning material, and future products and services. It's really important to integrate technology into classrooms. Technology is very important in education to create a new and innovative practical syllabus, improve the security of students, students' data management and analysis and performance reporting and teacher training programs. Technology is inspiring kids to become creative and innovative. Creativity and innovation will make students successful in their careers and life.

Classroom Technologies help students and teachers in the process of receiving and giving education systematically. Technology helps in facilitating the syllabus, acquisition of knowledge and skills. Educators & learners around the world can connect with each other on various Internet platforms. For such benefits, it's important to use technology in education.



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Technological tools prepare students for future career challenges. The use of technology in education increased the level of accuracy in educational materials to a higher standard. Uses of new technologies are expanding. New computer programs and mobile apps are all playing their role to solve daily life problems.

**Information and Communication Technology (ICT) in education** is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

### **Smart Classes**

Smart Classrooms are technology enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, assistive listening devices, networking, and audio/visual capabilities. Classroom Services leads the support, design, and planning for campus learning spaces.

The concepts of smart classrooms in terms of pedagogical setting and arrangement should be considered during the designing. The design transforms learning spaces into modern smart classrooms. There are seven basic concepts of a smart classroom: adaptability, comfort, connectivity, multiplicity, openness, personalization and safety/security.



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### 3. Review of Related Literature:

Zamir and Thomas (2019) aimed to find the effect of university teachers' perceptions, attitude, and motivation towards their readiness for the integration of ICT in their classroom teaching. Based on their findings, they recommend that university teachers with basic ICT literacy should be encouraged to have a positive attitude toward technology use for discharging professional responsibilities.

Prestridge et.al. (2019) focused on the use of digital applications that leverage opportunities for teachers in the design phase, that is, at the time they are developing and curating curriculum materials and designing learning sequences within their discipline areas before implementation in the classroom. Their findings suggest that each teacher leveraged their online social media as their first approach or starting point within their design activities, with a curiosity to investigate the pedagogical application of a 'new' tool.

Regan (2019) tried to understand teacher attitudes and perceptions regarding writing instruction and use of technology. In their study they found Teachers indicated that barriers to using technology included that it was too time-consuming; they had limited access; and they perceived access to be a competition. However, teachers revealed that technology was positive for students with disabilities, differentiating instruction, and providing twenty-first-century learning opportunities.

Celebi (2019) conducted a study on the integration of ICT in a Turkish Secondary School which suggests teacher motivations and attitudes play an equally important role in internet integration into classroom for educational innovations as ICT investments.

Raja (2018) compared experiential learning method and traditional learning method to explore which method inculcates and improves the communication skills of business administration students of a private sector university, which proved that experiential learning method improves students' communication skills better than traditional communication skills.



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Arancibia Herrera (2018) conducted a study on secondary history teachers' teaching conceptions as a precursor to the ways in which they use computing technology in the classroom and found patterns among educational uses of technology in relation to teaching conceptions in terms of the allotment of time and the manner of teacher technology use, and less sharply defined patterns were also noted in student technology use and teacher-student-technology interactions.

Herro (2018) conducted a longitudinal study in which middle school math and science teachers enacted STEAM (science, technology, engineering, art and mathematics) teaching in their classroom after participating in intensive STEAM professional development aimed at increasing effective STEAM teaching. Results suggest 17 of the 21 teachers participating in the study demonstrated technology integration involving one or more areas of instructional approaches, assessment and student use.

Gurgenidze (2018) argued that incorporating existing and creating new technologies in English language teaching is of crucial importance for developing English language teaching and learning in Georgia.

González-Sanmamed (2017) investigated the attitudes school teachers have towards information and communication technologies (ICT) with the different levels of technology integration in schools and they suggest level 4 (elementary) school teachers exhibit better attitudes towards ICT. Thus, effective ICT integration in the classroom can perform as a catalyst for educational innovation.

Buss and others (2017) examined the benefits of preparing teacher candidates (TCs) to integrate technology into their future teaching by infusing technology integration instruction into program methods courses and found technology integration was successfully taught in technology-infused methods courses, but we must continue to improve this technology-infused methods course instruction and instructors to more fully achieve our goals of sound technology integration by all TCs.



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Banister and Reinhart (2015) suggest that active learning environments, addressing personalized needs and providing evidence of student competencies, may be accomplished effectively by integrating mobile technologies more prominently in K-12 classrooms.

From the above study it is evident that use of technology facilitates learning. The success stories tells us the benefits of various forms of technology to the students at all levels. The present study insists on the upgradation of skills of the teacher trainees in the usage of smart boards for teaching the school subjects at the High school level. This study also facilitates the upgradation of syllabus of the B.Ed. curriculum.

#### **4. Statement of the Problem**

The technology in education increased the level of accuracy in educational materials to a higher standard. Uses of new technologies are extending. Equipping the teacher trainees with technology and also giving them training in a systematic way is the felt need of the hour. The workshop planned to experiment the method of teaching through smart boards and use the findings to upgrade the B.Ed. Syllabus and skills required.

#### **5. Objectives of the Present Study**

The present study aims at improving academic achievements in all five subjects i.e., Tamil, English, Mathematics, Science and Social Science by using smart boards in classrooms. The specific objectives are:

- (i) To prepare a plan of action to teach using smart boards in classrooms;
- (ii) To investigate the possible significant difference between post-test scores of academic achievement in Tamil among standard IX students in Experimental and Control Groups;



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- (iii) To investigate the possible significant difference between post-test scores of academic achievement in English among standard IX students in Experimental and Control Groups;
- (iv) To investigate the possible significant difference between post-test scores of academic achievement in Mathematics among standard IX students in Experimental and Control Groups;
- (v) To investigate the possible significant difference between post-test scores of academic achievement in Science among standard IX students in Experimental and Control Groups;
- (vi) To investigate the possible significant difference between post-test scores of academic achievement in Social Science among standard IX students in Experimental and Control Groups;

## 6. Hypotheses

- (i) There is no significant difference between post-test scores of academic achievement in Tamil among standard IX students in Experimental and Control Groups.
- (ii) There is no significant difference between post-test scores of academic achievement in English among standard IX students in Experimental and Control Groups.
- (iii) There is no significant difference between post-test scores of academic achievement in Mathematics among standard IX students in Experimental and Control Groups.
- (iv) There is no significant difference between post-test scores of academic achievement in Science among standard IX students in Experimental and Control Groups.
- (v) There is no significant difference between post-test scores of academic achievement in Social Science among standard IX students in Experimental and Control Groups.



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## 7. Method of Investigation

Methodology is an important aspect of any kind of research work. Each research study has its own objectives. The procedure adopted by the researcher for the investigation is known as methodology. Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted and it constitutes the blue print for collection, measurement and analysis of the collected data. As such the design includes an outline of what the research will do from framing the hypothesis and its operational implications to the final analyses of the data.

Research design is very much required since it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible, yielding maximal information with minimal expenditure of effort, time and money. We need a research design or a plan in advance of data collection and analysis for our research project.

Research design stands for advanced planning of the method to be adopted for collecting the relevant data and techniques to be used in their analysis. Keeping in view the objectives of the research and the availability of staff, time and money, preparation to the research design should be done with great care as any error in it may upset the entire project. Research design in fact, has a great bearing on the reliability of the results arrived at end as such constitutes the firm foundation of the entire edifice of the research work. Design helps the researcher to organize his ideas in a form whereby it will be possible for him to look for flaws and inadequacies. Such a design can ever be given to others for their comments and critical evaluation.

The present chapter deals with the formulation of hypotheses and the description of the method includes sample characteristics, selection of tools and procedure adopted for investigation.



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## 7.1 Research Design

The present study envisages the effect of using smart boards in classrooms on academic achievement among standard IX students using experimental design. The design has been drawn as follows:

**Table-1: Research Design**

Groups	Sample	Pre-test Measures	Teaching	Post-test Measures
Experimental Group	24	Academic Achievement in all Five Subjects	Using Smart Boards	Academic Achievement in all Five Subjects
Control Group	23	Academic Achievement in all Five Subjects	Traditional Instructional Strategy	Academic Achievement in all Five Subjects

This design was tested with the following experimental procedure.

**E = A ----- S ----- B**

**C = A ----- T ----- B**

Where E = Sample chosen for the Experimental Group

C = Sample chosen for the Control Group

A = Pre-test measures of Academic Achievement in all 5 subjects

B = Post-test measures of Academic Achievement in all 5 subjects

S = Smart Board

T = Traditional Method of Instructional Strategy.

The instructional treatment was conducted for one week in the academic year 2019-2020 from 27<sup>th</sup> to 31<sup>st</sup> January in a N.K.T. National Girls' Higher Secondary School. Students from standard IX A were enrolled in the study.



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First, topics in standard IX text book were selected and a pre-test was conducted to estimate the academic achievement in all the five subjects among the students and to check if there is any significant difference between the two groups with regard to their academic achievement in all the subjects.

Next, drawing on relevant research, all activities were developed by the researchers. Lesson plans for the procedure were based on Anderson and Krathwohl's Taxonomy (2001).

In the next step, the students in the control group were instructed only with traditionally designed learning material. Most of the time, the teacher presented the topics and the students listened to their teacher and answered the questions asked by their teacher. At the same time they carried out activities in their text-books.

However, the instructions for the experimental group varied. Lesson plans were prepared with various activities based on using Smart Boards in the classrooms. Teachers used various videos related to their topic and this created more interest among the students.

## 7.2 Sample Distribution

The chosen sample is 47 students (girls) from standard IX.

Experimental Group = 24 Students

Control Group = 23 Students

## 7.3 Preparation of Achievement Tests

Achievement tests were prepared for each subject separately and were subjected to content validity with the help of subject experts.



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### **(i) Tamil Achievement Test**

In order to collect the data related to academic achievement of the students in Tamil, a Tamil test was developed by the researcher. A test including 24 items was developed and the test was established. This test is used to measure the students' academic achievement in selecting standard IX Tamil topics. The topic chosen for the present study is Periyarin sinthanaigal. The test items developed to measure the objectives of academic achievement levels of the students in Tamil lessons in standard IX is based on the objective-wise table.

### **(ii) English Achievement Test**

In order to collect the data related to academic achievement of the students in English, an English test was developed by the researcher. A test of twenty three items including objective and subjective type questions was developed by the researcher. The achievement test was conducted for fifty marks. This test was used to measure the students' academic achievement in English of standard IX students. The topic chosen for this study was A Birthday Letter and Diary Entry. The test items developed to measure the objectives of academic achievement levels of the students in Science lesson in standard IX is based on the objective-wise table.

### **(iii) Mathematics Achievement Test:**

In order to collect the data related to academic achievement of the students in Mathematics, a Mathematics test was developed by the researcher. A test of twenty four items including objective and subjective type questions was developed by the researcher. The achievement test was conducted for fifty marks. This test was used to measure the students' academic achievement in Mathematics of standard IX students. The topic chosen for this study was Probability.



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#### **(iv) Science Achievement Test**

In order to collect the data related to academic achievement of the students in Science, a Science test was developed by the researcher. A test including 25 items was developed and the test was established. This test is used to measure the students' academic achievement in select standard IX Science topic. The topic chosen for the present study is Carbon and its Compounds. The test items developed to measure the objectives of academic achievement levels of the students in Science lesson in standard IX is based on the objective-wise table.

#### **(v) Social Science Achievement Test**

In order to collect the data related to academic achievement of the students in Social Science, a Social Science test was developed by the researcher. A test of eighteen items including objective and subjective type questions was developed by the researcher. The achievement test was conducted for fifty marks. This test was used to measure the students' academic achievement in Social Science of standard IX students. The topics chosen for this study were The American Revolution and The French Revolution.

### **8. Statistical Analysis**

The statistical analysis gives meaning to the meaningless numbers, thereby breathing life into a lifeless data. The results and inferences are precise only if proper statistical tests are used.

**Hypothesis-(i): There is no significant difference between the post-test scores of academic achievement in Tamil among standard IX students in Experimental and Control Groups.**



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**Table-2: The Post-test Scores of Academic Achievement in Tamil of Standard IX Students in Experimental and Control Groups.**

Variable	Sample Size	Mean	SD	SEM	SED	CR
Control Group	21	60.24	9.10	1.99	3.41	3.00
Experimental Group	21	70.48	12.70	2.78		

In the above Table, the mean and standard deviation values of post test scores in Tamil are 60.24 and 9.10 respectively for control group and 70.48 and 12.70 respectively for experimental group. The critical ratio value is 3.00, which is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level of significance.

It is evident that the performance of the students in experimental group is significantly more when compared to the students in control group in Tamil.

**Hypothesis-(ii): There is no significant difference between the post-test scores of academic achievement in English among standard IX students in Experimental and Control Groups.**

**Table-3: The Post-test Scores of Academic Achievement in English of Standard IX Students in Experimental and Control Groups.**

Variable	Sample Size	Mean	SD	SEM	SED	CR
Control Group	21	48.14	18.09	3.95	4.67	2.10
Experimental Group	21	62.10	11.41	2.49		

In the above Table, the mean and standard deviation values of post test scores in English are 48.14 and 18.09 respectively for control group and 62.10 and 11.406

respectively for experimental group. The critical ratio value is 2.10, which is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level of significance.

It is evident that the performance of the students in experimental group is significantly more when compared to the students in control group in English.

**Hypothesis-(iii): There is no significant difference between the post-test scores of academic achievement in Mathematics among standard IX students in Experimental and Control Groups**

**Table-4: The Post-test Scores of Academic Achievement in Mathematics of Standard IX Students in Experimental and Control Groups**

Variable	Sample Size	Mean	SD	SEM	SED	CR
Control Group	21	40.67	30.00	6.55	8.14	2.60
Experimental Group	21	61.76	22.167	4.84		

In the above Table, the mean and standard deviation values of post test scores in Mathematics are 40.67 and 30.00 respectively for control group and 61.76 and 22.17 respectively for experimental group. The critical ratio value is 2.60, which is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level of significance

It is evident from the post test scores that the performance of the students in the experimental group is significantly more when compared to the students in control group in Mathematics.

**Hypothesis-(iv): There is no significant difference between the post-test scores of academic achievement in Science among standard IX students in Experimental and Control Groups.**



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**Table-5: The Post-test Scores of Academic Achievement in Science of Standard IX Students in Experimental and Control Groups**

Variable	Sample Size	Mean	SD	SEM	SED	CR
Control Group	21	51.81	17.16	3.74	5.07	2.9
Experimental Group	21	66.57	15.69	3.42		

In the above Table, the mean and standard deviation values of post test scores in Science are 51.81 and 17.16 respectively for control group and 66.57 and 15.69 respectively for experimental group. The critical ratio value is 2.9, which is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level of significance

It is evident that the performance of the students in experimental group is significantly more when compared to the students in control group in Science


**Hypothesis-(v): There is no significant difference between the Post-test Scores of Academic Achievement in Social Science among Standard IX Students in Experimental and Control Groups**

**Table-6: The Post-Test Scores of Academic Achievement in Social Science of Standard IX Students in Experimental and Control Groups**

Variable	Sample Size	Mean	SD	SEM	SED	CR
Control Group	21	39.18	24.60	5.37	6.61	3.38
Experimental Group	21	62.19	17.70	3.86		

In the above Table, the mean and standard deviation values of post test scores in Social Science are 39.18 and 24.60 respectively for control group and 62.19 and 17.70

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respectively for experimental group. The critical ratio value is 3.38, which is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level of significance

It is evident in posttest scores that the performance of the students in experimental group is significantly more when compared to the students in control group in Social Science

### **9. Findings of the Study**

The major findings of the study are as follows:

- (i) Students showed an improvement in their academic achievement when Tamil Subject was taught using smart board
- (ii) Students showed an improvement in their academic achievement when English Subject was taught using smart board
- (iii) Students showed an improvement in their academic achievement when Mathematics Subject was taught using smart board
- (iv) Students showed an improvement in their academic achievement when Science Subject was taught using smart board
- (v) Students showed an improvement in their academic achievement when Social Science Subject was taught using smart board

  
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## 10. Suggestions

The workshop aimed to improve the skills of B.ED. teacher trainees and thereby upgrade the syllabus of the B.Ed. curriculum. The study revealed the importance of technology based classroom instructions for all the academic subjects like Tamil, English, Mathematics, Science and Social Science through smart boards.

Smart boards intrinsically and extrinsically motivated the students to perform better in the classes .Effective training will certainly enhance the skills and also the confidence level of students. The study is limited to High School level students .Smart boards may be improvised to cater the needs of students at all levels.

## 11. Conclusion

Classroom Technologies have become essential in carrying out daily learning activities. School authorities should come forward to equip their classroom with smart boards. Teachers educators should train their students to help the students to improve the performance in various ICT tools .Policy makers has to implement the research findings to include all possible changes that will enhance Quality Education.



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**NKT NATIONAL COLLEGE OF EDUCATION FOR WOMEN**

**(Autonomous)**

**UGC AUTONOMOUS GRANT**

**CAPACITY BUILDING FOR TEACHERS**

**ENHANCING FACULTY CONTRIBUTION TO QUALITY CIRCLES**



**29<sup>th</sup> & 30<sup>th</sup> January 2020**

**PRINCIPAL  
N.K.T. NATIONAL COLLEGE OF EDUCATION  
FOR WOMEN (AUTONOMOUS),  
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# UGC Autonomous Grant Capacity Building for Teachers

## Enhancing Faculty Contribution to Quality Circles

29<sup>th</sup> & 30<sup>th</sup> January, 2020

### Programme Schedule

Programme	Time	Resource Persons
<b>Day-1: 29<sup>th</sup> January 2020</b>		
<b>Inaugural Function</b>	10.00 am-10.45 am	Major V.V. Chandrasekaran (Retd.), Vice-Chairman, QCFI, Chennai Chapter. Dr. C. Uthayakumar, Vice- Chairman QCFI Chennai Chapter.
<b>Tea Break</b>	<b>10.45am-11.00am</b>	
<b>Session-I:</b> Introduction-TQM / Quality circle in education-PDCA-Brain storming Quality Circles-Working	11.00 am-12.30 pm	Dr. C. Uthayakumar, Vice- Chairman, QCFI Chennai Chapter.
<b>Lunch Break</b>	<b>12.30-1.30 pm</b>	
<b>Session-II:</b> Methodology-Organizational Structure, Role & Responsibilities and Benefits-Formation of QC Teams	1.30 pm-3.00 pm	Dr. P.R. Nakkeeran, Governing Council Member, QCFI Chennai Chapter.
<b>Tea Break</b>	<b>3.00-3.30 pm</b>	
<b>Session-III:</b> QC Tools: Importance of Data, Types of Data, Data Collections. Check Sheet, Pareto Diagram, C&E Diagram Group Formation & Identification of Problems	3.30pm-5.00pm	Mr. V. Thiagarajan Governing Council Member, QCFI Chennai Chapter.
<b>Day-2: 30<sup>th</sup> January 2020</b>		
<b>Session-IV:</b> Introduction to Management Tools, Affinity Diagram/ Tree Diagram / Matrix Diagram	10.00 am-11.30 am	Dr. P.R. Nakkeeran, Governing Council Member, QCFI Chennai Chapter.
<b>Tea Break</b>	<b>11.30-11.45 am</b>	
<b>Session-V:</b> Effectiveness of QC in Educational Institutions-Case Study Review-Discussion-Group Work Pareto and Root-Cause, Solutions & Preparation of Charts	11.45 am-1.15 pm	Dr. C. Uthayakumar, Vice- Chairman QCFI Chennai Chapter.
<b>Lunch Break</b>	<b>1.15-2.15 pm</b>	
<b>Session-VI:</b> Presentation by groups- Group work on Cause Effect Diagram, validation of causes, Root Cause Analysis-Presentation of Solutions & Feedback about Presentations	2.15 pm-3.45 pm	Mr. T.R. Narasimhan Chairman, QCFI Chennai Chapter.
<b>Tea Break</b>	<b>3.45pm-4.15pm</b>	
<b>Valedictory Function</b>	4.15 pm-5.00 pm	Mr. T.R. Narasimhan Chairman, QCFI Chennai Chapter.

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A word from the Programme Director .....

Education is the pivot on which the well-being of India rests. There has been a major transformation in the face of Indian Education as it has crossed several milestones such as Pre-Independence, Independence, Post-Independence and the New Millennium. Education is an instrument to National Human Resource Management has to be prudently looked into an Education has to lend its expertise therein Skill development is the need to the hour and our Indian Government has prioritized the same.

Accountability to student learning is the key criteria to ensure quality in education. Technology ensures personalized learning and integration between the various stages of the education system and this goes a long way in maintaining the standards of Education. A high-quality education system is a pre-requisite for our country to stand on the pedestal of global excellence.

Quality in education can be ensured through the implementation of Quality Circles. Quality Circles is a technique to identify and solve the problems arising in the Indian Higher Education and periodic Quality Circle meetings can enrich Indian Higher Education to International standards. Quality Circles, although synonymous with industries, yet when applied in education helps in the metamorphosis of the very cognitive processes of progressive individuals.

Each problem can be looked at a different perspective and a new approach can arise in solving the same. Quality Circles can analyse problems related to the class or institution by applying the tools and techniques of Total Quality Management.

So, what is the ulterior motive of implementing Quality Circles in an institution?

The answers is 'to ensure quality enhancement by removing the hurdles through systematic problem solving, thereby igniting the minds of people associated with Quality Circle to catalyse attitudinal changes and promote smooth functioning of the institution.'

Let me conclude by saying 'Accountability and Responsibility' are the Key words in enhancement of Quality in any institution and the change must begin with each of us. I am, by far confident that the session of these two days will instill in each of us the urge to search for quality in whatever we do without compromising on standards.

**Dr. S. Chamundeswari**

**Principal and Programme Director**

## ***Word from the Coordinator...***



**Dr. Malathi  
Dean of Academics**

### **INTRODUCTION**

Keeping the changes that are unfolding in higher education, the Human Resource Development Centers (HRDCs) on war footing shall strive hard to understand the organization and management of Educational Institutions. The concept of QCs is based on the management's faith in the capabilities of employees. A QC is only a forum to operationalize this faith. Education system does not function in vacuum but is a part of the larger social system. Policy changes like liberalization and privatization have their impact on education system.

Quality Circle is an integrated system constituting small groups of people from same or similar work areas, who voluntarily offer to meet in order to identify, analyze and solve problems, which may lead to improvement in their total performance and enrichment of their work life.. In fact, quality circles in community colleges have been used to solve problems in administrative developments. Quality in education can be ensured through the technique "Quality Circle" which has been successfully implemented in manufacturing industries. In educational institutions, the quality circles on various areas can be formed, so as to enrich the Indian Higher Education to International standard.

A handwritten signature in green ink, consisting of a series of loops and a long horizontal stroke.

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## THE THRUST AREAS

The various key issues on which the circles may be formed as far as any educational institution is concerned are: a) Teaching & Learning in small groups b) Infrastructure maintenance and its optimum use c) Use of ICT d) Faculty development e) Course Curricula review f) Students academic Excellency – Subject knowledge, General knowledge and soft skills g) Students co-curricular activities h) Students extracurricular activities i) Students Assessment j) Placements and Employability k) Outreach and Extension Programs l) CSR activities (Community and Social Responsibilities) m) Counseling and Grievance handling n) Doctoral and Post Doctoral Research and Publication o) Faculty members.

QCs in industries are for improving products but education has no products QCs extract more work from sincere and simple people Qc's are an endless agony of teams, meetings, seminars and reports. Direct gains are a) Improves quality and productivity b) Promote job involvement and sense of participation c) Creates problem solving and problem-preventing attitude d) Develops creativity and innovative spirit e) Develops job satisfaction and hence less turnover of staff.

Inspires team work and develops harmonious relations. Quality circles were deemed an inexpensive way to increase tutoring effectiveness and to help student tutors prepare for the world of employment. Although quality circles have their roots in industry, quality circles have a promise as a pedagogical tool that makes students responsible for their own learning and increases class participation.

## CONCLUSION

Globalization has created a global market place for students and scholars. Globalization has resulted in massive expansion of higher education especially in the developing world. Universities and institutions of higher education have to produce graduates for the global market requiring content, method and structure meeting international norms. Indian higher education is widely recognized and respected across the globe. The educational institutions have to take care of providing quality education which should be in par with the international standards. By making their respective



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Quality Circles more efficient and effective every educational institution can get optimum benefits in ensuring quality in education.



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The UGC Autonomous Grant 'Capacity Building for Teachers: Enhancing Faculty Contribution to Quality Circles' will surely serve as an eye-opener to the world of solving problem arising in Educational Institutions through Quality Circles. Education system, by itself does not function in Vacuum, but is a part of the larges social system. Enhancing the standards in Education and maintaining the quality of Education can vouch for the well-being of any nation. Quality Circle constitutes a small group of volunteers from similar work areas, who meet to regularly to identify, analyze and solve problem which may lead to improvement of a process.

Any system/institution or individual is not perfect by itself. There needs to be room for improvement and that is the prime reason for accredited institutions to establish an Internal Quality Assurance Cell (IQAC) to ensure qualitative growth of the institution. Quality assurance is important for accountability as well as to support ongoing development in educational institutions. Quality assurance also helps an institution to adjust to the changing scenario. Focus should not only be targeted toward development but also toward innovation.

I am truly convinced that the two day "Capacity Building for Teachers: Enhancing Faculty Contribution to Quality Circles' will help us to comprehend the working of quality circles in a more crystalline way such that we could implement the same in our institution. We believe that working towards quality enhancement is the hallmark of success for any institution.

**Dr. Deepa Edwin**  
**Member of the Organizing Committee**

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**Enhancing Faculty Contribution to Quality Circles**  
**(29<sup>th</sup> & 30<sup>th</sup> January, 2020)**



**Mrs. A. Enid Ruth**  
Assistant Professor of Education

Virtually all stakeholders in Education agree that micro-level practitioner teachers represent a centripetal force in most educational systems. The performance of teacher-educators is inextricably linked to educational outcomes for both learners and the system alike. This capacity building for teachers has been attributed in part to the faculties who have been carrying out their teaching and promoting learning with qualitative success. The concept of “quality Circle” has become a buzz word in education reform discourse internationally both in developed and emerging educational institutions.

Across much of the developed world, there is an emphasis on the quality of teachers and teacher education. Indeed, no one can build a strong and effective educational system without the continuous enhancement and subsequent contribution of the teachers of the teacher education programmes since teachers remain the pillars of the quality education system.

The main thrust of this program is to improve teachers performance by identifying the problems faced in the education system and thereby improve student learning and overall academic success. While teachers should strive toward excellence, providing them the tools to succeed is the essential component of their growth and development as professionals. Definitely this program would exhibit quality enrichment to the teachers at large.



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**Capacity Building for Teachers**

**Enhancing Faculty Contribution to Quality Circles**

**29<sup>th</sup> & 30<sup>th</sup> January, 2020**

Education system does not function in vacuum but is a part of the larger social system. Policy changes like liberalization and privatization have their impact on education system. And then, with the globalization of the economy, can education be far behind?. 'The transition to 'one world' is a painful process, for the vital question is who gets integrated into whom. Obviously, the weaker gets subsumed into the stronger....', Hence, there is a crucial need for introspection. With the foreign universities opening more and more centers in India coupled with aggressive marketing strategies, Indian education can only retain its identity and integrity if it can provide a world-class quality of education.

Quality Circle is an integrated system constituting small groups of people from same or similar work areas, who voluntarily offer to meet in order to identify, analyze and solve problems, which may lead to improvement in their total performance and enrichment of their work life. Quality Circle in education is composed of a small group of educators who genuinely care about others, preferably doing similar work, meeting voluntarily with a leader on a regular basis, to identify problems, analyze the causes, recommend their solutions to management and wherever possible, implement solutions."

The UGC Autonomous Grant 'Capacity Building for Teachers: Enhancing Faculty Contribution to Quality Circles' will aim to realize the following objectives:

- To comprehend the principles of Total Quality Management
- To obtain an insight into the working of Quality Circles
- To familiarize with the roles and responsibilities of the members of Quality Circles

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- To ascertain the Plan, Do, Check, Act (PDCA) Rule.
- To master the various Quality Circle Tools used in Education
- To obtain an introduction to Management Tools
- To study the effectiveness of Quality Circles in Educational Institutions by going through various case studies
- To identify problems and carry out solving them using cause-effect diagram
- To work co-operatively as a team and contribute to enhancing the quality of educational institutions through Quality Circles.



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## **Participants : 25**

### **Inaugural Function**

The UGC Autonomous Grant Capacity Building for Teachers started with an inaugural function presided by eminent and veteran personalities Major V.V. Chandrasekaran (Rtd) Vice-Chairman, QCF1, Chennai Chapter and Dr. C. Uthayakumar, Vice chairman QCFI Chennai chapter.

The keynote address was delivered by the Chief Guest Major V.V. Chandrasekaran. He kindled the thoughts and gave a brief outlook about Quality Circles.


### **Quality of Education**

The quality of education is maintained by management of Teacher Education. The TQM includes the concept quality circles, in which a volunteer group composed of members who meet to complete the targeted task and suggest improvements in task and make presentations to their management with their ideas. To enhance the quality of teacher education we must focus on the curriculum. As curriculum is the best mean of overall development of students. Hence, quality circles can help to enhance the quality of teacher education. The quality circles are the applied concept of the total quality management has scope to apply the quality circles to enhance the quality of teacher education.

### **Attributes of Quality Circles:**

Quality circles is group of persons in which one is leader of the task and other are the member of the task and with the help of both the task is completed, evaluated and also they make a presentation to their management with their ideas. Quality circle is one such tool which proposes staff involvement. A quality circle is a participatory management technique that enlists the help of educators in solving problems related to their own jobs. It has three major attributes

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- 1) Quality circle is a form of participating management
- 2) Quality circles is a human resource development technique
- 3) Quality circle is a problem solving technique

### **Benefits of Curriculum, Quality circles, teacher education**

- ☐ Quality circles improve communication
- ☐ Quality circles promote leadership qualities
- ☐ Quality circles promote personal development
- ☐ Quality circles develop a greater awareness for cleanliness
- Quality circles develop greater awareness for safety
- Quality circles reduce errors.
- Quality circles enhance quality
- Quality circles inspire more effective team work
- Quality circles build an attitude of problem prevention
- Quality circles promote cost reduction
- Quality circles develop harmonious manager, supervisor and worker relationship

### **Advantages of the Quality Circles**

- Quality circles help the members for self development.
- Quality circles promote leadership qualities among participants recognition.
- Quality circles reach at the achievement satisfaction.
- Quality circles promote group/team working.

Quality circles thus helps to bring about a change in environment of more productivity, better quality, safety and corresponding rewards.



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**Day 1: 29<sup>th</sup> January 2020**

**Session I: Introduction-TQM/Quality Circle in Education-PDCA-Brain  
Storming-Working of Quality Circles**

**Dr. C. Uthayakumar**

Vice- Chairman, QCFI Chennai Chapter.

Dr. C. Uthayakumar, gave an introduction to Quality Circles, then proceeded on to explain the meaning of Quality Circles and its prime objective of reaching out to better the quality of educational institutions. Quality Circle, although a word common in the industrial sector, more focussing on materialistic approach of improving products, when applied in educating young minds metamorphosis the very cognitive process of progressive individuals. He said that schools are the lighthouse of the society. The learning experiences carved by the school helps the child to grow as a complete human being which is a blend of one's physical, emotional, spiritual, social, creative and intellectual self.

Dr. C. Uthayakumar explained that student quality circles are a voluntary group of students, few (around 13 to 15) in number who under a facilitator meet regularly for about an hour every week to identify, analyse and resolve problems related to their class or school by applying tools and techniques of Total Quality Management (TQM). He opined that student quality circles set the right tempo and environment to bring about a major transformation in their institutions as students are full of energy and are ready to change for the better. They improve and enrich the quality of Education and enhance student life with varied and invigorating experiences.

Dr.C.Uthayakumar discussed that the main task of any Management is to satisfy the requirements of various stake holders. In this context, he stated that students are the stakeholders in educational institutions. It is therefore imperative that the schools should design their curriculum and learning experiences which should aim to fulfil the needs of the

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society and make the child grow to be a total quality person. He further expanded the responsibilities of a quality teacher.

The session was further continued by Dr. P.R. Nakeeran, who elaborated on the process of PDCA.

PDCA is a problem- solving process that is the basis for successful school improvement and that is also useful for the activities of individuals and teams, and of school leaders, teachers and students.

PDCA, is a simple, straight forward process that is recommended as the basis for school improvement programs. PDCA is otherwise called as Deming Cycle after continuous improvement by Advocate W. Edwards Deming. PDCA has four steps: **Plan, Do, Check and Act**. Dr. P.R. Nakeeran , also recommended the PDCA for three reasons: firstly, PDCA is flexible and can be used in a variety of situations. Secondly, it provides a structure not only for learning, problem solving and improvement but also a structure for presentations. Thirdly, PDCA is simple to implement and use. The simplicity makes the process intuitive. Dr. P.R. Nakeeran then drifted into the final part of the session by explaining the brainstorming techniques.

Brainstorming is a tool or process for generating a lot of ideas on a given topic or problem without stopping to talk about ideas as they are written down. Brainstorming is appropriate any time a group needs to come up with a list of ideas. It can be used when analysing an issue, envisioning a desired goal or coming to a solution. There are variations of brainstorming to suit different situations. The key rule in brainstorming is that evaluation is not allowed during the process. A Brainstorming mock session was demonstrated on the topic 'Problems faced by teachers in Educational Institutions'. In this session, the faculty generated the various problems very quickly. In a matter of a few minutes, nearly 40 problems were identified.



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## **Session II: Methodology-Organizational Structure, Role, Responsibilities and Benefits- Formation of Quality Circle Teams**

**Dr. P.R. Nakkeeran**


Governing Council Member, QCFI Chennai Chapter.

Quality Circles are not for Quality related problems alone. They are not a panacea for all the ills, rather it is a way to approach any issue amicably with a resolve to sort it out collaboratively through teamwork and consensus building after thorough micro analysing and a 360 degree study of the same. Student Quality Circle sets the right tempo and environment and provides opportunities for collaborative learning, promote team building exercise, help realise potentials and focuses on solutions rather than only cribbing about problems or issues.

### **Role and Responsibilities of the members of Student Quality Circles**

- Each member, leader and deputy leader students and monitors, must voluntarily attend the weekly meeting, maintain regularity and effectiveness for self-development.
- Make it a practice to inform the facilitator (supervisor) or leader (monitor) of the Quality Circle in case of a possibility of absenteeism.
- Each and every student must try to offer at least one idea in every meeting for better participation and team work.
- Do not be only the listener, but present your ideas/thoughts without fear.
- If you have any difficulty in getting the data, time for collecting data or any other problem, make it a practice to approach the facilitators.
- Please remember that most effective use of time (Contact time) is the responsibility of each person.
- Discipline, decorum, politeness and maintenance of code of conduct are the base of Quality Circle.
- Ensure no antagonism with potential members or non-members because without their cooperation quality circles cannot function effectively.

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- Regular field work is essential for success of Quality Circle.
- Maintain regular minutes book and project book.

### **Modus Operandi**

A system approach not only helps in studying the problem in the proper perspective but also to make use of problem solving techniques at the appropriate places.

#### **Step 1**

Identification of problems

Method: It involves following steps:

- a. Generate a list of problems using "Brainstorming"
- b. Prioritize problems using A,B,C analysis given below.

A. Category Problem: Minimum involvement of other departments in solving them.

B. Category Problem: Involvement of other department is a necessity.

C. Category Problem: Management sanction may be needed in implementing the solution.

#### **Step 2**

Selection of problem and activity planning through Milestone chart (First form 'A' Category)

Method: It involves following steps:

- a. Pareto Analysis or rating based on past data or system.
- b. Register the selected problem with coordinating agency.

#### **Step 3**

Define the problem.



Method: By using Flow Diagram and brainstorming on why did the Quality Circle select the problem?

#### **Step 4**

Analyse the problem

Method: Use of 4W and 1H (What, When, Where, Who and How) and 'Data Collection' on the problem on all possible aspects.

#### **Step 5**

Identification of causes

Method: Brainstorming and make Causes and Effect Diagram, and validate the probable causes.

#### **Step 6**

Finding out the root cause

Method: Identifying the main causes in "Causes and Effect Diagram by Brainstorming, Data collection, Why –why technique and discussion.

#### **Step 7**

Data Analysis

Method: Using techniques like Pareto, Line Graph, Bar Graph, Pie Graph, Area Graph, Histogram, Stratification, Scatter Diagram etc.

#### **Step 8**

Developing Solution



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Method: Brainstorming for time bound and responsibilities shared action plan.

### **Step 9**

Foreseeing probable resistance

Method: It involves following steps:

- Brainstorming
- Identifying the probable constraints before they actually take place and finding ways to overcome them.
- Make a presentation to all involved with the solution i.e. Department Head, Facilitator, other officials and non-members involved with the implementation.
- Discuss and evaluate a system for implementation.

### **Step 10**

Trail implementation and check performance on the basis of data of trials

Method: Data collection after implementation compared with the data collected before solving the problem. Collect fresh data using control chart and watch process trends. Analyse the result, discuss and incorporate the changes needed.

### **Step 11**

Regular implementation

Method: Once validity of trials is checked and improvement observed with data, regular implementation can be effected.

### **Step 12**

Follow Up/Review

  
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Method: Implement evaluation procedure, use control chart and have monthly reports for evaluation. Make modifications if necessary.

Student years are formative years. They should be nourished well with love, care and right blend of knowledge, skills and values. Equipping them at this stage with total quality management tools and techniques via Student Quality Circles will actually empower them further and help in their overall transition.



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**Session III: Quality Circle Tools: Importance of Data, Types of Data, Data Collections, Check Sheet, Pareto Diagram, C&E Diagram, Group formation & Identification of Problems**

**Mr. V. Thiagarajan**

Governing Council Member, QCFI Chennai Chapter.

After the lunch break, we had a more interesting session on Quality Tools and their significance. The speaker of the session, Mr. V.Thiyagarajan, enumerated the quality tools with a number of examples. He also checked our understanding by asking questions and clarifying the doubts that arose.

Tools are used in the classroom to:

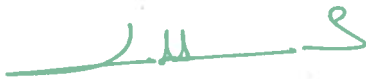
- Collect and analyze data
- Document the current processes
- Identify the causes of problems
- Implement changes
- Co-ordinate action steps for improvement
- Keep track of results

The tools are

1. Flowchart
2. Histogram
3. Cause and effect diagram
4. Check sheet
5. Scatter diagram
6. Centro chart
7. Pareto chart

Mr. V. Thiyagarajan explained each and every tool.

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1. Flowchart is a basic quality tool that can be used for analyzing a sequence of events. The flow chart can be used to understand complex processes in order to find the relationships and dependencies between events. There are specific software tools developed for drawing flow charts, such as MSVisio.

2. Histogram is used for illustrating the frequency and the extent in the context of two variables. Histogram is a chart with columns. This represents the distribution by mean. If the histogram is normal, the graph takes the shape of a bell curve.

3. Cause and Effect diagrams are used for understanding organization or business problem causes. A brainstorming session is required to come up with an effective cause and effect diagram.

4. A Check Sheet is the most basic tool for quality. It is used for gathering and organizing data. It is always good to use a software check sheet for information gathering and organizing needs.

5. Scatter Diagrams are the best way to present when it comes to the values of two variables. Scatter Diagrams present the relationship between two variables and illustrate the results on a Cartesian plane.

6. Control Chart is the best tool for monitoring the performance of a process. These charts. Allow us to identify the following:

- Stability of the process
- Predictability of the process
- Identification of the common cause
- Special conditions where the monitoring party needs to react.

7. Pareto charts are used for identifying a set of priorities. This helps you to work on the priorities issues order to get the conditions under control.

Mr. V. Thiyagarajan also clearly elaborated the uses of each of these tools. He suggested that in order to enhance the efficiency of teachers and students, the training on the use of Quality tools have to be included in the educational set up.

Dr. C. Uthayakumar gave the concluding talk for the afternoon by briefing on the steps of TQM Total Quality Management. He cited a few problems and went about explaining the solutions and the tools used in each case.



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Day2: 30<sup>th</sup> January 2020

**Session IV: Introduction to Management Tools, Affinity Diagram/Tree Diagram/ Matrix Diagram**

**Dr. P.R. Nakkeeran**

Governing Council Member, QCFI Chennai Chapter.

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The second day of the capacity building program started with another brainstorming session headed by Dr. P.R. Nakkeeran, QCFI Chennai Chapter.

In continuation, Dr. C. Uthayakumar started to explain in detail the management tools to solve the problems in the 'C category'. Each tool has its uses in both management sectors and educational sectors.

Dr. C. Uthayakumar explained various management tools like Arrow diagram, Matrix diagram, Affinity diagram, Ranking methods, Relations diagram, Tree diagram.

**Affinity Diagram**

An Affinity Diagram is a tool that gathers large amounts of language data (ideas, opinions, issues) and organises them into groupings based on their natural relationships. The Affinity process is often used to group ideas generated by Brain Storming.

He furthermore went on to explain that the affinity process is a good way to get people to work on a creative level to address difficult issues. It may be used in situations that are unknown or unexplored by a team, or in circumstances that seem confusing or disorganised, such as when people with diverse experiences form a new team, or when members have incomplete knowledge of the area of analysis. He explained the Affinity Diagram with a few common examples.

Steps to create an Affinity diagram:

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Step1- Generate Ideas

Step 2-Display ideas

Step 3- Sort ideas into Groups

Step 4- Create Header cards

Step 5- Draw finished Diagram

Next, he went on to Tree Diagram.....

### **Tree Diagram**

A Tree diagram is a new management planning tool that depicts the hierarchy of tasks and sub-tasks needed to complete an objective. The Tree diagram starts with one item that branches into two or more, each of which branch into two or more, and so on. The finished diagram bears a resemblance to a tree, with a trunk and multiple branches.

Dr. C.Uthayakumar said that tree diagram could be used when an issue is known and one must move to specific details, such as when developing logical steps to achieve an objective. This is also used when analysing processes in detail and when probing the root cause of a problem.

Steps to create a Tree diagram:

Step1- Develop a statement of the project or goal

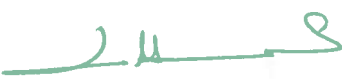
Step 2-Ask a question that will lead you to the next level of detail

Step 3- Brainstorm all possible answers

Step 4- Do a necessary and sufficient check

Step 5- Continue to turn new ideas into a subject statement

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Step 6- Do a sufficient check of the whole diagram.

### Matrix Diagram

A Matrix Diagram is a tool used to analyse and display the relationships between data sets. The Matrix Diagram shows the relationship between two, three or four groups of information. It can also give information about the relationship, such as its strength, of the roles played by various individuals or measurements. Matrix diagram depicts the relation between two sets of factors in the form of table or matrix the relationship is depicted in the form of symbols denoted strong, medium and weak. He explained Matrix diagram with an example.

Dr. P.R. Nakeeran gave a brief introduction on the other tools. Ranking Method, he said is one of the simplest evaluation methods whereas Relation Diagram He said that **Ranking method** is employed to prioritise a problem group whereas **Interrelationship diagram** is the same as Cause and Effect diagram. He clarified that the interrelationship diagram shows cause-effect relationships; its main purpose is to help identify relationships that are not easily recognisable. Interrelationship diagrams are used when trying to understand links between ideas. It can also be used after generating an affinity diagram, fishbone diagram or tree diagram to more completely explore the relations of ideas.

Ishikawa Diagrams, also called as **Fishbone Diagrams**, are causal diagrams created by Kaoru Ishikawa, that show the causes of a specific event. He further declared that the common use of Ishikawa Diagram is product design and quality defect prevention to identify potential factors causing an overall effect.

He also elaborated on the procedure to design a **Program Chart** and went on to brief about **Metric Data Analysis**. He then recalled the conventional Quality Circle tools dealt with in the previous session.



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**Session V: Effectiveness of QC in Educational Institutions- Case Study Review-  
Discussion- Group work Pareto and Root Cause, Solutions and Preparation of Charts**

**Dr. C. Uthayakumar**

Vice- Chairman QCFI Chennai Chapter.

The fifth session was handled by Dr. C. Uthayakumar, who began by recalling in depth quickly, the topics discussed thus far. He then explained the effectiveness of Quality Circles in Educational Institutions and more problems were discussed using brain storming.

Case Studies were highlighted and the tools employed in specific cases were discussed. Dr. C. Uthayakumar was then divided into groups and each group were asked to choose a problem and use the appropriate tool to derive the solution to the problem.

The groups were then given the rules and the time for analysis of the problem.



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**Session VI: Presentation by Groups of Solutions and the Feedback about Presentations**

**Mr. T.R. Narasimhan**

Chairman, QCFI Chennai Chapter.

The groups, in this session presented their problems chosen and the way they went about solving the same using the Quality Circle Tools. Each member of a group came forward to present a part of the problem they had worked upon. They presented their diagrammatic representation on charts and after each presentation, the team of Quality Circle member T.R. Narasimhan gave the feedback on the shortcomings and the alterations to be made by them. The participants, through this practical session gained a feel of facing problems and the ways to go about solving them.

The UGC Autonomous Grant Capacity Building for Teachers: Enhancing Faculty Contribution to Quality Circles came to an end with the Valedictory Function.



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## Valedictory Function

The valedictory function of the seminar was presided by Mr. T. R. Narasimhan, Chairman, QCFI Chennai Chapter along with Dr. C. Uthayakumar, Vice-Chairman, QCFI Chennai Chapter and the senior faculties.

During the valedictory function Mr. T.R. Narasimhan highlighted about the gains from Quality Circles: Some gains may be tangible, while others may be intangible but in the final analysis, it will lead to improved institutional performance, reduced wastage and lasting relations between the management and staff members.

Some direct gains by him are enumerated below:

- a) Improves quality and productivity
- b) Promote job involvement and sense of participation
- c) Creates problem solving and problem-preventing attitude
- d) Develops creativity and innovative spirit
- e) Develops job satisfaction and hence less turnover of staff
- f) Inspires team work and develops harmonious relations.
- g) Achieves cost reduction and cost control
- h) Reduces human errors and system failures.

### How Does Quality Circle in Teaching (QCT) Work?

He further discussed about the shared pedagogical interests or practice, a QCT which will comprise three to four faculty, and ideally represent multiple disciplines. Each QCT will identify a focus of choice that may include active learning, syllabus design, assignment design, application of course concepts, teaching large lecture courses, and integration of technology, to name only a few. The QCT will then formulate a process through which to engage that focus across the semester. This process may include, but is not limited to:

- Reviewing a sample of syllabi, assignments and/or class exercises

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- Visits to each other's courses
- Providing the other members some videotape of class sessions

At a minimum, each QCT will meet once per month across a semester to discuss, share, and provide informed feedback on the chosen topic/s of consideration. Each monthly meeting of a QCT will take place over lunch for 1-1.5 hours.

QCT meetings can take a variety of forms to stimulate conversation and help faculty investigate teaching/learning issues and opportunities:

- Guided Discussion: Members come prepared to discuss an item (article, chapter, videotape) or issue selected by the group.
- Round-robins: Members share personal experience and knowledge on a topic of interest to the group.
- Ask the expert: An "expert" (or expert panel) is invited to share insights on a topic.
- "Progress" reports: Members report on experiments they have conducted with new teaching practices.
- Peer Tutoring: Members of the group take responsibility for learning different aspects of the topic being explored by the group. At each session, one or two members report back on the material they have researched.
- General discussion: Meetings can be occasions for informal conversations about teaching and learning. There is no set agenda. Participants bring in issues, questions, topics that are of interest to them.



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**UGC AUTONOMOUS GRANT**

**Orientation and Re-training of Teachers**

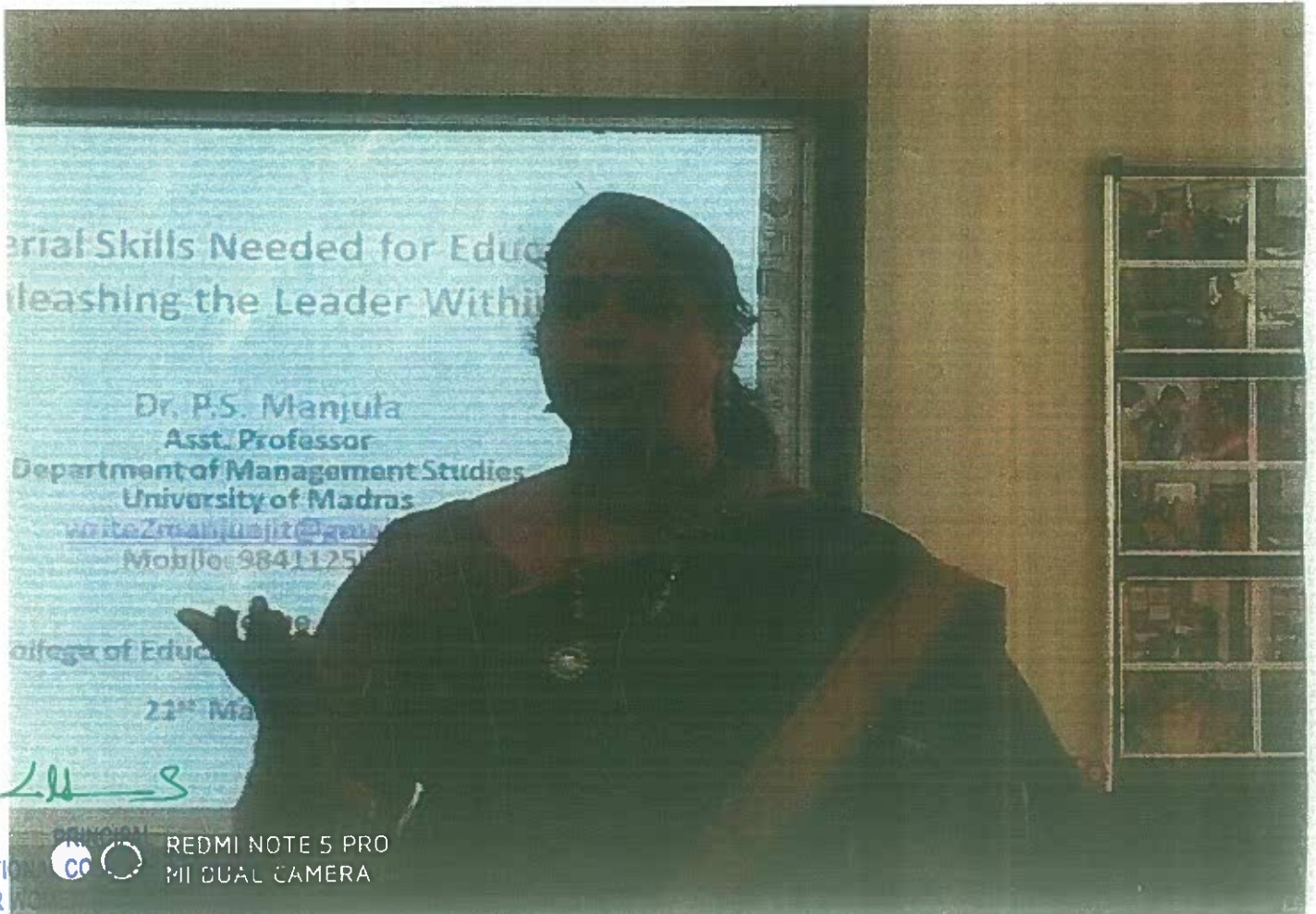
**Revisiting Skills of Teacher Educators**



**20<sup>th</sup> & 21<sup>st</sup> March 2020**

**Participants: 25**

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## UGC Autonomous Grant

### Orientation and Re-training of Teachers: Revisiting Skills of Teacher Educators

20<sup>th</sup> & 21<sup>st</sup> March 2020

Report Day 1: 20.03.2020 (Forenoon Session)

Resource Expert: Prof. L.S. Ganesh

Prof. L.S. Ganesh, Professor, Department of Management Studies, Indian Institute of Technology-Madras, Chennai. A motivational speaker and a career guide was the invited guest for the first session of the two-day programme.

#### Highlights of the Session

- Philosophy of Career choice
- Need to concentrate on career development among students
- Motivated to be pioneer in choosing courses on choice based credit system from online platforms
- Suggested to the develop program courses to develop soft skills and communication skills to be imparted to students to face the global market.
- Expounded on the benefit of various short and choice based courses especially vocational skill based courses.
- Philosophy behind every economic activity was elaborated in-depth.

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## **Report Day-1: 20.03.2020 (Afternoon Session)**

### **Resource Expert: Dr. V. Vijayalakshmi**

The resource person for the Day-1 afternoon session was Dr. V. Vijayalakshmi, Assistant Professor of IIT Madras. The objective of the session was to revisit the skills already acquired by the teachers. The resource expert discussed about the concept of Blended learning, Flipped classroom and Collaborative learning. Flipped classroom, the flip flop of traditional learning, its meaning and implications in the present educational setup was clearly explained by the resource expert. The expert deliberated on the various steps to be incorporated in the smooth execution of collaborative learning, Flipped classroom concept and blended learning.

### **Highlights of the Session**

#### **Flipped Classroom**

- Not to just surf and share a voluminous PDF or PPT.
- To develop small audio and video content that could facilitate students for further learning.
- To give instruction and guidelines to search materials
- The way to encourage healthy discussion in the follow up class
- The role of a teacher in the flipped classroom set- up was clearly emphasized.
- The effective method of assessment by means of online exam was recommended in place of traditional exam.



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### Blended Learning

- How to blend electronic and traditional learning was highlighted.
- Ways to increase students' engagement in learning (Kahoot was experimented)
- Ways to make teaching and learning environment more flexible.
- Personalized experience can be got out of learning was emphasized.

### Collaborative Learning

- The resource expert further threw light on procedure to conduct Collaborative Learning. She adopted activity method to facilitate better comprehension about this technique.
- Techniques to form groups among the student community were highlighted.
- Stressed on the psychological updates that is pivotal in creating groups.
- How to chalk a plan to collaborate a class was emphasized.
- Individual activity, discussions, group activity made it a refreshing and successful session.



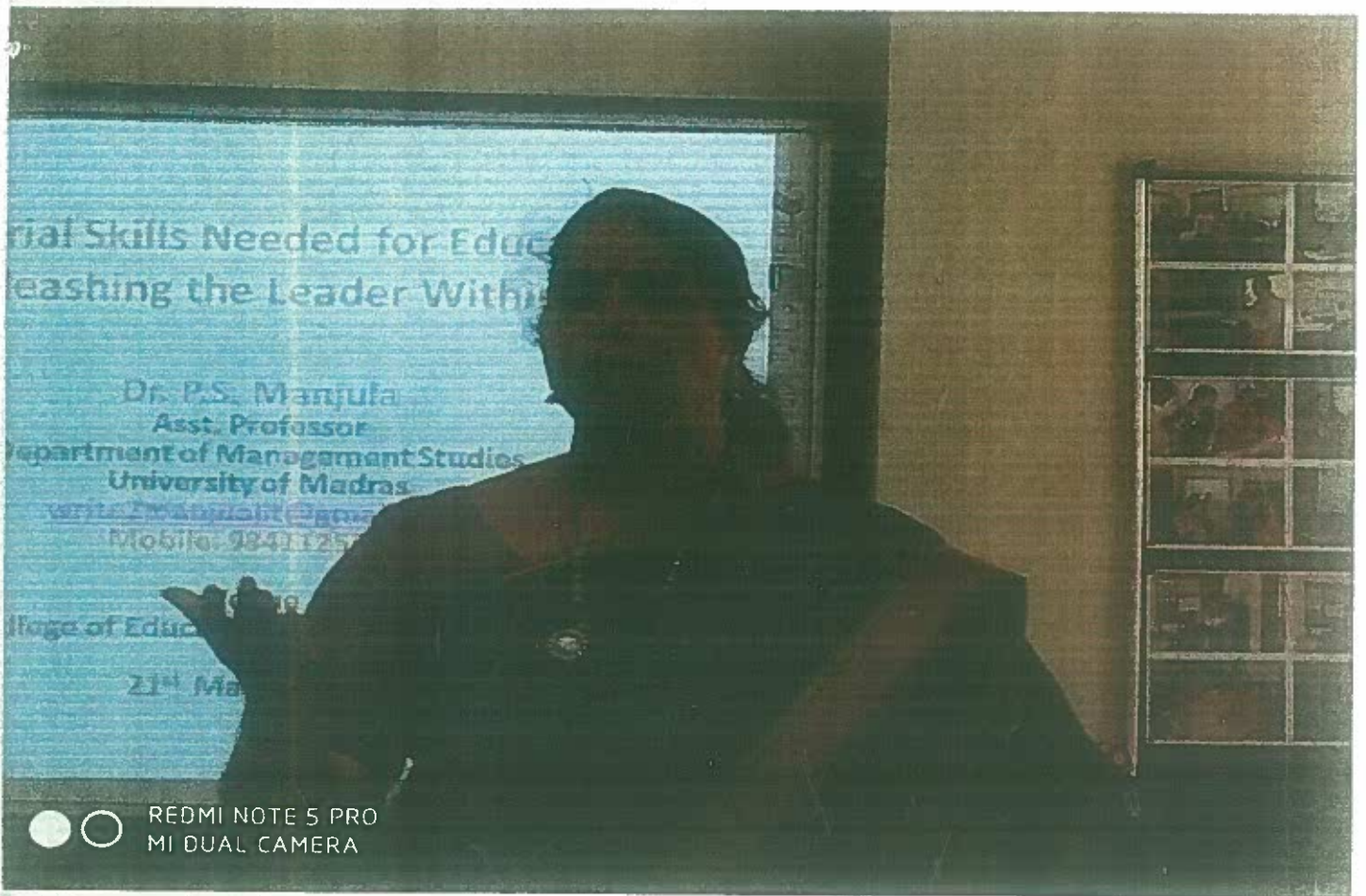
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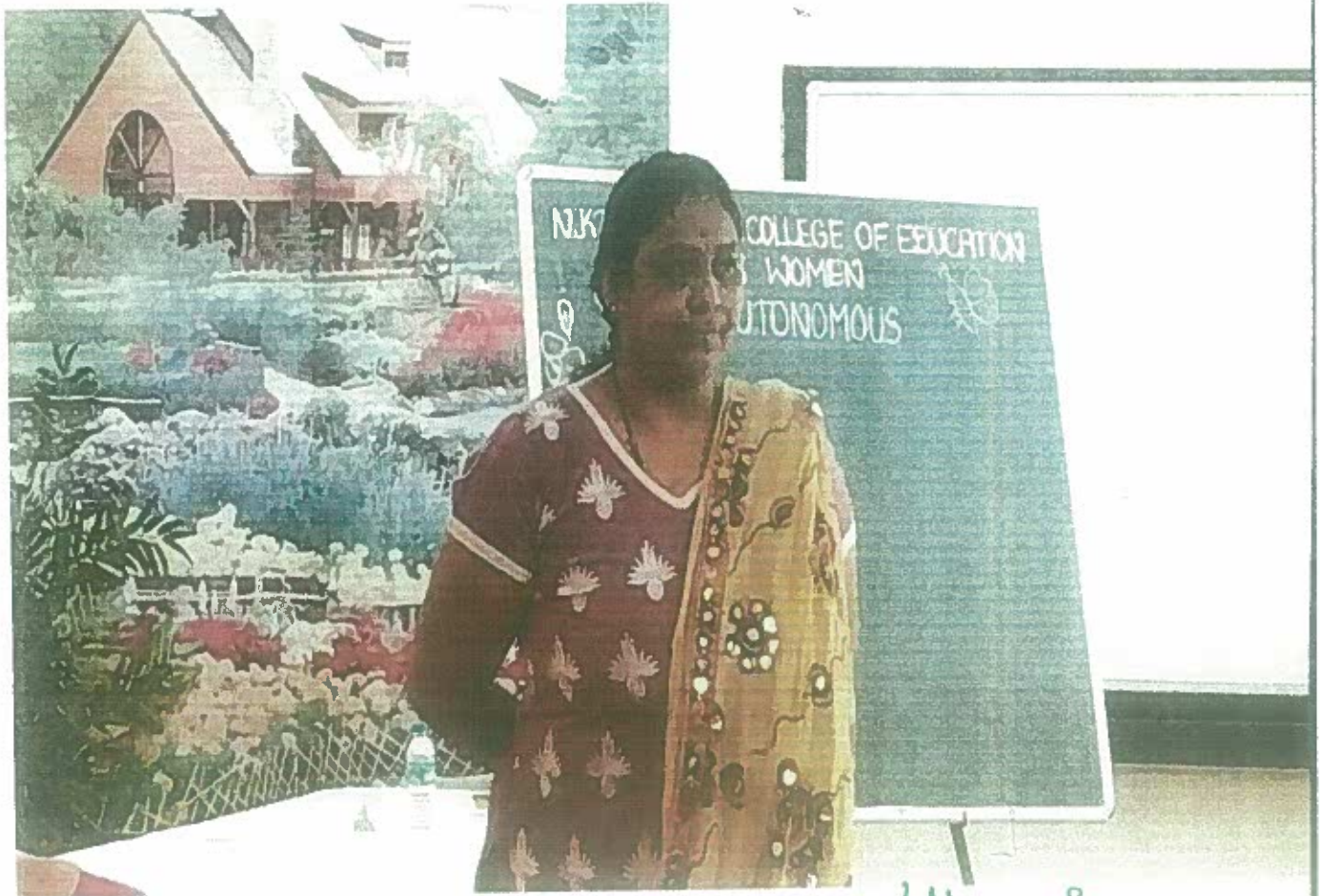
- She also mentioned the different anti Plagiarism Softwares like Dupli Checker, Copy Leaks, Paper Rater, Viper, Plag Scan, Urkund, Turnitin, Plagrisma, Plagium Checker, etc.
- Expounded the various Citation Style Manuals like Manual of the American Psychological Association, (APA Manual), MLA (Modern Language Association) Handbook, Vancouver Referencing Style, Harvard Referencing Style, The Chicago Manual of Style, The Turabian Manual for Writer.
- The need for knowledge of intellectual property
- Impact of violation of intellectual property right
- She further gave bird's eye view on Reference Management Tools and Software such as Easybib, End Note, Mendley, Citavi, Zotero, Read Cube Papers, JabRef and ExLibris and on Instant Grammar Checker like Grammarly.Com & Ginger.



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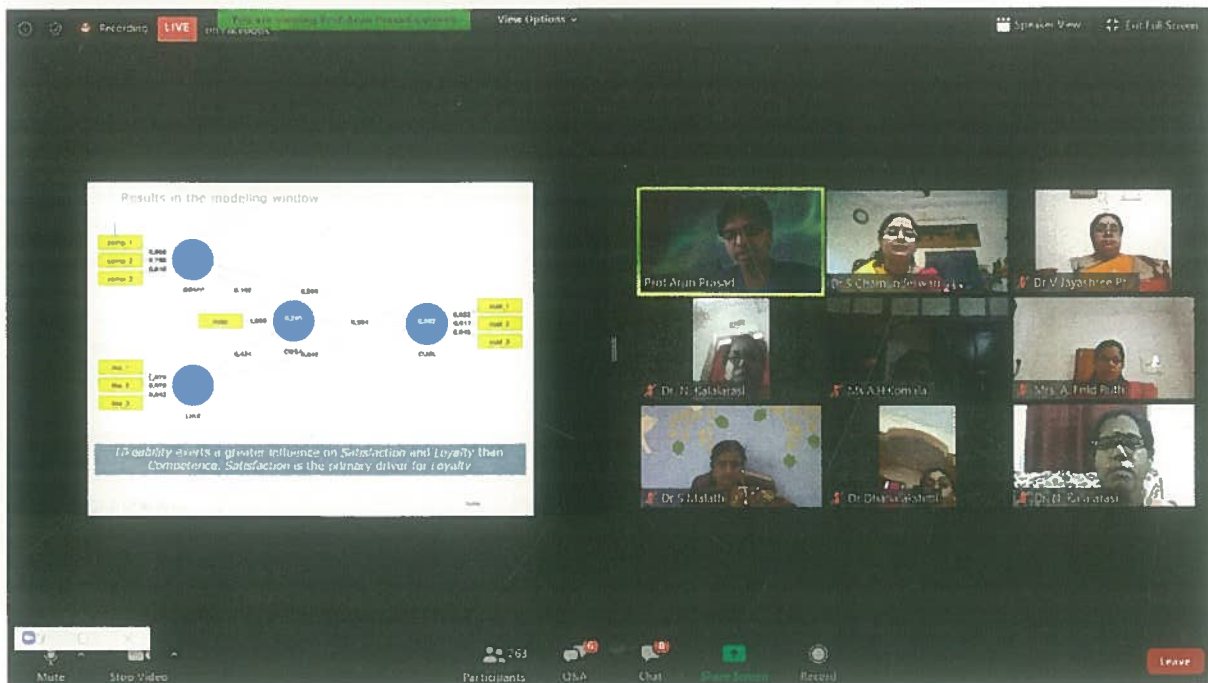
  
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**Participants: 25**

Report on Online International Faculty Development Programme on Establishing Research Beyond the Horizon organized by the Research & Development Centre, N.K.T. National College of Education for Women, Chennai.



The International FDP was organized through online mode by the Research and Development Cell from 26<sup>th</sup> to 30<sup>th</sup> May, 2020. This programme threw clarity on vital topics such as 'Structural Equation Modeling', 'Construction and Validation of tool using Factor Analysis', 'Case Study Research method and Applications', 'Reference Demand Model', 'Triangulation as a method of Research' and 'Survey Research in Social Sciences'. Resource experts from the International arena enlightened on the prime areas of Research. This programme definitely broadened the knowledge of Research beyond the Horizon.

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2019 - 2020



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**Affiliated to Tamil Nadu Teachers Education University**

**Capacity Building for  
Non - Teaching Staff  
Enhancing Workplace Performance  
through 5S Initiatives**

**22<sup>nd</sup> February 2020**

**Dr. C. Uthayakumar**

Vice - Chairman  
QCFI CC

**Dr. M. Arumugam**

Secretary

**Dr. S. Chamundeswari**

Principal

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**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**  
**ENHANCING DECISION MAKING**  
**SKILLS**

**19<sup>th</sup> OCTOBER 2019**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
Principal

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**Affiliated to Tamil Nadu Teachers Education University**

**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**  
**DEVELOPING TIME MANAGEMENT**  
**SKILLS**

**3<sup>rd</sup> AUGUST 2019**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S Chamundeswari**  
Principal

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2018 - 2019


# NKT NATIONAL COLLEGE OF EDUCATION FOR WOMEN (AUTONOMOUS)

UGC AUTONOMOUS GRANT  
CAPACITY BUILDING FOR TEACHER EDUCATORS  
ENHANCING PERSONAL EFFECTIVENESS



1<sup>st</sup> & 2<sup>nd</sup> November 2018

Participants: 26

  
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# INAUGURAL FUNCTION

Day 1: 01.11.2018

Time: 10.00 a.m.

- ❖ **Prayer**
- ❖ **Welcome Address**  
  
Dr. S. Chamundeswari,  
  
Principal
- ❖ **Lighting the Lamp**
- ❖ **Felicitating the Guest of Honour**
- ❖ **Inaugural Address**  
  
Chief Guest: Dr. T. Santhanam
- ❖ **Vote of Thanks**



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## *A Word from the Programme Director.....*

*"Education is the most powerful weapon which you can use to change the world."*

Improving teacher quality is at the heart of our global effort. The effectiveness of an Educational programme is largely determined by the quality of teachers, as they interpret, imbibe and transmit knowledge from generation to generation. A great teacher has some remarkable skills that can promote affirmative behaviours and create a change for the better among students. Teachers influence the lives of students much more significantly than we can imagine. Teachers have the potential to ignite powerful positive vibrations among students; thereby helping them to ignite their true potential and enabling them soar to lofty heights.


The role of the teacher is slowly undergoing a metamorphosis. Schools are becoming more fluid, teachers more adaptable and students more accountable. Hence, thinking on a different line altogether, becomes mandatory for the teaching profession. Of the innumerable skills employed by a teacher in the classroom, a few strikingly stand apart. Effective Communication is the back bone of an ideal teacher. A strong communicator can transform a passive classroom into an active one and inspire students to aim higher. An abstract concept can be made picturesque and easy by a teacher who communicates successfully. Furthermore, effective communication not only influences the classroom but also helps cultivate interpersonal relations in the workplace, thereby strengthening the team (the Principal and Teaching faculty) and finally developing oneself in a constructive way.

Toning the interpersonal skills of teachers can serve to build up an institution. Managing stress and developing sound mental health is crucial for each teacher. The work of teacher educators has an added role: they must also prepare the future teachers to help their students develop knowledge and values and to prepare them for a responsible and bright future. Hence, this capacity building programme for Teacher Educators will pave the way for enhancing the effectiveness of teacher educators which would in turn be instrumental in creating responsible citizens for the future.

**Dr. S. CHAMUNDESWARI**

**Principal and Programme Director**

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## *A Word from the Co - ordinator...*



Education is one of the fundamental factors of development of any society. Many conditions constitute a good Education, but excellent Education can only be the work of an excellent educator. Effective teaching is done through a teacher who knows the individual needs of students, is adept to the teaching methods and provides a conducive environment for learning. Great teachers help create great students. In fact, research shows that an inspiring and well-informed teacher is the most important factor influencing student achievement, and thus it is critical to pay close attention to how we train and support both new and experienced educators.

Many colleges and universities are revamping their Schools of Education to include an emphasis on content knowledge, increased use of educational technologies, creation of professional development and innovative training programs aimed at career switchers. Mentoring and coaching education is critical to the successful development of a new teacher. Great induction programs create opportunities for novice teachers to learn from best practices and analyze and reflect on their teaching.

It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research as to how children learn, the knowledge of emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative and connected to and derived from working with students and understanding their culture.

Support for the entry level teachers is often uneven and inadequate. We can thus emphatically pronounce that Capacity Building Programmes do improve teacher educators' performance and enhance the abilities and continue to stay relevant within a rapidly changing environment.

**Dr. S. MALATHI,**

**Associate Professor of Education  
& Programme Co-ordinator**



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## Presenting the Objectives of the Capacity Building Workshop

The Capacity Building Workshop on Enhancing Teacher Effectiveness will aim to realize the under mentioned objectives.

- To prudently manage the complex processes of communication
- To identify and analyze the styles of communication and apply them appropriately
- To achieve success in institutional endeavors through developing effective interpersonal skills
- To familiarize with the stages in team building
- To master the team building strategies and practice them aptly
- To introspect self through SWOT Analysis
- To work co-operatively towards team building thereby enhancing teacher effectiveness



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## Minute to Minute Schedule of the Workshop

1<sup>st</sup>& 2<sup>nd</sup> November, 2018

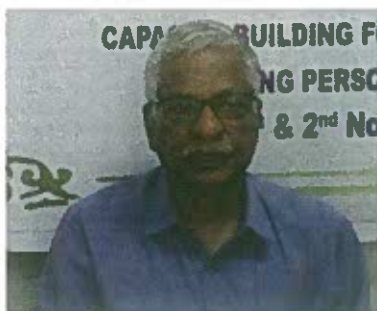
<b>Day 1</b> 01.11.2018	<b>Inauguration : 10.00 - 11.30 am</b>
	<b>Session 1</b> Basics of Communication Skills (Transactional Analysis) Presentation – 1.5 hour
	<b>Break</b>
	Activity and Discussion – 1.5 hour
	<b>Lunch 1.00 to 2.00 pm</b>
	<b>Session 2</b> Interpersonal Skills in the Workplace – 0.5 hours Activity – 0.5 hours Key components and discussion – 0.5 hours
	<b>Break</b>
<b>Day 2</b> 02.11.2018	Conflict Management and Situation Handling – 1.5 hours
	<b>Session 3</b> Team Building - 1 hour Group Activity – 0.5 hours
	<b>Break</b>
	Discussion and Presentation based on the participation – 1.5 hours
	<b>Lunch 1.00 to 2.00 pm</b>
	<b>Session 4</b> Personality Development - 1.5 hours Techniques to improve Personality - 0.5 hours
	<b>Break</b>
Activity – 1hour	
<b>Valedictory: 4.00 pm</b>	



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## *A Brief Profile of the Resource Persons.....*

### **Dr. T. Santhanam**



Dr. T. Santhanam is a renowned Clinical Psychologist, a Cognitive Behaviour Therapist and a Counselor with a national and international repute. He has completed his Masters in Psychology from the University of Madras, subsequently done his M.Phil. and Ph.D. in Clinical Psychology. He began his career as a Psychologist with the Government of Tamil Nadu and subsequently moved into the Government of India Service. He headed the National Career Service Centre for the Differently Abled under the Ministry of Labour and Employment, Government of India. During his service, he launched many programmes for the job seekers especially the persons with disability. He developed many Psychological tests and conducted various Career Guidance programmes. He has well-acquainted himself with the field of "Cognitive Behaviour Therapy" and "Psychological Assessment". Due to the constant academic thirst, he moved into the academic line and established the 'SDS INSTITUTE OF BEHAVIOURAL SCIENCES' and became its Director. He published many empirical studies in National and International journals and authored three books on 'Learning Disability and Stress Management'. He is also a research guide for doctoral scholars. He is a visiting faculty for many universities in India and Malaysia. He also organizes short term and proximate education programmes in Psychology, Counselling, Education and Special Education. He also undertakes many projects and provides consultancy services to the research projects at the National and International level. He officially visited many countries like Singapore, Malaysia and Thailand.

During his service, he has received National Awards conferred by His Excellency, The President of India twice for his extraordinary contribution in the field of Vocational Rehabilitation for the Persons with Disability.



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## Ms. Sruthi Sridharan



Ms. Sruthi Sridharan, is a Bio – Medical Engineer with a Gold Medal from Anna University. She commenced her career in Bio – Medical Research and Development in a Multinational Company and carried out many research projects. Due to her long thirst in Behavioural Sciences, she took up the assignment to become a corporate trainer and trained hundreds of Software Engineers in the corporate world. As her focus turned to the field of Mental Health, she completed her Masters in Psychology with a distinction from the Indira Gandhi National Open University and is presently with SDS Institute of Behavioural Sciences as a Senior Consultant. She is at present imparting training programmes in the field of Soft Skills and Interpersonal relationships.



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## **Introducing the Theme of the Two Day Capacity Building Programme for Teacher Educators on Enhancing Personal Effectiveness**

This two day Capacity Building Programme for Teacher Educators revolves around the central theme of “Enhancing Personal Effectiveness to build up the Team Network”. The need of the hour is effective communication, which can be both expressive and receptive. The resource person, Dr. T. Santhanam called emphasis to train teachers in the act of communication so as to bring more quality in the field of Education.

‘The most important thing in communication is hearing what is not said’

– Peter Drucker

Quoting the above, Dr. Santhanam emphasized on the importance of listening more than speech. He gave a bird’s eye view of the upcoming four sessions. Session 1, he said will be about the right techniques of communication, both verbal and non-verbal. He also explained that when two persons speak to each other, they are in the state of feeling, thinking, reactive and enactive mode of expressions and promised an activity will be given to feel the mode of expressions. Session 2 will revolve around the interpersonal skills to be developed in the workplace, for which emphasis will be on the styles of communication. He also opined that emotional intelligence is crucial for a healthy work environment. He pointed out that Language is a tool to express ideas, and if used appropriately will enhance the networking in an organization.

Session 3, he said will deal with Team building. The session will discuss commitment to common objectives, the definition of roles and responsibilities of the team members, effective decision systems and work procedures which will culminate in good inter-personal relationships. Session 4 of the second day will enable the participants to identify their strengths and weaknesses, which would in turn serve to transform the person within them. He concluded by promising that the Workshop will be enriching, empowering and enhancing with a number of activities supplementing the concepts presented.



## Session-wise Proceedings

The Capacity Building Workshop started off on a vibrant note, on the 1<sup>st</sup> of November, 2018 with two sessions per day. The four sessions covered the pivotal topics such as Communication Skills, Interpersonal Skills in the Work Place, Team Building and Personality Development.

### Session 1: Basics of Communication Skills

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs and semiotic rules. In this session, the two types of communication were dealt with namely, the Non-verbal and Verbal communication. In Non-verbal communication, the four behaviours namely, Feeling, Thinking, Reactive and Inactive were explained. A role play which allowed the participants to actively identify each behaviour state was conducted. The participants were asked to choose from three topics, namely, My best Holiday trip, I love myself and My policies in life. One participant had to talk briefly on a given topic while the other had to listen and judge the speakers' current behaviour state based on the non-verbal cues. There were about 10 groups of participants who actively participated in the activity. In order to explain the concepts of verbal communication, the team was given an activity called Blind Drawing. As the name suggests, the communicator receives a diagram which she has to explain to the team in her own words, and the team has to interpret the diagram with as close similarity as possible. The challenge of the communicator and listener was clearly emphasized here. With each diagram, sufficient feedback was given which made the participants understand the significant roles the communicator and the listener have to play. The whole group participated in the activity.

The following slides were displayed during the session:



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**(i) Dimensions of Non – verbal Behaviour**

Direct Eye contact	Attentiveness
Lack of contact	Withdrawal
Looking down / away	Avoidance or pre-occupation
Fixed staring	Uprightness
Eye blinking	Anxious or excited
Squinting or wrinkled brows	Annoyed or concerned or thoughtful
Dilated pupil	Interested or alarmed
Crossing and uncrossing legs	Nervous
Foot tapping	Anxiety, Impatience
Stiff or controlled movements	Closed and repressive



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(ii) The Four Behaviours of Non-verbal Communication

<b>Feeling</b> Feel – Think – Behave	<b>Thinking</b> Think – Feel - Behave
<b>Reactive</b> Behave – feel - Think	<b>Inactive</b> Behave – Think - Feel

(iii) Barriers in Communication

- ❖ Unwillingness to say things differently
- ❖ Unwillingness to relate to others differently
- ❖ Unwillingness to learn new approaches
- ❖ Lack of self- confidence
- ❖ Lack of enthusiasm
- ❖ Lack of voice quality
- ❖ Due to prejudice
- ❖ Lack of feedback
- ❖ Lack of motivation and training
- ❖ Language and vocabulary level
- ❖ Lack of self-awareness

**Session 2: Interpersonal Skills in the Workplace**

Cultivating Interpersonal skills is the ability to interact with people through effective listening and communication. It is important for students to have interpersonal skills because it helps them connect with people and benefits their personality development too. Teachers wear many hats every day while in the classroom: the organizer, instructor, speaker, facilitator, entertainer and sometimes dispute resolution specialist. Teachers not only interface with students, but with other

teachers, school administration staff and parents. Strong interpersonal skills, especially communication, is the hallmark for a teacher. Teaching is fifty percent knowledge and fifty percent interpersonal skills. The quality of a teacher's lecture or teaching methods will be enhanced by the quality of their interpersonal skills. Teachers need to possess a number of skills in the teaching profession and include communication, empathy, positive motivation, effective and positive body language and humor.

With a basic understanding of the importance of communication (one-way communication) and different non-verbal behaviour patterns, we moved on to the different communication styles (two-way communication), exhibited by a person in any situation. The resource person, brought to light that for success in life emotional intelligence is much needed over intelligence. Perception is solely built on communication. The four styles of communication were dealt with namely, passive (highly suggestible), passive – aggressive (commanding), aggressive (negativity) and assertive (positivity) communication. Suitable illustrations for each communication style, was given. The team was then given a few scenarios and dialogues to read and identify the communication style exhibited in that scenario. The importance of assertiveness in the teaching profession was also discussed. The team was then given conflicting day-to-day situations where by the members were required to handle and exhibit assertiveness. Teachers must possess extraordinary interpersonal skills. They have to be a good listener and speaker and sometimes both at the same time. A teacher that is confident in the subject matter they teach will inspire confidence in the student and provide a vehicle to better learning.

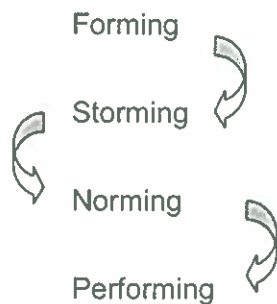
### **Session 3: Team Building**

The third session on the 2<sup>nd</sup> of November, 2018 began with a theory session on Team Building and its significance. The stages in team building were displayed.



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## STAGES IN TEAM BUILDING



### Stage 1: Forming

- The team defines the problem.
- The members agree on goals and formulate strategies for tackling the tasks.
- They determine the challenges and identify the information needed.
- Individuals take on specific roles.
- The members develop trust and communication.

### Stage 2: Storming

- The team members strive to identify common goals and objectives.
- They agree on roles and responsibilities.
- The members separate problem issues from people issues.
- They look for underlying needs, goals of each party rather than specifics.

### Stage 3: Norming

- The members accept their team, team rules and procedures, their roles in the team, the individuality of fellow members.
- Team members start helping each other.
- Teams develop the ability to express criticism constructively.
- They give and receive constructive feedback.

### Stage 4: Performing

Team members gain insight into personality and develop team process, a better understanding of each other's strength and weaknesses.

## Dimensions of Personality

<b>Extroverts</b> Need to think aloud Great explainers May overwhelm others	<b>Introverts</b> Need time to process Great concentration
<b>Intuitive</b> Great at big picture See connections	<b>Sensor</b> Great executors May miss big picture
<b>Thinker</b> Skilled at understanding How anything works	<b>Feeler</b> Sensitive with emotions Analyze, assess and decide
<b>Judger</b> Good at schedules, plans, completion Makes decisions easily May overlook vital issues	<b>Perceiver</b> Always curious Has foresight

The teams were then given an activity that involved the whole team to confront a life – tackling challenge and they were asked to work out an escape plan from that situation. The teams exhibited assertiveness among them, and took a solution driven approach to the given situation. The teams were then introduced to the concepts of group dynamics, group cohesiveness and team spirit for a holistic institutional development. The members of the teams were at some point able to point out their strengths and weakness and also appreciated difference of opinion amongst them. Team morale depends on support, resources, communication and personalities. Some of the team work skills are listening, questioning, persuading, respecting, helping, sharing and participating.

Another activity involved them to develop a story line from a few given pictures helped them to ignite their creativity and contribute individually to the story, while working as a team. This gave the sense of satisfaction to the participants and all felt an equal share of contribution to the task in hand.

Working as a team always reaps good results. A school having teachers working in teams would have a non-competitive environment that creates a positive working relationship among teachers and students. An environment having positive vibes makes the teachers work to their fullest with passion in achieving a common goal that is imparting education to the fullest.

#### **Session 4: Personality Development**

A Teacher is the vital part of the educational system. Personality doesn't mean just the characteristics and appearance of a person which grows and develops as age proceeds. It needs constant self-direction towards sincerity, personal integrity, sociability, courtesy, morality, wisdom etc. These characteristics should be a part of one's teacher life. It takes a lot of hard work and dedication to be an effective teacher. Like other careers, there are those who are more natural at it than others. Even those with the most natural teaching ability must put in the time necessary to cultivate their innate talent. Personal growth and development is a critical component that all teachers must embrace in order to maximize their potential. The personality of a teacher just doesn't play crucial role on students in enhancing their growth and development but it builds confidence among the parents. Teachers act as a brand ambassador of a particular school.

For any institution to improve holistically, the growth of the individual contributors and the overall growth of the team play an important role. While the development of teams were concentrated upon earlier, the last session of the workshop dealt with individual growth and paved an opportunity for the participants to introspect their needs and wants. Proven techniques like SWOT Analysis, SMART Goal Setting and Motivational theories were introduced to the participants. The participants practically worked out each technique individually and created realistic goals. Each of them was able to analyze their strengths and weaknesses. There was

also a brief about managing stress and the influence of mental health on physical health.

To conclude, effective teaching is done through an effective teacher who knows the individual needs of students, adapt to the teaching methods and thus create an environment for learning, would be helpful in achieving the intended objectives. A man's personality does not play such an important role in any profession than in the teaching profession. This profession is important in the case of personality development of pupils.

All the sessions proved beneficial to the teacher educators.



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## Consolidated Report of the Feedback from the Participants



**Mrs. A. Enid Ruth,  
Assistant Professor of Education**

Respected Principal Madam, distinguished Chief Guest, eminent Co-ordinator and my dear faculty members. I take this as an immense pleasure to stand before you to give the feedback about the two day UGC sponsored Capacity Building for the Teacher Educators.

First, I wholeheartedly thank Dr. T. Santhanam for his valuable input and his excellence in handling all the four sessions under various topics like Communication skills, Interpersonal skills in the Workplace, Team Building and Personality Development.

### **Communicative Skills**

We generally know communication is done verbally but Sir highlighted the importance of non-verbal communication which plays a vital role for an effective communication.

### **Interpersonal skills**

He discussed about the various styles of communication and helped us to differentiate between Aggressive communication and Assertive communication, with the importance of practicing assertive communication for an effective interpersonal skill development in the workplace. He also trained us to say 'No' where we really want to say.

## **Team Building**

Sir really inspired the team spirit in us by giving a detailed discussion on team building with insight knowledge about its importance and outcomes that it can bring for our development of personal effectiveness.

## **Personality development**

We do SWOT analysis for our I year B.Ed. students for their Psychology record every year, but today we after becoming teachers were given an opportunity to know our strengths, our weakness, the opportunities that are left before us and the threats we face to overcome.

The two day programme was very useful for us to gain knowledge about these various skills. Thank you very much Sir for your meticulous groundwork you have done to make this programme successful.

At this juncture, I would also like to thank our beloved trainer Ms. Sruthi Sridharan for organizing all the activities effectively for us. She pointed out all the misconceptions that we had and helped us to have a clear picture of handling the situations to be an effective person. We were able to identify and rectify our mistakes and flaws to work for a good cause.

I once again thank Sir and Madam for their wonderful contribution !!!!

As our Principal Madam told yesterday during the inaugural function that to make a powerful Nation we need a Teacher - centered Education for that personal effectiveness plays a vital role. I am sure after attending these two-day programmes we teachers will train the budding student teachers effectively and give them as quality teachers to this society.

Finally, I would like to conclude that this programme helped us to enhance our 'Personal Effectiveness' at large.

Thank you for the wonderful opportunity!!! Thank you!!!

ஆசிரியர் கல்வியாளர்களுக்கான திறன்மேம்பாட்டு நிகழ்ச்சியின் பின்னூட்டம்



முனைவர்.த. சகாயசைலா

உதவிபேராசிரியர் கல்வியியல் தமிழ்

”எழுதரிது முன்னம் எழுதியபின்னர்  
பழுதறவாசிப்பரிதுபண்பாய் - முழுதுமதைக்  
கற்பரிதுநற்பயனைக் காண்பரிதுகண்டக்கால்  
நிற்பரிதுதானந் நிலை.”

- ஓளவையார் தனிப்பாடல்

அவையோர் அனைவருக்கும் இனிய மாலை வணக்கம்,

ருபுண வழங்கிய இரண்டுநாள் திறன்மேம்பாட்டு நிகழ்ச்சியானது உண்மையாகவே பல்வேறுத் திறன்களை எங்களுக்கு வழங்கியுள்ளது. இந்த ஆண்டில் நாங்கள் பங்கேற்கும் முதல் திறன் மேம்பாட்டு நிகழ்ச்சி இது. நான்குப் பிரிவுகளைக் கொண்ட இந்த நிகழ்ச்சியைத் திறம்பட வழிநடத்திய முனைவர். சந்தானம் அவர்களுக்கும் குமாரி. ஸ்ருதி ஸ்ரீஹரன் அவர்களுக்கும் எங்கள் கல்லூரியின் சார்பாகவும் பேராசிரியர்களின் சார்பாகவும் வாழ்த்துக்களையும் நன்றியையும் தெரிவித்துக் கொள்கின்றோம்.

இந்த இரண்டு நாட்களில் எங்களுக்கு குழு வேலை, அர்ப்பணிப்பு, கேட்டுக்கருத்தறிதல், கலந்துரையாடல், வாய்மொழி தொடர்பு என்ற வார்த்தைகளின் முழுமையான அர்த்தங்களைப் புரியவைத்தீர்கள். இத்தனை நாட்கள் இந்த வார்த்தைகளின் நிழல்களில் தான் நின்றிருந்தோம் இனி நிஜங்களில் நிற்போம்.

நீங்கள் எங்களிடம் சேர்க்கநினைத்தத் திறன்கள் அனைத்தும் எங்கள் மனங்களில் விதைக்கப்பட்டுவிட்டன. இதை நாங்கள் எங்கள் பணியின் மூலம் மாணவ-ஆசிரியர்களிடம் வளர்த்தெடுப்போம். நீங்கள் எங்களுக்கு அளித்த பல செயல்திறன்களில் ஒன்றைமட்டும் கூற விளைகிறேன். தாங்கள் ஒருபடத்தைக் காண்பித்து அதிலிருந்து ஒருகதையை உருவாக்கச் சொன்னீர்கள் அதன் மூலம் எங்களுக்குள் இருந்த குழு உணர்வினைக் கண்டறிந்தீர்கள். நாங்கள் கதைக்குத் தான் முக்கியத்துவம் அளித்தோம். கூட்டு வேலைப்பாடு தான் முக்கியம் என்று பின்னர் தான் உணர்ந்தோம். இந்த இரண்டுநாள் நிகழ்ச்சியின் மூலம் எங்கள் ஒவ்வொருவரின் திறனும் மேம்பமையடைந்துள்ளது. உண்மையாகவே தாங்கள் ஒருநேர்த்தியான ஊழலுடைய ஆருஜைஊயுவுமுடி ஐயா.

எங்களுக்கு இத்தகைய தொரு நல்வாய்ப்பினை உருவாக்கிக் கொடுத்த எங்கள் கல்லூரிச் செயலர் முனைவர். மு. ஆறுமுகம் ஐயா அவர்களுக்கும், எங்கள் கல்லூரி முதல்வர் முனைவர். திருமதி ச. சாமுண்டீஸ்வரி அவர்களுக்கும் மற்றும் இந்நிகழ்ச்சிப் பொறுப்பாளர் இணைப்பேராசிரியர் முனைவர். திருமதி. ச. மாலதி அவர்களுக்கும், உதவி பொறுப்பாளர்களான உதவிபேராசிரியர் முனைவர். திருமதி. தீபாஎட்வின் மற்றும் உதவிபேராசிரியர் திருமதி. த. அனிதாதேவி அவர்களுக்கும் எங்கள் நன்றியை உரிதாக்கி விடைபெறுகின்றேன் நன்றி வணக்கம்.



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## Glimpses of the Inaugural Function...



*Glimpses of the Capacity Building Workshop....*





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## *Glimpses of the Valedictory Function...*

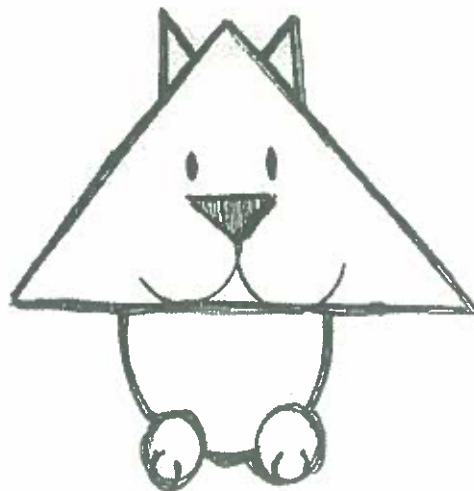
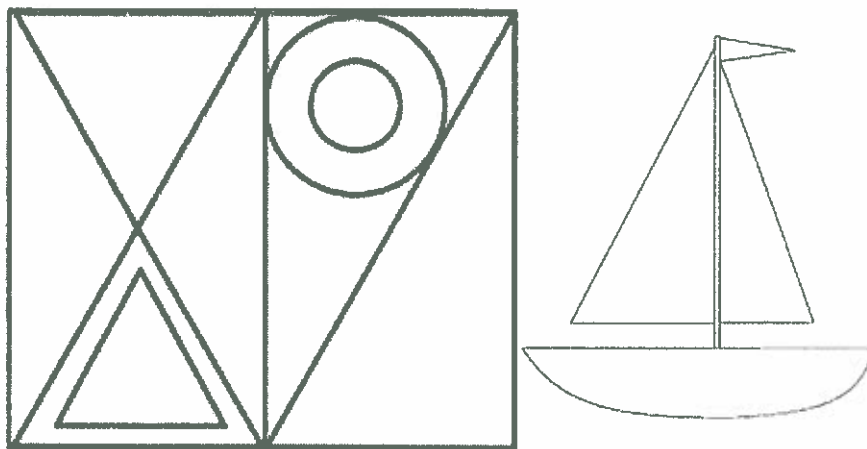


# ANNEXURE

## Basics of Communication Skills

### Blind Drawing

In order to explain the concepts of verbal communication, the team was given an activity called Blind Drawing. As the name suggests, the communicator receives a diagram which she has to explain to the team in her own words, and the team has to interpret the diagram with as close similarity as possible. The challenge of the communicator and listener was clearly emphasized here. With each diagram, sufficient feedback was given which made the participants understand the significant roles the communicator and the listener have to play. The whole group participated in the activity.



## Team Building

### Jungle Escape

After your small light aircraft crashes, your group, wearing casual clothing, is stranded on a forested mountain in appalling winter (snow covered, sub-freezing conditions) anything between 50 and 200 miles from civilization (you are not sure of your whereabouts and radio contact was lost one hour before you crashed, so the search operation has no precise idea of your location either). The plane is about to burst into flames and you have a few moments to gather some items. Aside from the clothes you are wearing which does not include coats, you have the following items:

In order to reach the civilized land, you are allowed to carry 12 items only. Rank according to priority, the items you need.

- pack of 6 boxes x 50 matches
- roll of polythene sheeting 3m x 2m
- 1 bottle of brandy
- 1 crate of bottled water ( twelve liters in total)
- small toolbox containing hammer, screwdriver set, adjustable wrench, hacksaw, large pen-knife
- box of distress signal flares
- small basic first-aid kit containing plasters, bandages, antiseptic ointment, small pair of scissors and pain-killer tablets
- tri-band mobile phone with infrared port and battery half-charged
- clockwork transistor radio
- gallon container full of fresh water
- box of 36x 50 gm chocolate bars
- shovel
- short hand – held axe
- hand-gun with magazine of 20 rounds
- 20 m of 200 kg nylon rope
- box of 24 x 20 gm bags of peanuts
- box of tissues

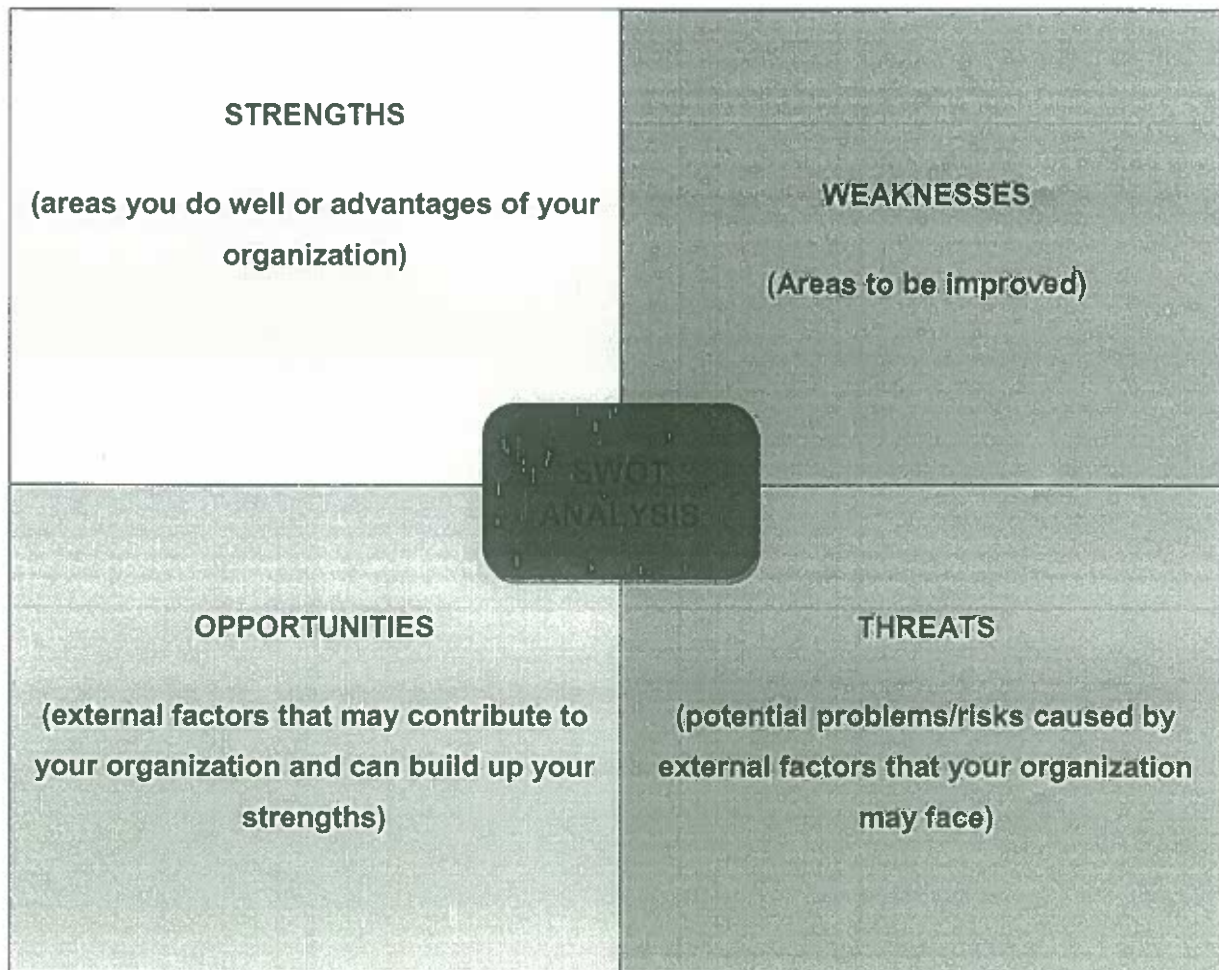
- laptop with infrared port, modem, unknown software and data and unknown battery life
- inflatable 4 – person life-raft
- compass
- large full aerosol can of insect killer spray
- small half-full aerosol can of air freshener spray
- notebook and pencil
- travelling games compendium containing chess, backgammon and draughts
- sewing kit
- whistle
- torch with a set of spare batteries
- box of 50 night-light 6-hour candles
- bag of 6 large blankets



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# Personality Development

## SWOT Analysis



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# VALEDICTORY FUNCTION

Day 2: 02.11.2018

Time: 4.30 p.m.

- ❖ **Prayer**
- ❖ **Welcome Address:**  
  
Dr. S. Malathi,  
  
Associate Professor, NKTNCE.
- ❖ **Felicitation**
- ❖ **Valedictory Address**  
Chief Guest
- ❖ **Feedback Session**
- ❖ **Certificate Distribution**
- ❖ **Vote of Thanks**
- ❖ **National Anthem**



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**‘Teaching is a very noble profession that shapes the character, caliber and future of an individual. If the people remember me as a good teacher that will be the biggest honour for me’**

**‘The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.’**

**- Dr. Martin Luther**

**King,Jr.**



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# N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN

(Autonomous)

**CAPACITY BUILDING FOR TEACHERS & TEACHER  
EDUCATORS**

**GALLUP STRENGTH FINDER WORKSHOP**

**23<sup>rd</sup> & 24<sup>th</sup> January, 2019**

**Participants: 26**



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## WORKSHOP EVALUATION FORM

In an effort to assess the effectiveness and impact of this training workshop, kindly complete the following evaluation form. Your responses will be invaluable in providing feedback on the overall workshop, identifying areas of weakness and help improve the organization of future workshops.

**Date of presentation** : 23<sup>rd</sup> and 24<sup>th</sup> January, 2019.  
**Resource Person's Name** : Ms. Depika Choudhry.  
**Name of the participant** : Dr. V. Jayashree Thyadharan  
**Position** : Asst Professor  
**Institution(s) you represent** : N.K.T. National College for Education

S.no	Statement	Strongly agree	Agree	Disagree
1	The training met the stated objectives	✓		
2	The training will help me in my role	✓		
3	The training covered what I expected it to	✓		
4	The training was enjoyable	✓		
5	The training was well organised	✓		
6	The Resource Persons were resourceful	✓		
7	Hand-outs provided were effective	✓		
8	Discussion played an important part of the training session.	✓		
9	The techniques used (e.g. small group work; exhibiting my strengths) were effective.	✓		
10	Length of training was sufficient	✓		

**\*How would you rate the Training workshop overall?**

1. Excellent 2. Good 3. Regular 4. Poor 5. Very poor 6. Not sure / no response.

**\*Write your overall opinion about the workshop highlighting its strengths and weaknesses.**

We profusely thank our Managers, secretary  
Sir, Principal for giving us such a golden opportunity  
to be a finder of strengths through this GALLUP  
Strengths finder Workshop.

Thank you so much

## WORKSHOP EVALUATION FORM

In an effort to assess the effectiveness and impact of this training workshop, kindly complete the following evaluation form. Your responses will be invaluable in providing feedback on the overall workshop, identifying areas of weakness and help improve the organization of future workshops.

**Date of presentation** : 23.01.2019 & 24.01.2019.  
**Resource Person's Name** : Ms. Debika Chaudry.  
**Name of the participant** : Sangeetha. P.  
**Position** : Asst. Professor of English - Education.  
**Institution(s) you represent** : N. K. T. National College of Education for women.

S.no	Statement	Strongly agree	Agree	Disagree
1	The training met the stated objectives		✓	
2	The training will help me in my role	✓		
3	The training covered what I expected it to			No expectations, only anticipation for new
4	The training was enjoyable	✓	knowledge	
5	The training was well organised	✓		
6	The Resource Persons <sup>was</sup> were resourceful	✓		
7	Hand-outs provided were effective	✓		
8	Discussion played an important part of the training session.	✓		
9	The techniques used (e.g. small group work; exhibiting my strengths) were effective.	✓		
10	Length of training was sufficient			✓

**\*How would you rate the Training workshop overall?**

1. Excellent 2. Good 3. Regular 4. Poor 5. Very poor 6. Not sure / no response.

**\*Write you overall opinion about the workshop highlighting its strengths and weaknesses.**

The Resource Person, Ms. Debika stressed the need for identifying the positive traits of students, instead of highlighting the negative aspects, which is an important value lesson to be learnt by the teaching faculty. There are people who underline the negativity in students and brand them as 'problematic individuals'. Ms. Debika expressed the reality behind such a negative attitude and stressed the need for change of behaviour. Hence, this workshop is

the need of the hour. Better late than never.

Weaknesses: Could have presented more number of case study reports as examples for each of the signature strengths.

## WORKSHOP EVALUATION FORM

In an effort to assess the effectiveness and impact of this training workshop, kindly complete the following evaluation form. Your responses will be invaluable in providing feedback on the overall workshop, identifying areas of weakness and help improve the organization of future workshops.

**Date of presentation** : 23<sup>rd</sup> and 24<sup>th</sup> January, 2019.  
**Resource Person's Name** : Debika Choudary, . Ravish Dalavia  
**Name of the participant** : A.H. Komala  
**Position** : Assistant Professor  
**Institution(s) you represent** : NKT National College of Education

S.no	Statement	Strongly agree	Agree	Disagree
1	The training met the stated objectives		✓	
2	The training will help me in my role	✓		
3	The training covered what I expected it to		✓	
4	The training was enjoyable		✓	
5	The training was well organised		✓	
6	The Resource Persons were resourceful		✓	
7	Hand-outs provided were effective	✓		
8	Discussion played an important part of the training session.	✓	✓	
9	The techniques used (e.g. small group work; exhibiting my strengths) were effective.		✓	
10	Length of training was sufficient		✓	

\*How would you rate the Training workshop overall? Good .

1. Excellent 2. Good 3. Regular 4. Poor 5. Very poor 6. Not sure / no response.

\*Write you overall opinion about the workshop highlighting its strengths and weaknesses.

- Introspect our strengths and work on it to further
- Also helps me to be teacher who can use binocular vision to identify and strengthen students strengths as well.

## WORKSHOP EVALUATION FORM

In an effort to assess the effectiveness and impact of this training workshop, kindly complete the following evaluation form. Your responses will be invaluable in providing feedback on the overall workshop, identifying areas of weakness and help improve the organization of future workshops.

**Date of presentation** : 23.1.2019 & 24.1.2019  
**Resource Person's Name** : Mrs. Debika Chaudhry.  
**Name of the participant** : T. Anitha Devi.  
**Position** : Assistant Professor of Mathematics Education.  
**Institution(s) you represent** : N.K.T. National College of Education for women.

S.no	Statement	Strongly agree	Agree	Disagree
1	The training met the stated objectives	✓		
2	The training will help me in my role	✓		
3	The training covered what I expected it to		✓	
4	The training was enjoyable		✓	
5	The training was well organised	✓		
6	The Resource Persons were resourceful	✓		
7	Hand-outs provided were effective	✓		
8	Discussion played an important part of the training session.	✓		
9	The techniques used (e.g. small group work; exhibiting my strengths) were effective.	✓		
10	Length of training was sufficient		✓	

**\*How would you rate the Training workshop overall?**

① Excellent 2. Good 3. Regular 4. Poor 5. Very poor 6. Not sure / no response.

**\*Write you overall opinion about the workshop highlighting its strengths and weaknesses.**

This two day training programme brings me to analyze myself to know my strength & weaknesses. And in what way I have to strengthen me in which part and how to impart these strengths towards my students.  
 Very Excellent & Empowering Sessions I had.

## WORKSHOP EVALUATION FORM

In an effort to assess the effectiveness and impact of this training workshop, kindly complete the following evaluation form. Your responses will be invaluable in providing feedback on the overall workshop, identifying areas of weakness and help improve the organization of future workshops.

**Date of presentation** : 23<sup>rd</sup> and 24<sup>th</sup> January 2019  
**Resource Person's Name** : Debika Chaudary  
**Name of the participant** : S. Dhavalakshmi  
**Position** : Librarian  
**Institution(s) you represent** : NKT National College of Education for women.

S.no	Statement	Strongly agree	Agree	Disagree
1	The training met the stated objectives		✓	
2	The training will help me in my role		✓	
3	The training covered what I expected it to		✓	
4	The training was enjoyable	✓		
5	The training was well organised	✓		
6	The Resource Persons were resourceful		✓	
7	Hand-outs provided were effective		✓	
8	Discussion played an important part of the training session.	✓		
9	The techniques used (e.g. small group work; exhibiting my strengths) were effective.	✓		
10	Length of training was sufficient		✓	

**\*How would you rate the Training workshop overall?**

1. Excellent 2. Good 3. Regular 4. Poor 5. Very poor 6. Not sure / no response.

**\*Write you overall opinion about the workshop highlighting its strengths and weaknesses.**

→ The training will help to strengthen my carrier.  
→ Hand-outs provided may have extended some more different way.

## WORKSHOP EVALUATION FORM

In an effort to assess the effectiveness and impact of this training workshop, kindly complete the following evaluation form. Your responses will be invaluable in providing feedback on the overall workshop, identifying areas of weakness and help improve the organization of future workshops.

**Date of presentation** : 23<sup>rd</sup> and 24<sup>th</sup> January, 2019  
**Resource Person's Name** : Ms. Debika Choudhary  
**Name of the participant** : Dr. Deepa Edwin  
**Position** : Assistant Professor of Phys Science Education  
**Institution(s) you represent** : N.K.T. National College of Education  
for Women

S.no	Statement	Strongly agree	Agree	Disagree
1	The training met the stated objectives		✓	
2	The training will help me in my role		✓	
3	The training covered what I expected it to		✓	
4	The training was enjoyable		✓	
5	The training was well organised	✓		
6	The Resource Persons were resourceful		✓	
7	Hand-outs provided were effective	✓		
8	Discussion played an important part of the training session.		✓	
9	The techniques used (e.g. small group work; exhibiting my strengths) were effective.		✓	
10	Length of training was sufficient		✓	

**\*How would you rate the Training workshop overall?**

1. Excellent 2. Good 3. Regular 4. Poor 5. Very poor 6. Not sure / no response.

**\*Write your overall opinion about the workshop highlighting its strengths and weaknesses.**


*Strengths* - Helped us discover our talents and probe into the talent list in a detailed way. Helped us get to associate with others and enjoy the sessions and learn from them.

**NKT NATIONAL COLLEGE OF EDUCATION FOR WOMEN  
(AUTONOMOUS)**

**UGC AUTONOMOUS GRANT  
ORIENTATION AND RE-TRAINING OF TEACHERS  
WORKSHOP ON ENHANCING CYBER COMPETENCIES OF  
TEACHER EDUCATORS AND PROSPECTIVE RESEARCH SCHOLARS**



**28<sup>th</sup> & 29<sup>th</sup> January, 2019**

  
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## SRI ANDAL



**Our Sustaining Diety**

**Participants: 26**

UGC SPONSORED

ORIENTATION AND RE-TRAINING OF TEACHERS  
WORKSHOP ON ENHANCING CYBER COMPETENCIES OF  
TEACHER EDUCATORS AND PROSPECTIVE RESEARCH SCHOLARS  
28<sup>th</sup> and 29<sup>th</sup> January, 2019

### VALEDICTORY

- 4.45 – 4.50 p.m. : Prayer
- 4.50 – 5.05 p.m. : Report of the Two Day Workshop  
Day – 1: Mrs. A.H.Komala  
Day – 2: Dr.T.Sahaya Saila
- 05.05 – 5.20 p.m. : Feedback by the Participants  
Teacher Educators: Mrs.T.Anitha Devi  
Mrs.A.Enid Ruth  
Research Scholar: Mrs.V.Praneetha
- 5.20 – 5.30 p.m. : Distribution of Certificates
- 5.30 – 5.35 p.m. : National Anthem

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## INAUGURATION

28<sup>th</sup> January 2019

- 9.30 – 9.40 a.m. : Prayer
- 9.40 – 9.50 a.m. : Welcome Address by Dr. S. Chamundeswari  
Principal
- 9.50 – 9.55 a.m. : Felicitation
- 9.55 – 10.00 a.m. : Lighting of the Lamp
- 10.00 – 10.10 a.m. : Objectives of the Workshop by Dr. N. Kalai Arasi  
Workshop Co-ordinator
- 10.10- 10.20 a.m. : Prologue of the Workshop by Mr. J.  
Arumugam  
Resource Person, Librarian  
PSG College of Technology, Coimbatore
- 10.20 – 10.25a.m. : Vote of Thanks by Mrs. S. Dhanalakshmi  
Librarian  
N.K.T. National College of Education for Women



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### *From the Desk*

As a Principal of this esteemed institution, N.K.T. National College of Education for Women, I am very proud to organize the Workshop on Cyber Competencies for Teacher Educators and Prospective Research Scholars funded by Autonomous Grant (2018-2019) of University Grants Commission. In this modern, digital age, as teachers need to be flexible and be able to adapt to whatever is thrown their way, our revered Management came up with a initiative to provide opportunities to the Teacher Educators and Research Scholars of our College to equip themselves with skills required to sustain quality in education and to spark interest in students at an early stage and pave way to be a part of the cyber world pipeline in the future. This workshop is expected to build in confidence, better communication, team spirit, leadership and organization skills among our Teacher Educators and Research Scholars and also be able to prepare the youth of today to face the unknown challenges of tomorrow.

The Workshop will host a series of sessions both online and offline events with the expertise of Mr. J. Arumugam and Mr. M. Prakash both Librarians from PSG College of Technology, Coimbatore. My best wishes to the Co-ordinator, Dr. N. Kalai Arasi, and Assistant Co-ordinators, Mrs. A.H. Komala, Mrs. S. Dhanalakshmi and Dr. T. Sahaya Saila for their meticulous planning in successful implementation of the programme.

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**UGC AUTONOMOUS GRANT**  
**ORIENTATION AND RE-TRAINING OF TEACHERS**  
**WORKSHOP ON ENHANCING CYBER COMPETENCIES OF**  
**TEACHER EDUCATORS AND PROSPECTIVE RESEARCH SCHOLARS**

**28<sup>th</sup> and 29<sup>th</sup> January, 2019**

**PROGRAMME SCHEDULE**

**DAY 1: 28.01.2019**

<b>Time</b>	<b>Sessions</b>
10.30- 11.30 a.m.	<b>Session I:</b> Resources for Research and Predatory Journals
11.30-11.45a.m.	Tea Break
11.45-1.15 p.m.	<b>Session II:</b> Citation Analysis, Impact Factor, Google Scholar, and ORCID- Hands-on Experience
1.15- 2.00 p.m.	Lunch Break
2.00-3.30 p.m.	<b>Session III:</b> Plagiarism, and Publishing Ethics: Tools and Techniques, Mind Mapping Tools for Teachers
3.30- 3.45 p.m.	Tea Break
3.45- 5.15 p.m.	<b>Session IV:</b> Reference Management Tools: Mendeley and Google Generation Tools

**DAY 2: 29.01.2019**

<b>Time</b>	<b>Programme</b>
9.30-11.00 a.m.	<b>Session V:</b> Introduction to D SPACE: Institutional Repository Software
11.00- 11.15 a.m.	Tea Break
11.15 a.m.-12.45 p.m.	<b>Session VI:</b> Installation and Working Modules of D SPACE
12.45 – 1.30 p.m.	Lunch Break
1.30-3.00 p.m.	<b>Session VII:</b> Customisation of D SPACE
3.30- 3.15 p.m.	Tea Break
3.15- 4.45 p.m.	<b>Session VIII:</b> Content Creation and Reporting in D SPACE



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## OBJECTIVES OF THE WORKSHOP

Dr. N. Kalai Arasi  
Associate Professor & Workshop Co-ordinator

In the process of higher Education in India marching towards Global relevance and Competitiveness, it is mandatory for academicians like us to keep abreast of the advancements that are taking place globally in terms of Knowledge Creation, Skill Development and Research. With this objective only UGC must have speculated a domain on "Orientation and Retraining of Teachers". Researches become very useful for us to get insight into the new knowledge that is being created. Researchers disseminate the knowledge gained out of their research by publishing them in the form of articles/ papers in scientific and technical journals. Scientific papers are considered as an important indicator to measure research output/performance of an individual, institution and also a country at large. This indicator is directly associated with the career of an individual and an institution for getting funds, recognition etc.

**"Publish or Perish"** is the Watch Word of today. How to publish our papers with high standards? There are several tasks involved in the process of publication such as contents of scientific paper, citation databases, tools and referencing styles, publishing ethics and Plagiarism, selecting right journal, Impact Factor and H Index. To impart greater awareness about the issue of "Intellectual Property Right(IPR), which is gaining momentum for all the domains, this two day Workshop will provide platform for us to discuss all the above said issues.

### Objectives of the Workshop

- ∞ *To facilitate academicians and researchers to write quality research papers,*
- ∞ *To provide inputs on Writing styles/skills for Journals (both printed and online)*
- ∞ *To enlighten the participants on issues of Patent, Copyright and Plagiarism.*
- ∞ *To create an awareness about Citation and Impact factor.*
- ∞ *To explore the DSPACE Institutional Repository Software*



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## REPORT OF THE SESSIONS OF DAY-ONE

28<sup>th</sup> January 2019



**Mrs. A.H. Komala**

**Assistant Professor of Economics - Education**

Two Day Workshop on enhancing cyber competencies among the teacher educators and prospective research scholars Sponsored by University Grants Commission under the head orientation and retraining of teachers, was held at N.K.T. National College of Education during 28<sup>th</sup> and 29<sup>th</sup> January 2019. There were 35 participants who took part in this workshop.

The workshop started on 28<sup>th</sup> January with an invocation followed by a welcome address by our beloved Madam Principal Dr. S. Chamundeswari. The experts were felicitated by our Principal Madam and workshop coordinator Dr. N. KalaiArasi. Following the auspicious lighting of the lamp, the objective of this two-day workshop was spelt out by the workshop coordinator Dr. N. Kalai Arasi. Mr. J. Arumugam, Librarian at PSG College of Technology presented the prologue of this two day workshop. The inaugural function concluded with a gratitude note by Mrs. S. Dhanalakshmi, Librarian of our College.

The first sessions of the workshop started after the tea break and it was delivered by Mr. J. Arumugam (Librarian, PSG College of Technology) who spoke on "Resources for Research and ways to arrive at one H-index, G- Index, and identification of Predatory Journals", He discussed how academic research should be conducted and also discussed the positive and negative side of Indian Academic Research. Session of Mr. J. Arumugam ended with a thought- provoking message of



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following research ethics. During his session, he also emphasized the topics citation index, Impact factor, ORCID. The presentation session was followed by hands-on session the participants were given practical exposure to create ORCID QR Code, search techniques to identify the right journal to publish.

2<sup>nd</sup> session that was Pre-lunch session was conducted by Mr. Arumugam he enlightened us on various tools and techniques in research, Plagiarism and techniques to reduce the percentage of plagiarism in one's research report were highlighted in this session. Appreciable efforts must be acknowledged where he stressed on the sharing of minute details like not to open in quotes more than 15 words as it will also fall under plagiarism. He also threw light on various free plagiarism check software. His session was very lively and interactive.

Mr. M. Prakash Librarian, PSG College of Technology, Coimbatore was the resource person for the third session, Mr. M. Prakash discussed Mendeley Reference management tool: Hands-on was given to the participants. Following to tea break of the afternoon session, the participants were exposed to creating an account in research gate. Both the sessions were interesting and informative. Mr. Prakash shared his expertise on the various details of Mendeley like, My Library, to create research group, a special note of thanks is also to Mr. M. Prakash for making us explore through the Mendley and Research gate.

Mr. M. Prakash's post lunch session was also was very successful not permitting us to have a nap as it was very challenging to create research gate. Many of us and our research scholars completed the creation of research gate successfully. A very big note of thanks to our Management, Principal, and our coordinator for having given us this opportunity.



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## REPORT OF THE SESSIONS OF DAY-TWO

29<sup>th</sup> January 2019



**Dr. T. Sahaya Saila**

**Assistant Professor of Tamil Education**

**Today the sessions dealt under the following topics:**

Session-1: Intellectual Property Rights

Session-2: Google Classroom

Session-3: Introduction to "D SPACE"

Session-4: Web Applications

Session-5: Open Access Resources for Researchers

The first sessions started at 9.30 am this session include the scholarly and interesting discussion by Mr. J. Arumugam and Mr. M. Prakash on IPR which means Intellectual Property Rights tool to protect inventions and publications. The lecture started with the topic what is IP then they discussed on different aspects of Intellectual Property Rights like what is a Patent, Patent Rights, Trade Marks, Geographical Indication. They concluded the talk by emphasizing that IPR have to be renewed from to time to time for keeping them enforced except in-case of copy right and trade secrets.




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During the second session the resource persons discussed the importance of having Google Classrooms. It helps to improve class organization. We can create assignments quickly provide feedback efficiently and communicate with students with ease. Teaching can become new again.

Next, they delivered a lecture on DSPACE the objective of the workshops was to equip the teacher educators with the practical skills to use DSPACE in the management system of Institutions. Also they introduced the web applications. The thinking process and we discovered why the mind map is the reflection of the way. The brain naturally thinks by participating in a series of thinking task, this session give us opportunity to work on our own mind mapping project, creating Google groups, Piktocharts and Web resources. This is a learning by doing workshop, where we learned different technical approaches by practical execution.

We actively took part in all our sessions today and tried our best to learn the management of software offered in the workshop. This type of workshop can be extended to the institutes of entire province to train the professionals in the near future. My special thanks to our secretary Dr. M. Arumugam who had given a chance to attend the workshop for our faculty members.

**Thank You**



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## FEEDBACK

### WORKSHOP ON ENHANCING CYBER COMPETENCIES OF TEACHER EDUCATORS AND PROSPECTIVE RESEARCH SCHOLARS

28<sup>th</sup> & 29<sup>th</sup> January 2019



**Mrs. T. Anitha Devi**

Assistant Professor of Mathematics - Education

It is my great privilege to share my feedback regarding this two day UGC Sponsored - Orientation and Re-Training on Enhancing Cyber Competencies of Teacher Educators and Prospective Research Scholars. My heartfelt gratitude to our prestigious Management, our dynamic Principal and pro-active Co-ordinator for providing us this beneficial opportunity.

I thank both the efficient experts Mr. J. Arumugam, Librarian and Mr. M. Prakash, Librarian of PSG College of Engineering, Coimbatore for the insightful information about various software and applications of related to cyber competencies.

In the forenoon of 28<sup>th</sup> January 2019, Mr. Arumugam discussed about the Impact factor, citation, H-index, G-index, Google scholar ORCID, Research gate and also instructed us how to create an account and to access these applications for our research purpose. In the afternoon session, Mr. Prakash dealt with 'REFERENCE MANAGEMENT SOFTWARE'. In this we have learnt how to collect, store and organize reference, insert citations at the appropriate place and knew various bibliographic styles. We also know about OSS-Open Sources Software, one among is MENDELEY SOFTWARE. With the help of MENDELEY web account and by



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MENDELEY web importer, we imported and exported the research articles with suitable bibliographic styles.

By using 'MENDELEY DESKTOP', we have formed desktop interface, citation installation, plug-in, how to insert citation and bibliography, merging the citation, citation style language, creating backup, Mail Article Alert, Newsletter etc. Through MENDELEY, we have synced our email contacts with all other web applications in detail. We knew how to use up these softwares by hands on training.

In the forenoon of 29<sup>th</sup> January 2019, Mr. Arumugam taught as how to create and utilize Google classroom for our teaching and learning process, different between patent and copyright, Open Access Resources for Research, PIKTOCHART etc., In the Afternoon session, Mr. Prakash taught about D-space Repository Software, its importance, D- space Access control, Open source mind mapping, concept mapping and he to create a Google group.

On the whole the workshop on enhancing Cyber Competencies was very informative and productive. "The seeds have been sown by Mr. Arumugam and Mr. Prakash and we assure to water it, in the near future".

Thank you!



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## FEEDBACK

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28<sup>th</sup> & 29<sup>th</sup> January 2019



Mrs. A. Enid Ruth,  
Assistant Professor of Education

Respected Principal mam, distinguished Chief guest, eminent coordinators, dear faculty members and research scholars. I take this as an immense pleasure to give the feedback about the Two Day UGC Sponsored Orientation and Re-Teaching of Teachers' Workshop on Enhancing Cyber Competencies of Teacher Educators and Prospective Research Scholars.

I whole heartedly thank Mr. J. Arumugam and Mr. M. Prakash for making these two days valuable and informative hours of learning. On seeing the power point presentations which they used during the sessions we clearly understand how meticulously they have planned and organized each and every topic with intense care. We learnt about what is citation- publishing output, H-index- quality of the author, G-index quantity of the author, how to calculate impact factor, how to write a quality paper by maintaining the publishing ethics, how to stay away from intellectual theft which is nothing but plagiarism and today we learnt about the importance of D SPACE which is an open source software for management skills, Google Classroom, Google group, Pinktochart, Open Access Recourses and ever so many topics were discussed with free hand training. Today, I clearly understood that technology is not



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only for the IT professional and corporate it is also for the Researchers and Teacher Educators.

We are also proud and happy to say that we are now the user of Research gate, ORCID, Mendeley and Google Scholar. Till yesterday I was carrying only gmail id because I don't have face book or twitter account but today I'm proud to have all these accounts.

I thank both the resource persons for bombarding us with techno based knowledge and making us to upgrade and prepare ourselves for the digital era.

I thank our Principal and the Coordinators for identifying these resourceful personalities and making us a part of such a competent workshop and helping us to climb the next version of our career ladder.

Thank you very much for the wonderful opportunity!!!!



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## FEEDBACK

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28<sup>th</sup> & 29<sup>th</sup> January 2019



**Mrs. V. Praneetha**

**Research Scholar**

The Workshop on Enhancing Cyber Competencies of Teacher Educators and Prospective Research Scholars held on 28<sup>th</sup> and 29<sup>th</sup> January 2019 at N.K.T National College of Education for Women was very informative and effective. The two eminent Resource Persons Mr. J. Arumugam and Mr. M. Prakash very highly conversant in the area chosen for the workshop and took us through various topics which are the need of the hour. These two days were packed with series of knowledge on various areas covering the key feature on how to get competent on the cyber space.

The first day's session which started with calculation of impact factor, G-Index, H-Index, I10 Index, creation of an account in Google Scholar, Research Gate and the effective use of these two accounts in our research area were dealt effectively. The concept of ORCID was very new and the resource persons helped each one of the participants to create a unique ID number which will be very useful in the publication of articles. Talking about publication, the session that covered the publishing ethics, style of writing an article, tips for publication and most importantly the topic on plagiarism was very informative. Gaining knowledge on the very important concept of plagiarism, protecting our data, ways to overcome plagiarism and the how one could



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be penalized if found plagiarizing others works on the “Data Privacy Day” (January 28<sup>th</sup> – Observed in Europe, USA and Canada) was a good learning experience. The hands on training in creating Mendeley account and working on this application was very useful.

The second day which session started with the concept of Intellectual Property Rights, the difference between copyrights and patent, the various benefits, the prohibited acts under copyrights was very informative. The practical session on creating Google Classroom was very interesting. The trainings on creation of Mind Mapping, the use of web applications like Piktochart, Coggle was very exciting. The concept of DSpace, how to create repository, allotting administrative rights and creation of our own contents and sharing them was taught effectively. The Resource persons were very friendly and guided us very well. They answered all our quires then and there. The sessions were highly interactive and we were encouraged to ask questions. As per the saying “Tell me and I will Forget; Teach me and I may Not Understand; Make me do and I Learn”, there were lot of hands on sessions and the resource persons made us to do the activities and we participants learnt a lot. These two days was enriched with knowledge, it was interesting and engaging.

On behalf of the Research Scholars, I extend my heartfelt gratitude to the College Management, Principal Madam Dr. S. Chamundeswari, the Co-ordinator of this workshop Dr. N. Kalai Arasi and all other faculty members who encouraged us to attend this workshop without which we would have really missed a wonderful opportunity.



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**CONSOLIDATED FEEDBACK**  
**WORKSHOP ON ENHANCING CYBER COMPETENCIES OF**  
**TEACHER EDUCATORS AND PROSPECTIVE RESEARCH**  
**SCHOLARS**

**28<sup>th</sup> & 29<sup>th</sup> January 2019**

This has been an absolutely amazing and enlightening workshop. This type of workshop is highly recommended to people who are open minded to different views and to giving it a go. The content was presented in a clear and engaging way with obvious and immediate outcomes. The participants totally enjoyed and learnt a lot in a comfortable environment. The style and the knowledge of the experts, Mr. J. Arumugam and Mr. M. Prakash, were totally amazing with informative and valuable inputs. All the participants really enjoyed the small group dynamics. The participants expressed their views as the more useful and relevant to the personal and professional needs. They found it very worthwhile and thanked the experts sharing their skills with them. The information they have given has been clear and concise, creating a safe and effective learning environment. The participants felt encouraged by making them to participate and involve in all the activities. The presentation was good to follow in finding the links to update their Cyber Competencies. The hands-on/practical side of this workshop was very helpful in overcoming the ignorance and to enhance the practical skills of the participants. Overall, the workshop was highly valued, and the Participants responses reflected a high level of satisfaction with the content of the course.



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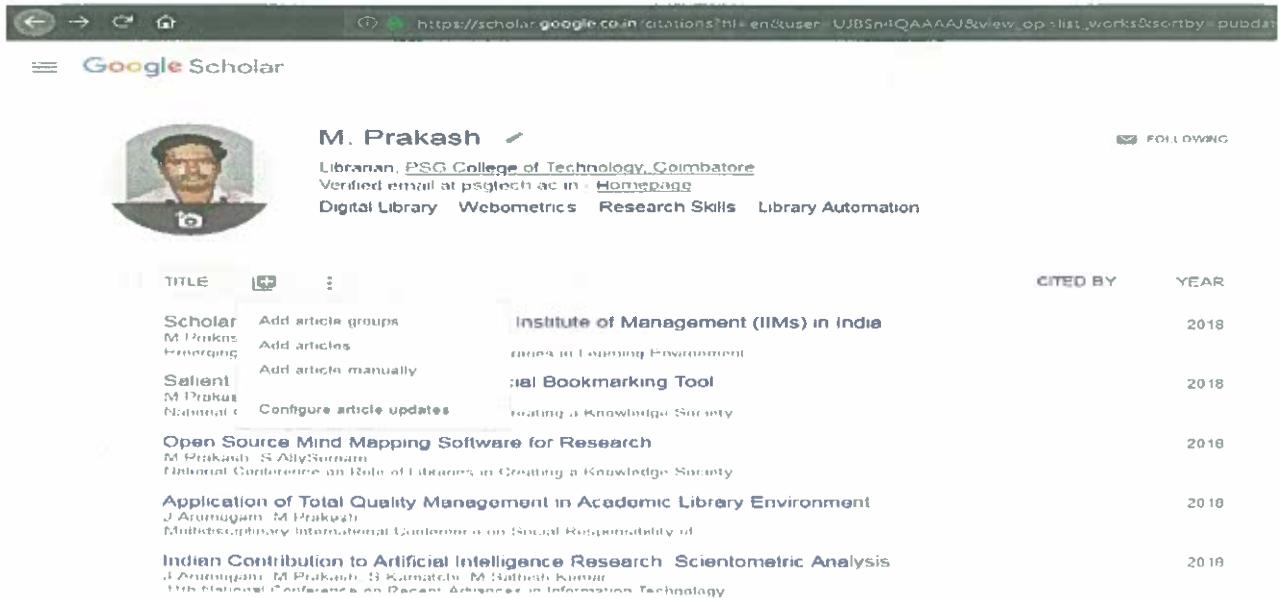
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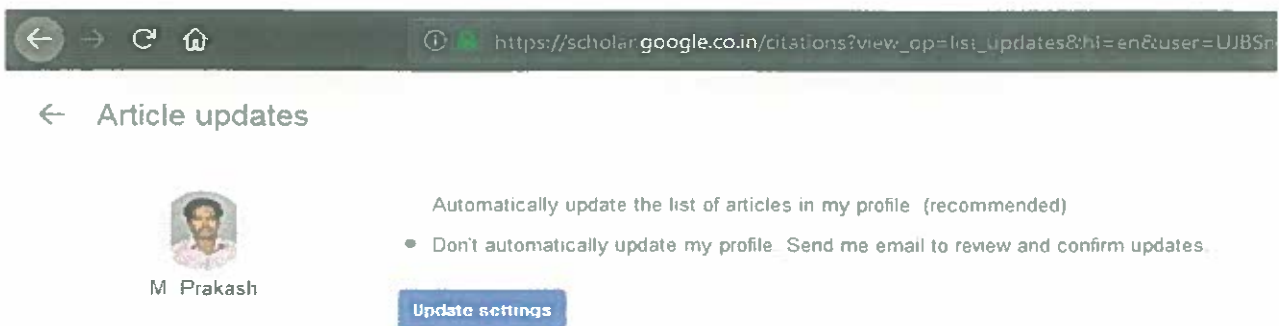
Browser address bar: [https://scholar.google.co.in/citations?hl=en&user=UJBSnIQAAAQJ&view\\_op=list\\_works&sortby=pubdate](https://scholar.google.co.in/citations?hl=en&user=UJBSnIQAAAQJ&view_op=list_works&sortby=pubdate)

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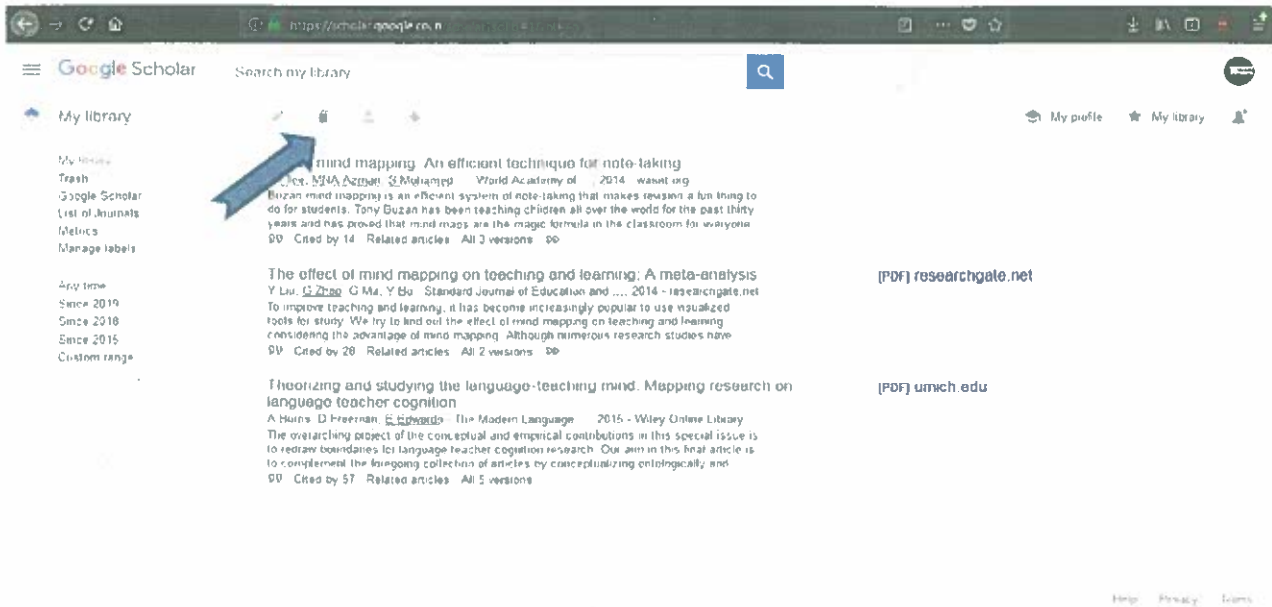
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# My Library



The screenshot shows the Google Scholar 'My Library' interface. At the top, there is a search bar and navigation links for 'My profile', 'My library', and a user icon. On the left, a sidebar lists 'My library', 'Trash', 'Google Scholar', 'List of Journals', 'Metrics', and 'Manage labels'. Below this, there are filters for 'Any time', 'Since 2019', 'Since 2018', 'Since 2015', and 'Custom range'. The main content area displays three search results:

- mind mapping: An efficient technique for note-taking**  
C. M. A. Azhar, S. Mohamed / World Academy of ... 2014 - waset.org  
Buzan mind mapping is an efficient system of note-taking that makes revision a fun thing to do for students. Tony Buzan has been teaching children all over the world for the past thirty years and has proved that mind maps are the magic formula in the classroom for everyone.  
50 Cited by 14 Related articles All 3 versions 00
- The effect of mind mapping on teaching and learning: A meta-analysis**  
Y. Lu, G. Zhao, G. Ma, Y. Bai / Standard Journal of Education and ... 2014 - researchgate.net  
To improve teaching and learning, it has become increasingly popular to use visualized tools for study. We try to find out the effect of mind mapping on teaching and learning considering the advantage of mind mapping. Although numerous research studies have  
50 Cited by 20 Related articles All 2 versions 00 [PDF] researchgate.net
- Theorizing and studying the language-teaching mind: Mapping research on language teacher cognition**  
A. Huns, D. Freeman, E. Richards / The Modern Language ... 2016 - Wiley Online Library  
The overarching project of the conceptual and empirical contributions in this special issue is to redraw boundaries for language teacher cognition research. Our aim in this final article is to complement the foregoing collection of articles by conceptualizing ontologically and  
50 Cited by 57 Related articles All 5 versions 00 [PDF] umich.edu

At the bottom right, there are links for 'Help', 'Privacy', and 'Terms'.

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- Alert query:** Green Computing
- Email:** prakashlemp0707@gmail.com
- Number of results:** Show up to 10 results

At the bottom, there is an 'Update results' button and a red 'CREATE ALERT' button.

# Ranked Journals

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☰ Google Scholar

📁 Top publications

Categories -		English -	
	Publication	h5_index	h5_rank
1	Nature	352	542
2	The New England Journal of Medicine	350	602
3	Science	345	497
4	The Lancet	273	417
5	Chemical Society reviews	255	366
6	Cell	248	366
7	Nature Communications	240	318
8	Chemical Reviews	239	373
9	Journal of the American Chemical Society	220	309
10	Advanced Materials	215	335
11	Proceedings of the National Academy of Sciences	220	291
12	Angewandte Chemie International Edition	213	295

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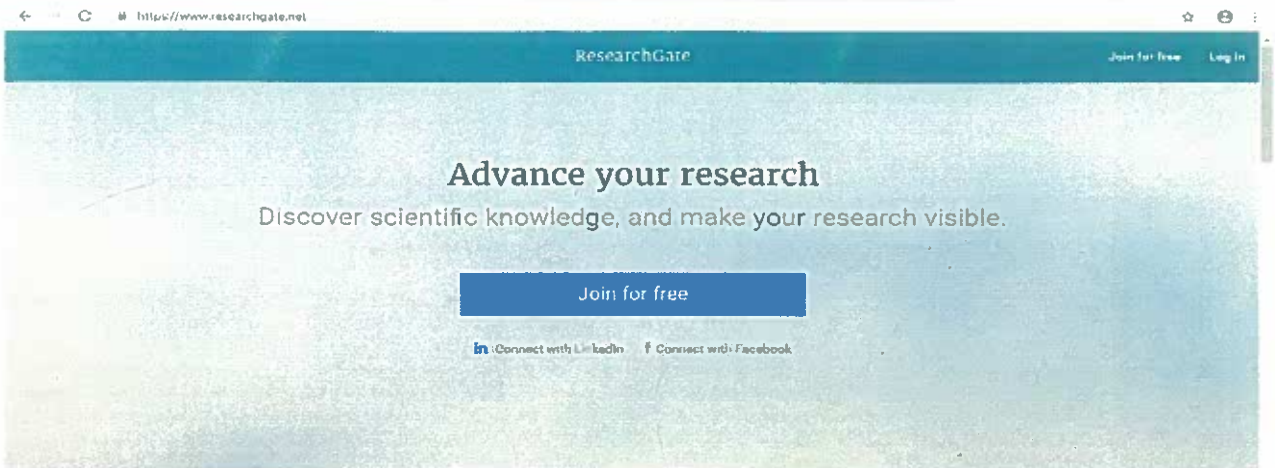
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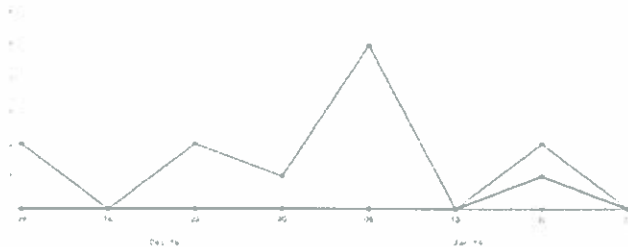
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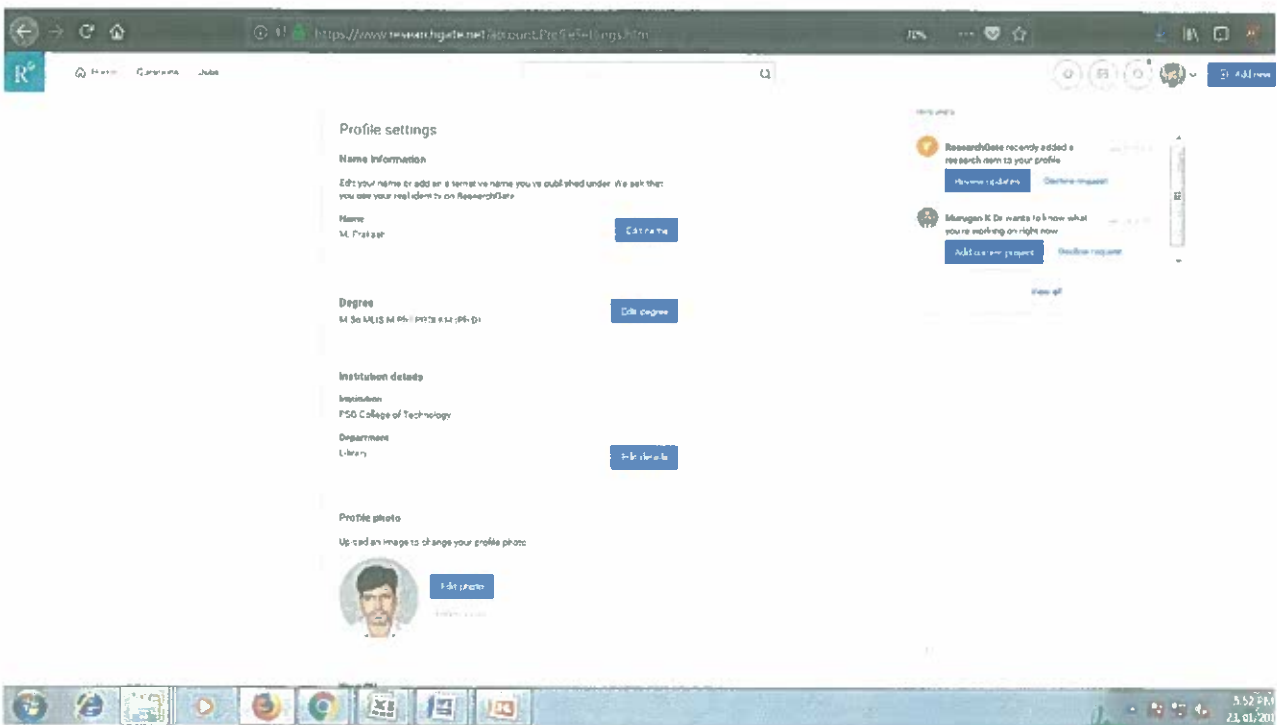
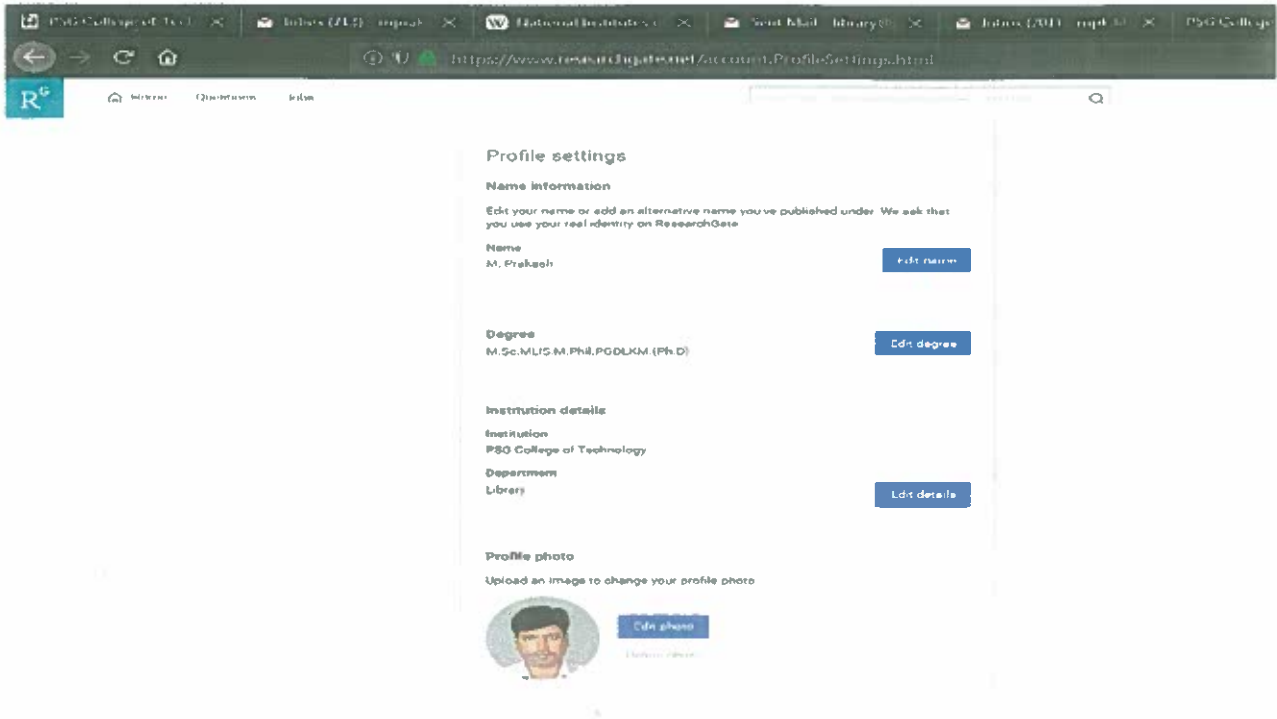
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Publication Trend in an Indian Journal and a Pakistan Journal: A Comparative Analysis using Scientometric Approach  
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Drupal as a Content Management System In Libraries: A Study ARUMUGAM J National Conference on Advancement in Library and Information Science	1	2015
Green and Sustainable Libraries V Radhakrishnan, J Arumugam Indian Journal of Science 21 (72), 247-251	1	2015
Salient Features of National Digital Library: An Overview AMJ Arumugam International Conference on Social Responsibility of Educational		2018
Indian Contribution to Artificial Intelligence Research: Scientometric Analysis ARUMUGAM J Recent Advances in Information Technology (RAIT 2018) 1 (1), 210-217		2018
Application of Total Quality Management in Academic Library		2018

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Dr. R. Balasubramani  
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**abdominal aortic aneurysms: a compa**  
 JH Leung, AR Wright, N Cheshire... - Biomedical  
 Background Abdominal aortic aneurysm (AAA) is a  
 rupture, if left untreated. Previous work has shown  
 determinant of AAA rupture. However, it is currentl  
 Cited by 152 Related articles All 18 versions C

[HTML] High levels of 18F-FDG uptake in  
**wall are associated with high wall stres**  
 XY Xu, A Borghi, A Nchimi, J Leung, P Gomez... -  
 BACKGROUND: Functional imaging using positron  
 increased metabolic activities in the aneurysm wall  
 studies using finite element analysis techniques for  
 Cited by 72 Related articles All 8 versions Cite

The treatment of Kawasaki syndrome v  
 ..., DR Fulton, AB Lewis, DYM Leung... - ... Engla  
 ... Venudhar Reddy, MD, Stephen P. Sanders, MD,  
 MD, David R. Fulton, MD, Alan B. Lewis, MD, Don  
 was categorized as nonvisualized, normal, or abno

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### Hindustani music: a tradition in transition

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 Deepak Raja - 2005 - துணுக்குக் காட்சி - மேலும் பதிப்புகள்  
 The Book Is Divided Into Six Parts, Which, Based On The Author S Vast  
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 பதிப்புகள்  
 Kudiat Teri Rang-Bh...

### Music Contexts: A Concise Dictionary of Hindustani Music

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 Hu, Jiah, Mao, Yang, Dwyer, Dagny, White, Kathy (2002)  
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Description of the national situation of cervical cancer screening in the member states of the European Union

Authors: A. Arista, G. Ronco

Journal: *European Journal of Cancer* (Oxford, England) 1989

Year: 2009


Volume: 45

Issue: 15

Pages: 2685-2708

Abstract: This report describes the national situation of cervical cancer screening in the member states of the European Union. There is a high diversity in the rates of screening and a wide range of methods.

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2013	1150
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2012	450
2013	280
2014	150
2015	120
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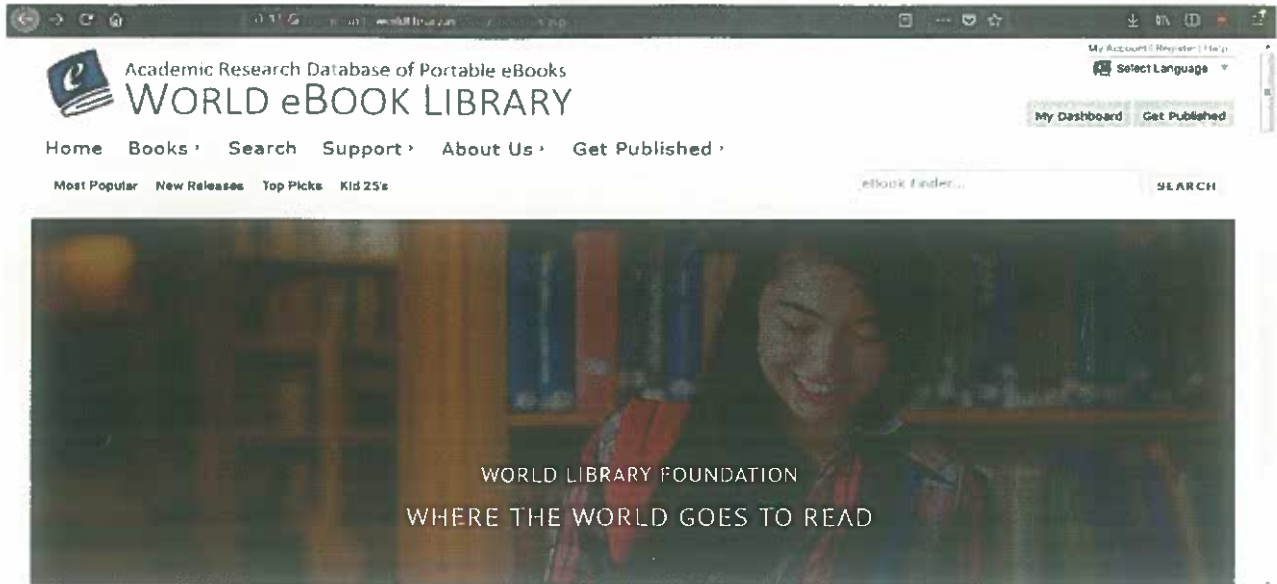


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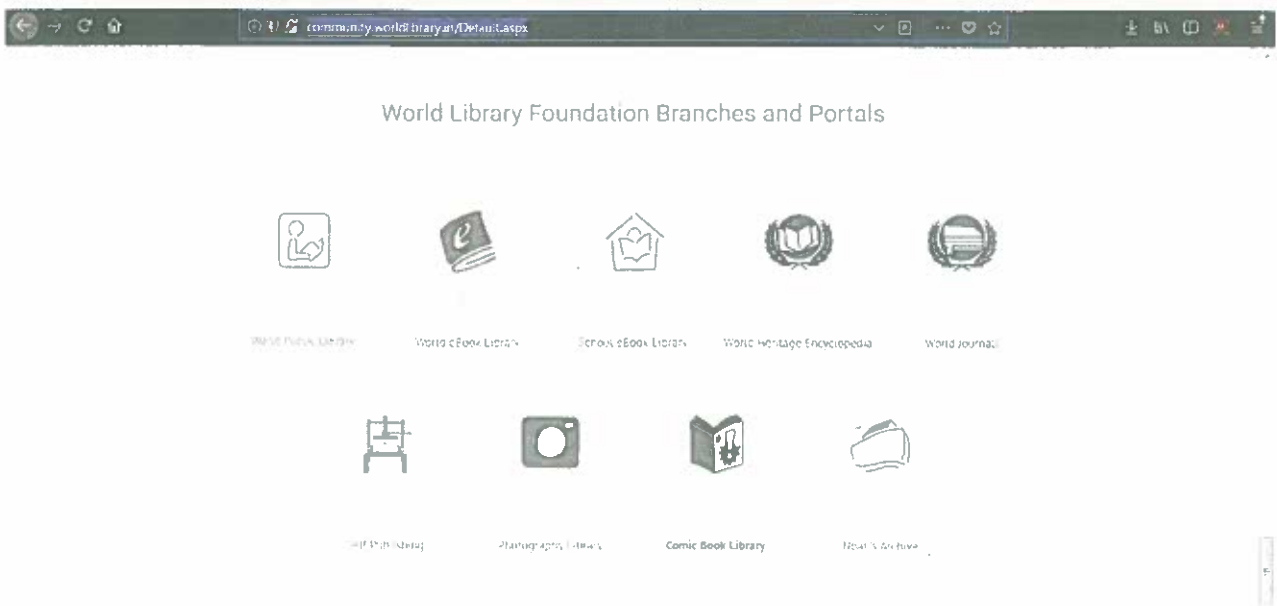
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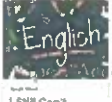
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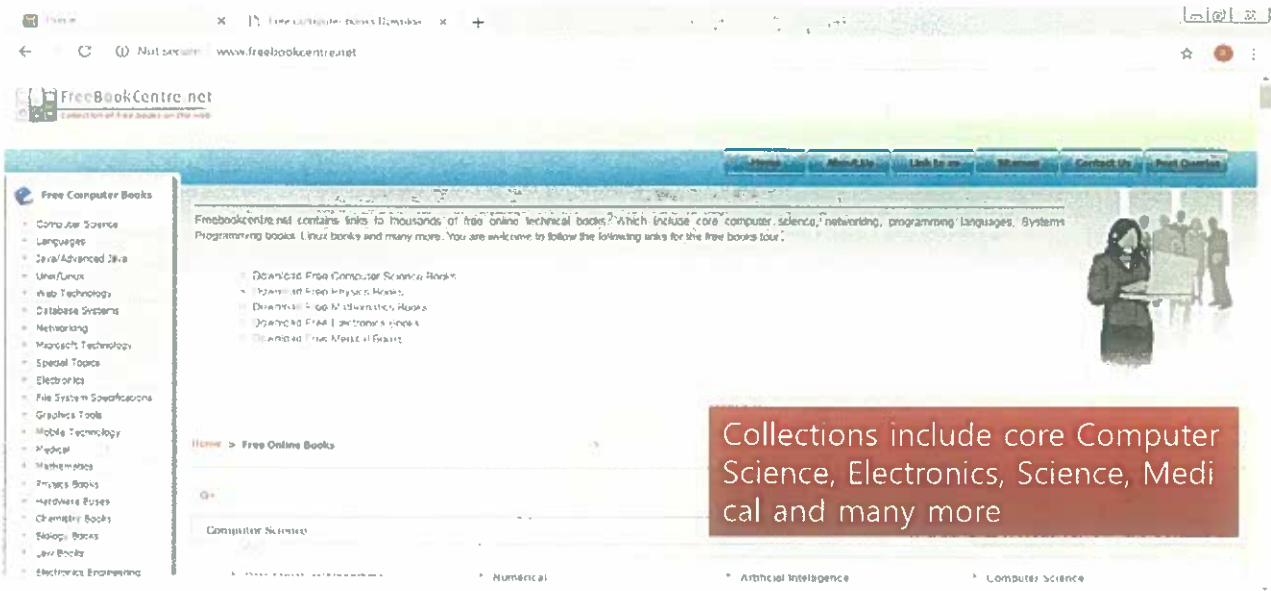
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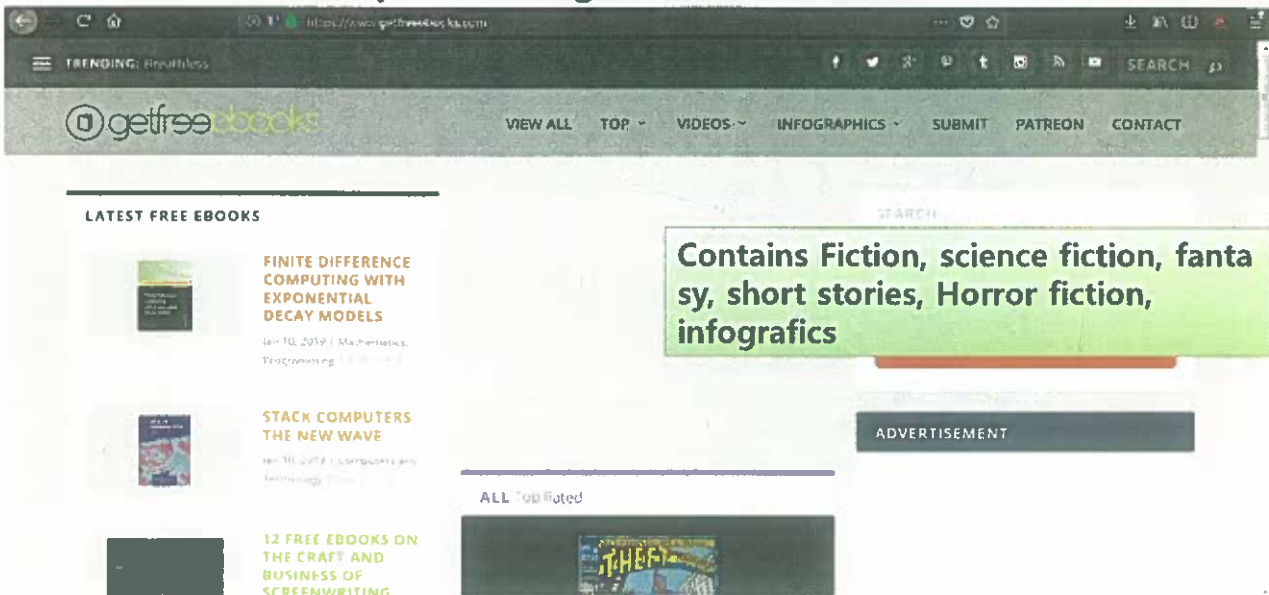
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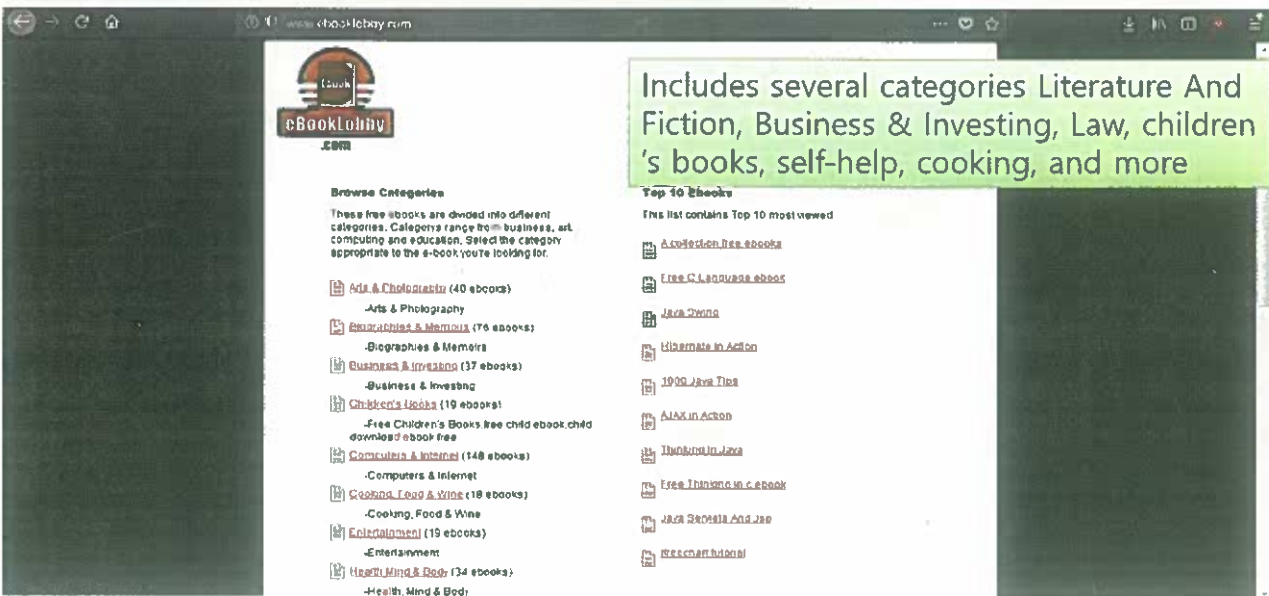


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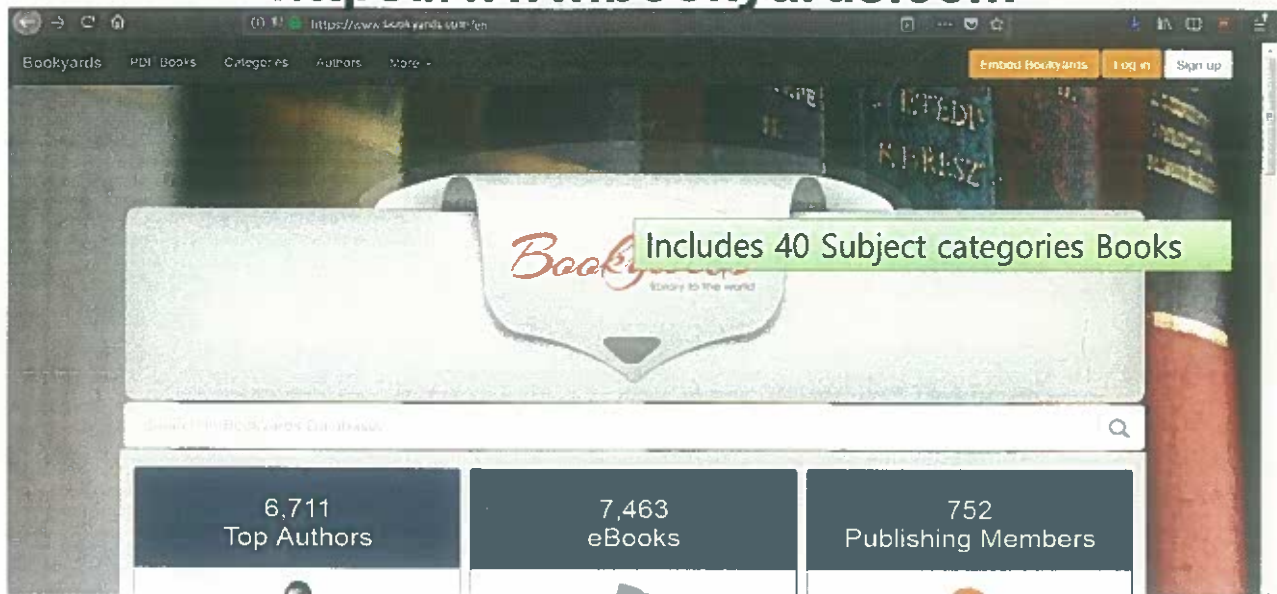
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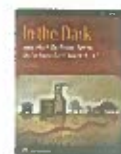
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- Published: Jul 16, 2008 Filed: Jan 4, 2008 Earliest Priority: Jul 16, 2008
- Cited Works: 0 Cited by: 1 Cites: 6
- Additional Info: Published
- Applicant: Redehose Axel, Thust Carmen, Lellek Gregor, Sturm Frank
- Patent Application: EP 1943923 A2 093-593-069-929-978

Slide For A Drawer In A Piece Of Furniture

- Published: Jul 16, 2008 Filed: Dec 20, 2007 Earliest Priority: Oct 22, 2006 Priority: Jul 16, 2008
- Cited Works: 0 Cited by: 0 Cites: 2
- Additional Info: Published

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*Improved Strategies for Dollar Spot Suppression Using Ferrous Sulfate.* Shelton, Camden Drake. Virginia Tech.

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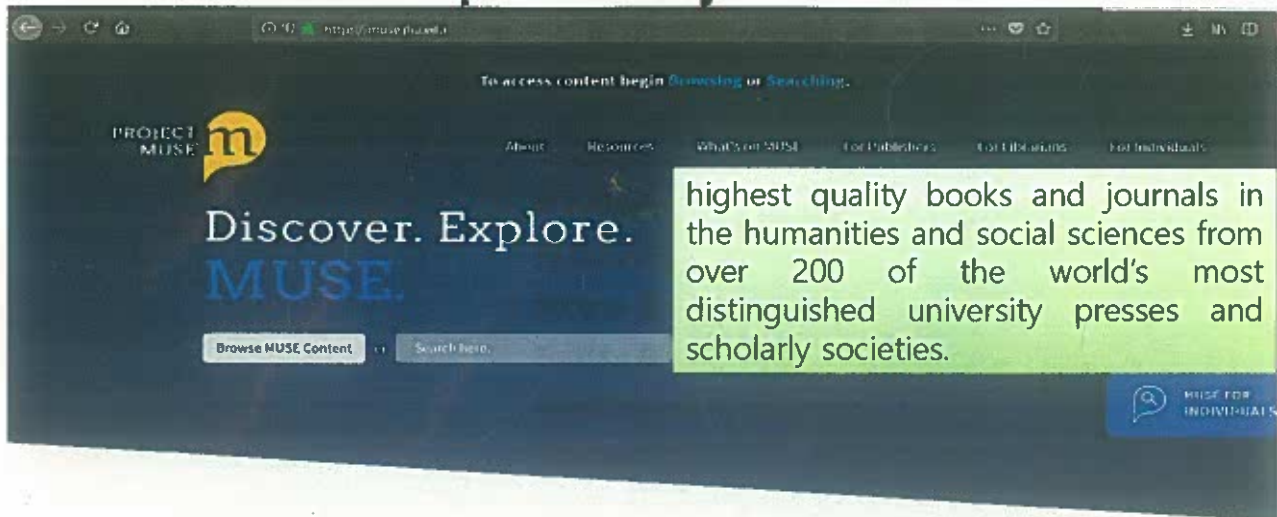


## Science.gov <https://www.science.gov/index.html>

A screenshot of the Science.gov website homepage. The browser address bar shows 'https://www.science.gov/index.html'. The page features the Science.gov logo with the tagline 'Your Gateway to U.S. Federal Science'. Navigation links for 'Home', 'About', and 'STEM Opportunities' are visible. A search bar is present with the placeholder text 'Enter Search Terms'. A purple callout box highlights the text: 'over 60 databases and over 2,200 scientific websites to provide users with access to more than 200 million pages'. Below the search bar, there are links for 'U.S. Federal Science Agencies' Public Access Plans' and 'How To Submit Research Papers to Funding Agencies'. At the bottom, it states 'Science.gov is governed by the interagency Science.gov Alliance. Participating agencies are:'.

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A banner for a webinar or conference. On the left, it features a dark background with a glowing pattern. The text is in white and yellow. On the right, there are several logos, including IEEE, ICFE, and others.

Home About

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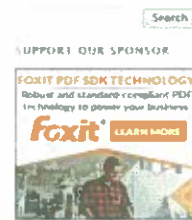
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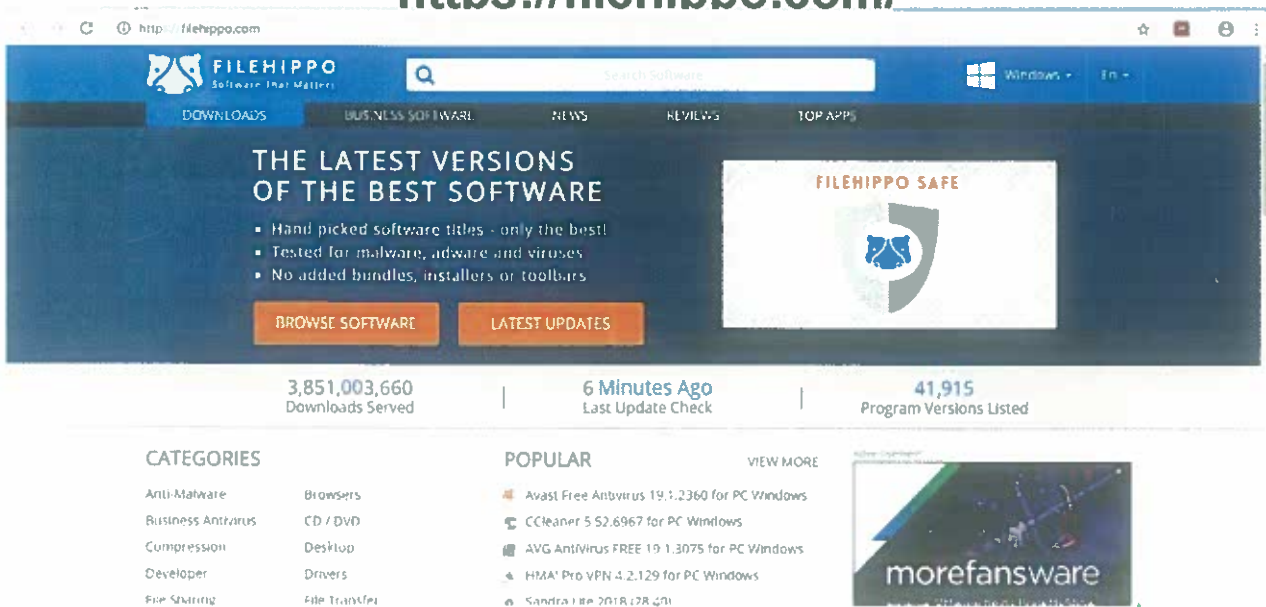
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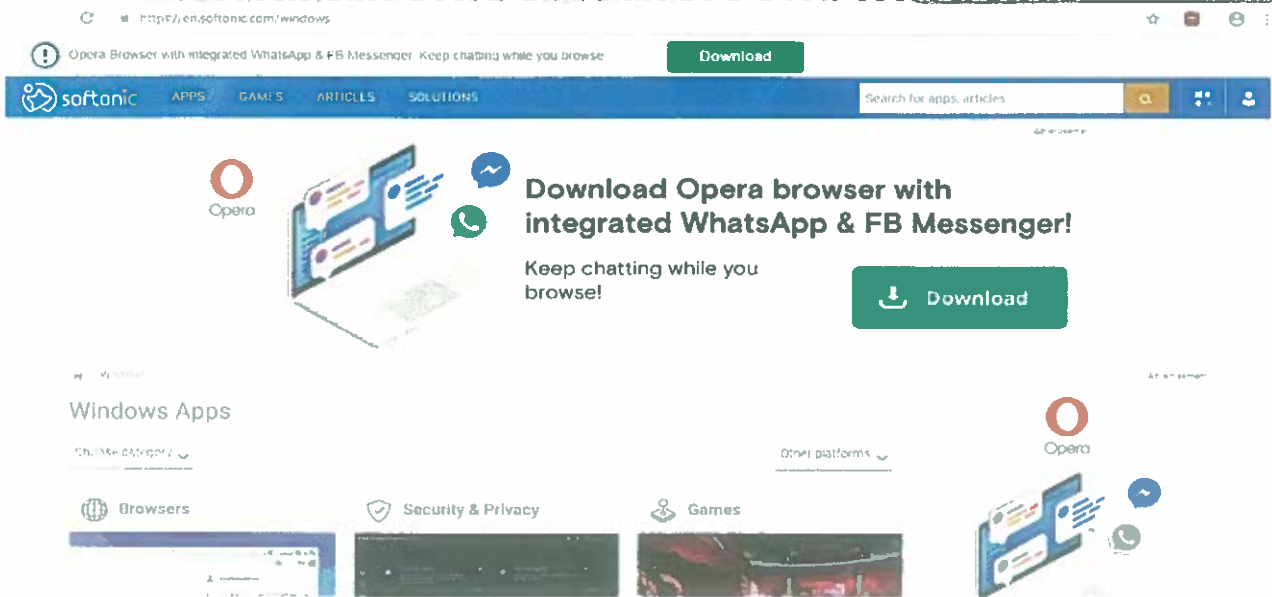
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## Open Coursewares

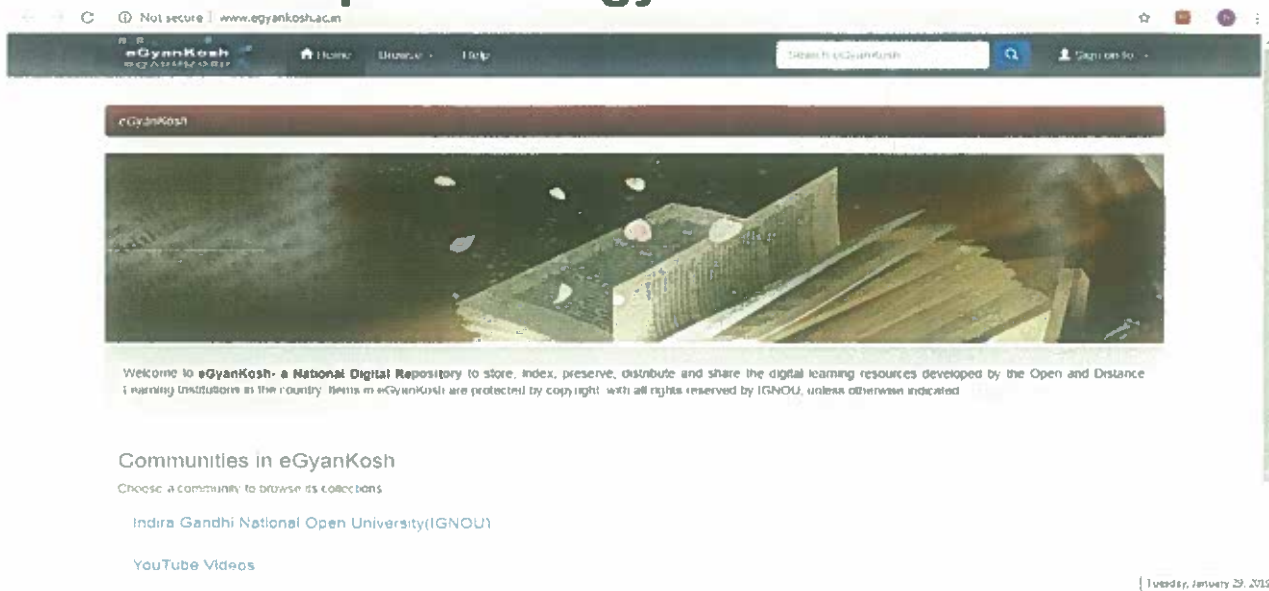
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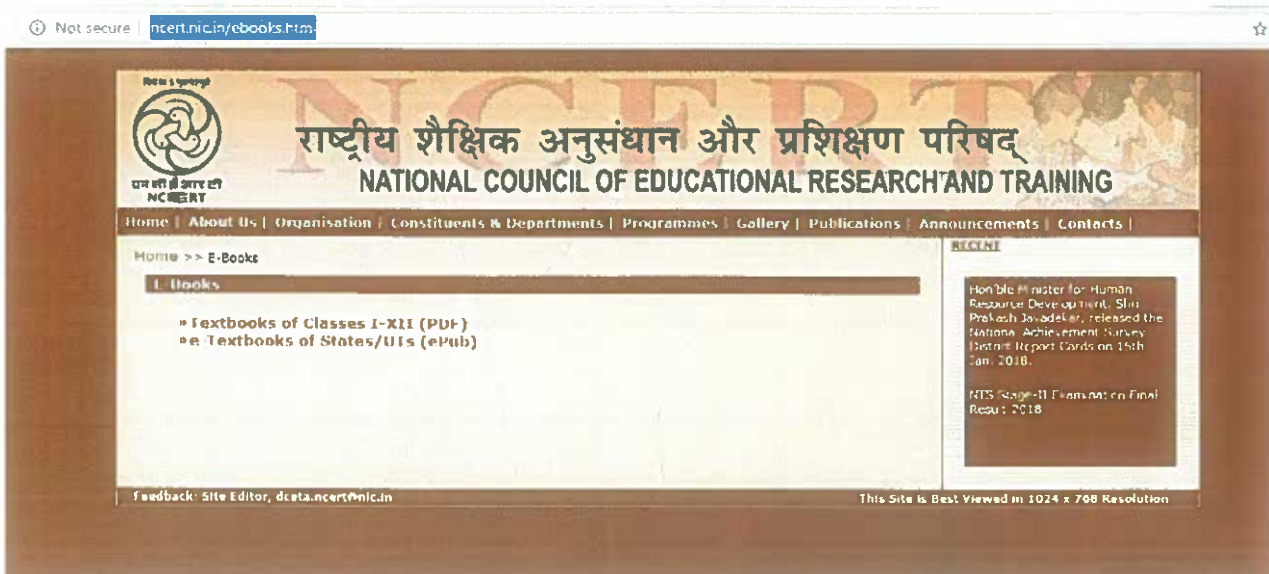
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## <http://www.egyankosh.ac.in/>



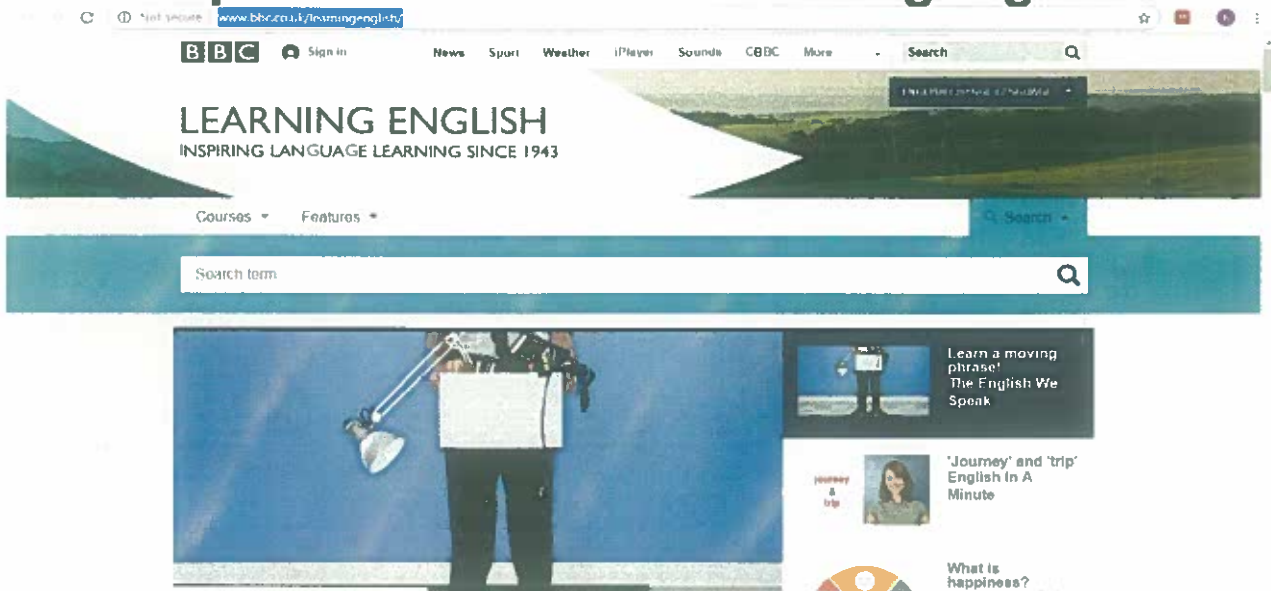
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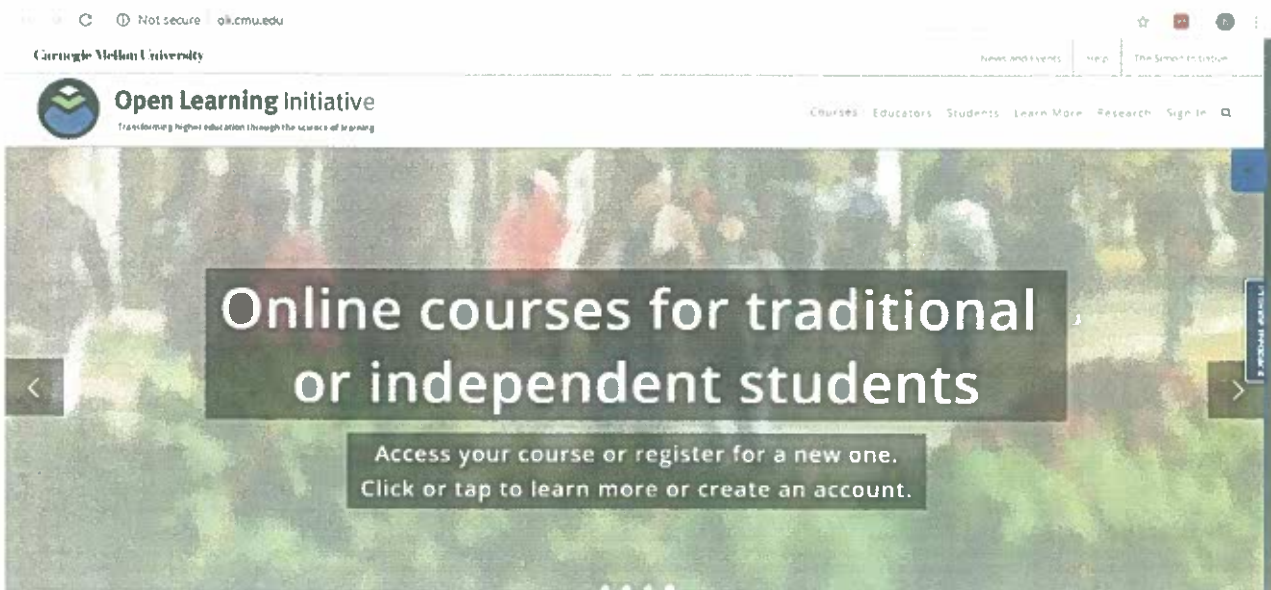


# BBC Learning English

<http://www.bbc.co.uk/learningenglish/>



## Open Learning Initiative



# MIT Open Courseware

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Thank You

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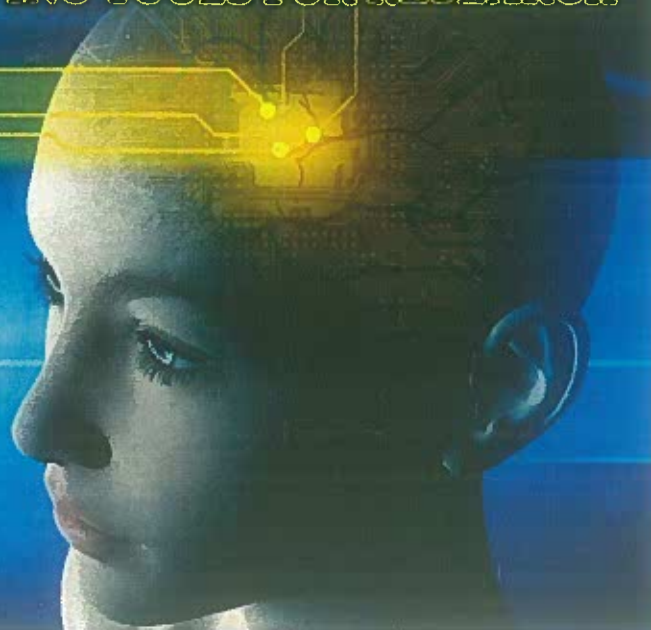


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## OPEN SOURCE MIND MAPPING TOOLS FOR RESEARCH

J ARUMUGAM  
LIBRARIAN  
PSC COLLEGE OF TECHNOLOGY  
COIMBATORE  
EMAIL: JACS1986TYL@GMAIL.COM  
CONTACT: 9965220665



## Introduction

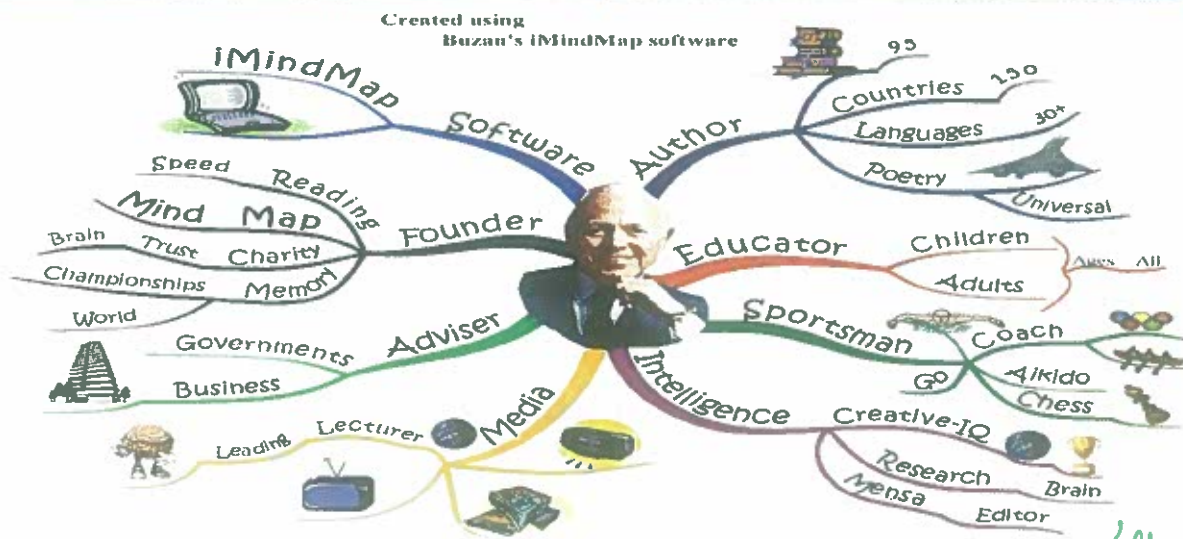
- **Mind Mapping** has one **key factor** to understand the **concept** of any research and furthermore **motivates** the researcher to think **creatively**, and **stimulates** to new ideas (Wang Cuiping, Hu Shi, Song Jia 2011).
- Mind mapping **assist the researcher to know the new concepts** better than traditional note taking and linear formats (Farrand et al. 2002).

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**“NORMAL LINEAR NOTE TAKING AND WRITING WILL PUT YOU INTO A SEMI-HYPNOTIC TRANCE, WHILE MIND MAPPING WILL GREATLY ENHANCE YOUR LEFT AND RIGHT BRAIN COGNITIVE SKILLS”**

**-TONY BUZAN**

# Tony Buzan

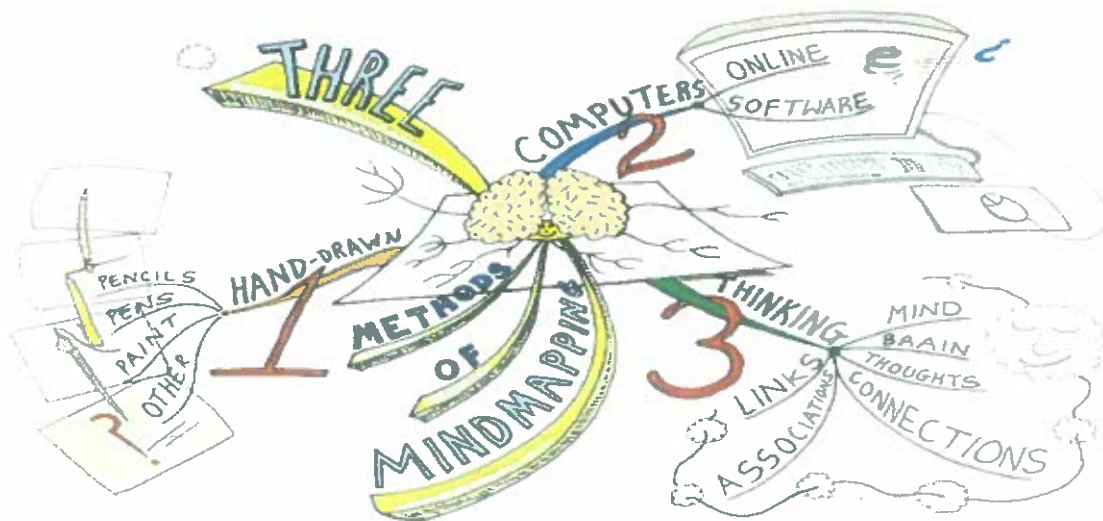


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## MIND MAP

- Mind mapping is defined as “an overview and summary of a **body of knowledge** that fuses **words and pictures together**”. Also known as spider diagram.
- Mind maps consist of a **central image** from which **multiple, color-coded arms** extend featuring labels with **additional, related notes and information**.
- According to Inspiration Software Inc. Mind Map is a **visual representation of hierarchical information** that includes a **central idea** surrounded by **connected branches of associated topics**.

## Three Methods



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## Features & Benefits

Helps to see the ideas as a bigger picture

Improve memory retention

Stimulates the imagination

Improves problem solving skills

Helps clarify goals

Saves significant time of the researcher

Broaden the idea



## Suggestion and steps to create mind maps by Tony buzan

• Researcher has to **start in the center** with an image of the topic, using at least 3 colors.

• **Images, symbols, codes, and dimensions** have to be used in the mind map.

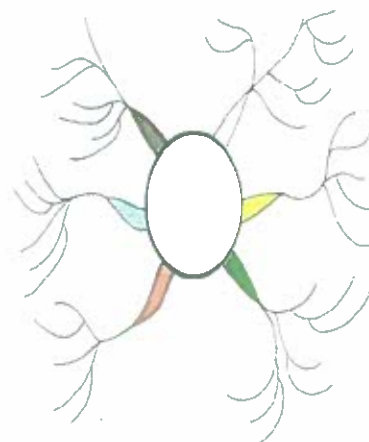
• **The lines should be connected, when starting from the central image.**  
• The lines become narrow as they radiate out from the center.

• **Line should be same length** as the word/image they support.

• **Different colors to be used throughout the mind map.** for visual stimulation and also for encoding or grouping.

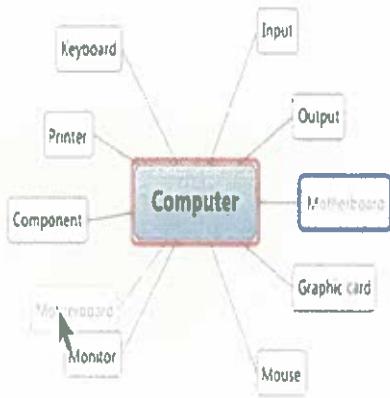
• **Own perception to be evolved** as style of mind mapping.

• A clear mind map by using **radial hierarchy or outlines to embrace all branches.**

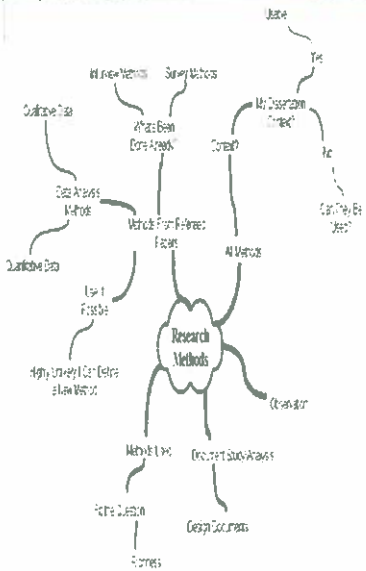
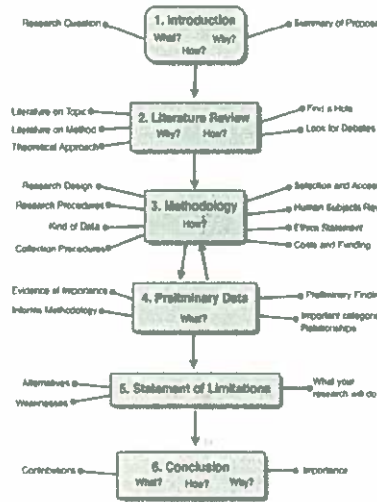


  
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# Few Examples



Research Proposal Flow Chart



# Few Examples



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## Mind Mapping & Researcher



Mind map help the researcher to think and remember better, to creatively resolve problems and precede the research.



The Mind maps provides imagination and flexibility. It helps researcher to think outside the box.



Mind mapping can be used as a highly productive and multi skilled research management tool



## Advantages of Mind Mapping software

Mind Map can be flexibly altered and transfigure at any time.

By using links can be reached to internet or other files.

Filtering options makes Mind Maps more flexible.

Diagram can be exported to other extension formats.

For each branch in the diagram elaborated by text memos

## Limitations



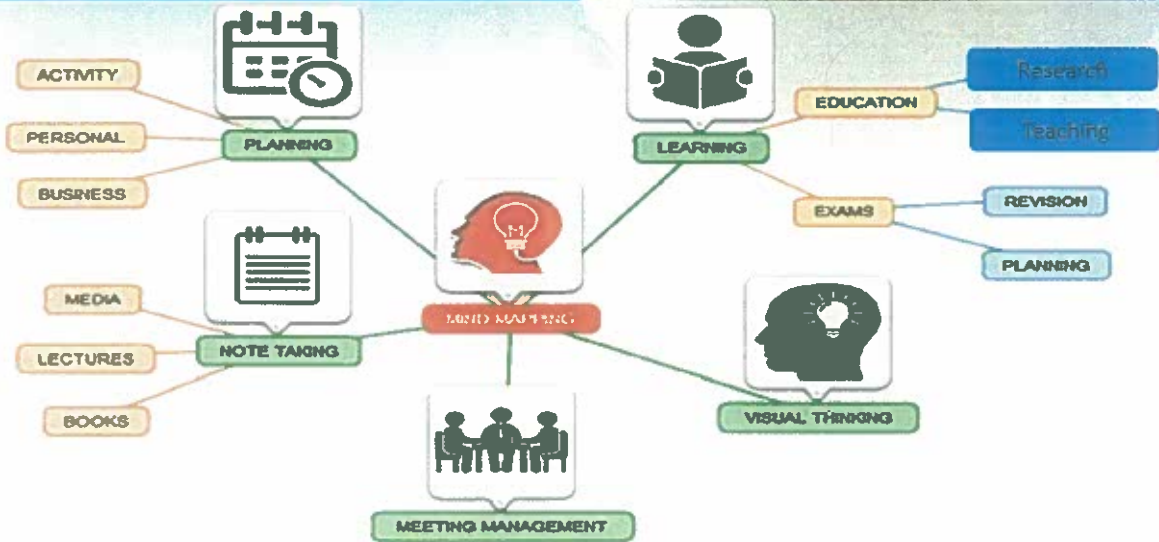
Complex is use more than two branches in traditional method

An Individual mind map **may be** so personal it could be difficult for others to understand

One should redraw the map if you want to change some branches or sub-topics after the evaluation.

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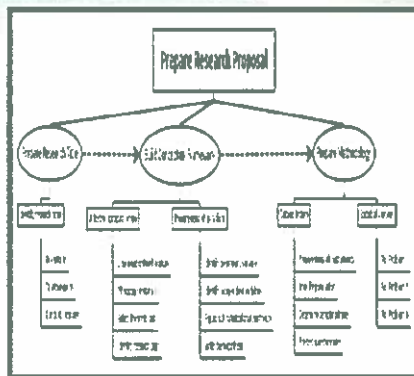
# Applications



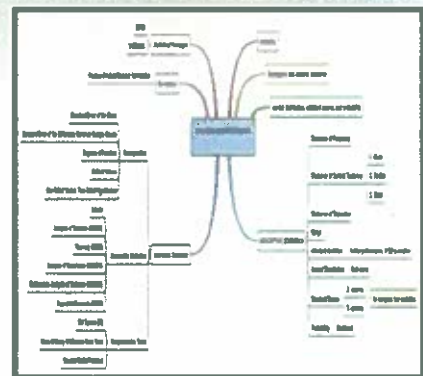
# Applications Cont..

Planning (Crowe, Michael & Sheppard, Lorraine. 2012)

- Research Plan
- Protocol Plan
- Proposal Plan
- Sampling technique
- Ethical matters
- Strategic planning
- Data collection
- Report findings



Research Proposal



DATA analysis

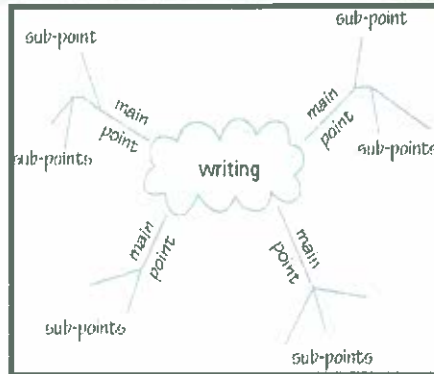
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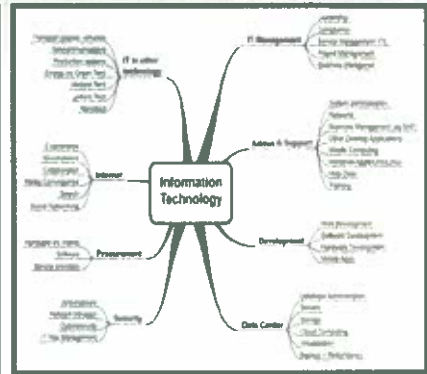
# Applications Cont..

## Writing (Shamma Al Naqbi 2011)

- Blog Post ideas
- Article
- Presentation
- Books
- Reports



Mind mapping in writing article

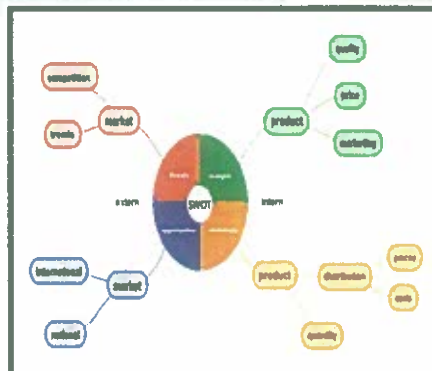


Mind mapping in writing Essay

# Applications Cont..

## Analysis (V. Kokotovich, 2009)


- SWOT analysis
- Cause effect analysis
- Process improvement



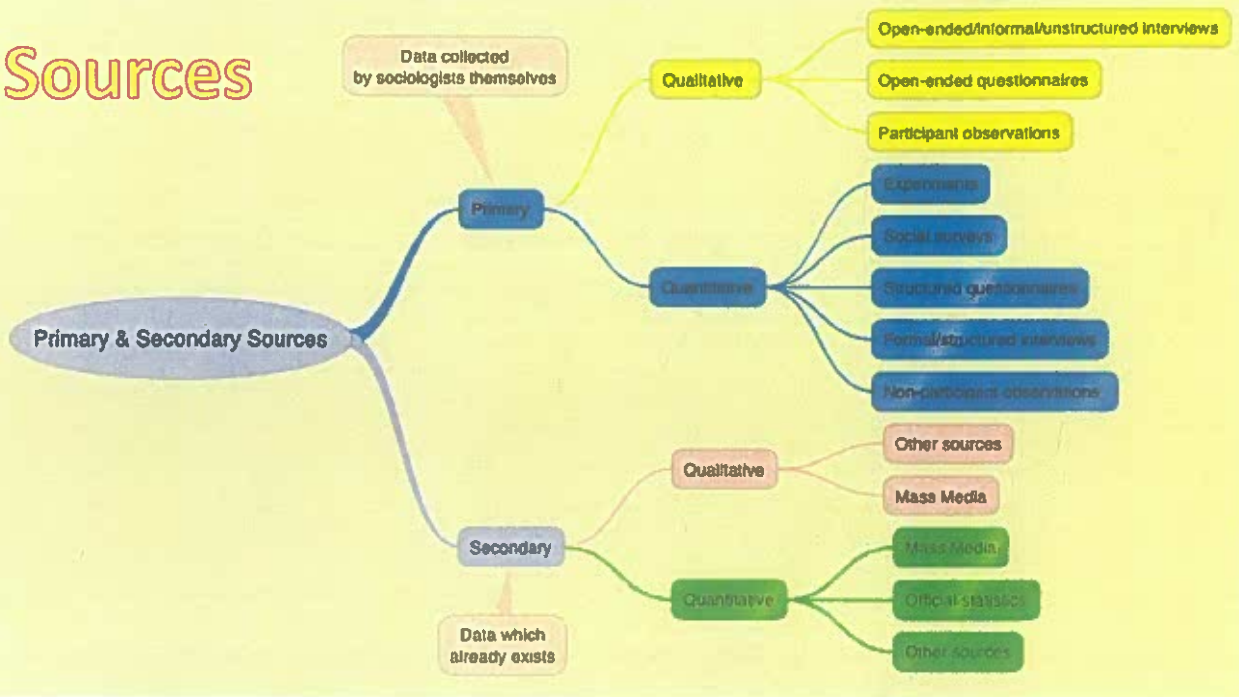
SWOT analysis



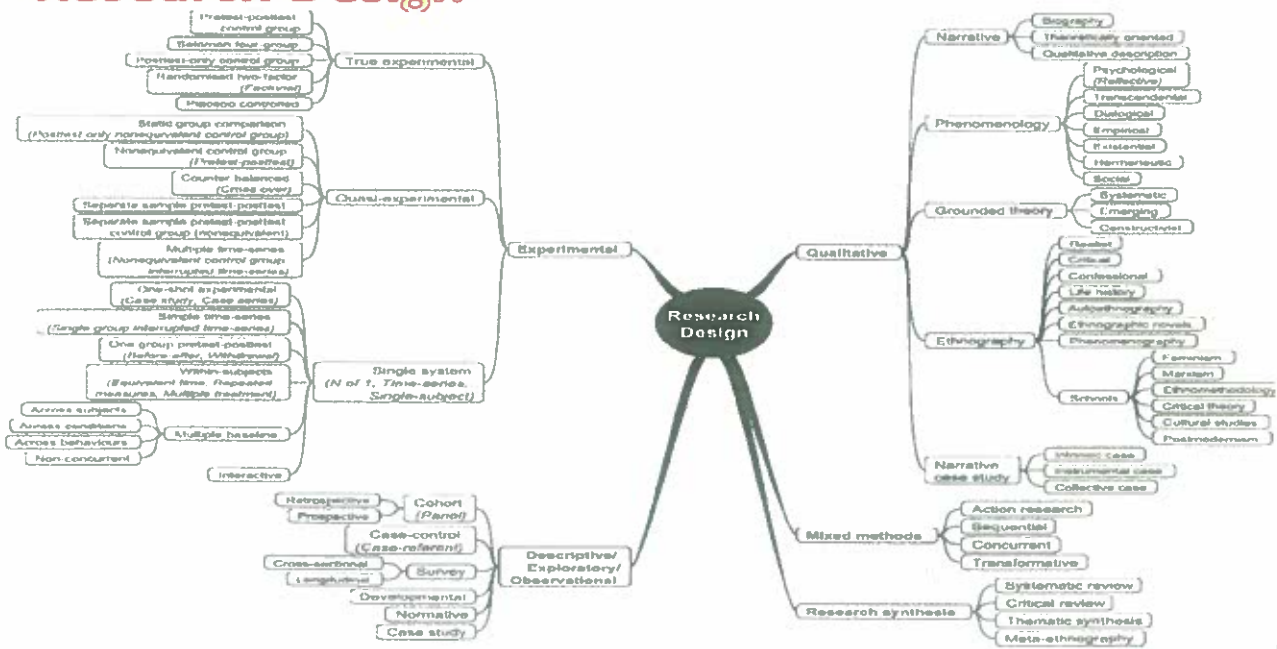
Process Improvement

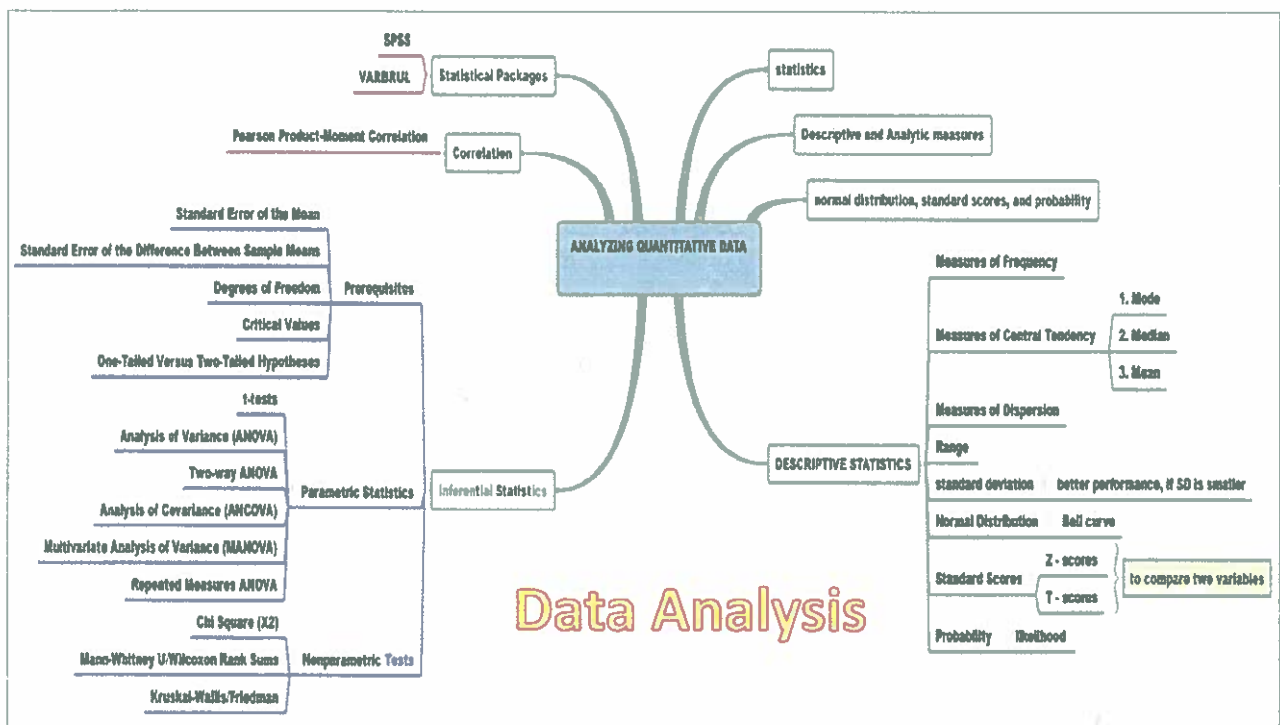
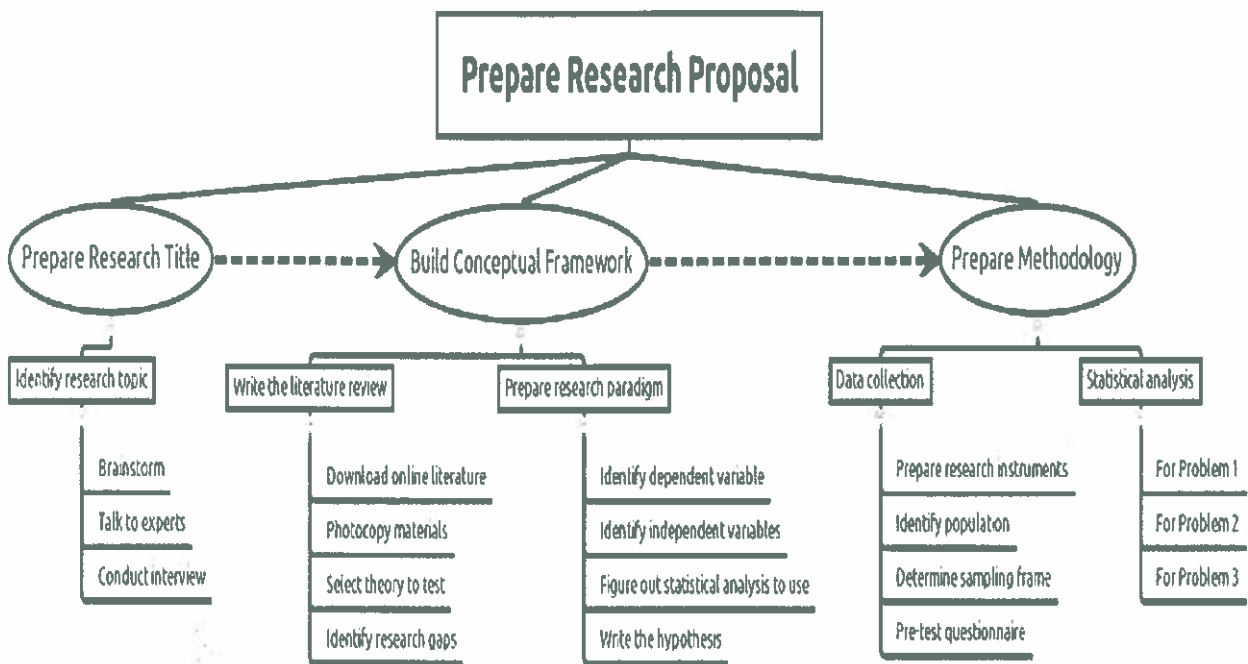
  
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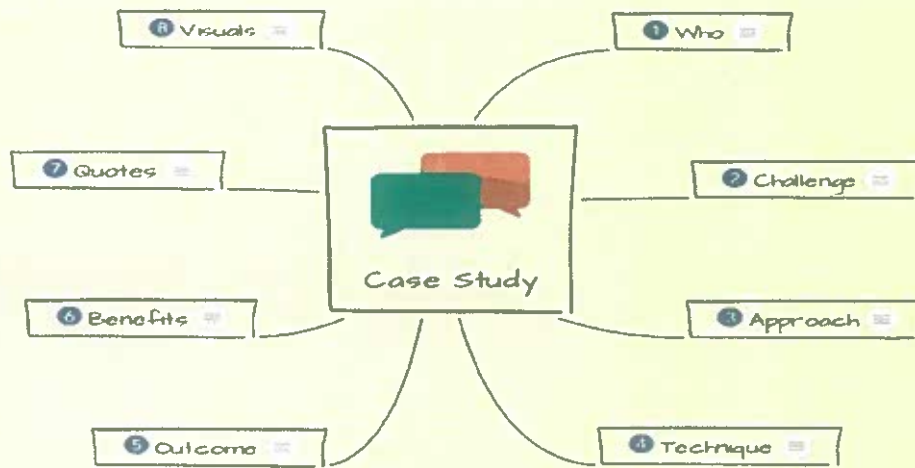
# Research Design







# Case Study



## Open Source Tools

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## Freemind



- ❖ allow the researcher to edit hierarchical set of ideas on all sides of central concept.
- ❖ It can run on three OS such as PC, MAC and Linux.
- ❖ Written in java.
- ❖ the non-linear approach assists in research plan new outlines and projects as ideas are added around the mind map.

> It is desktop version consist of features like Drag and drop documents,

> freedom to arrange icons,

> Making link between Map and to illustrate concepts,

> In group projects it helps to draw dialogue maps to display links between everyone's ideas in group projects.

> Keyword tagging, Create issue/problem templates, assist to organize large amounts of information



**Freeplane** is free tool consists more features like Export to PNG, JPEG, SVG,

Find / Replace,

run from a USB flash drive,

Paste HTML as node structure,

Outline mode,

Spell checker.



**CmapTools** is a concept mapping platform designed by the Florida Institute.

It helps the researcher to easily create graphical nodes representing concepts, and also helps to connect nodes using lines and linking words to form clusters that represent knowledge of a topic.

This platform has been used in research labs and classrooms.



**Mindmeister** is one of the another web platform

consist of number of powerful benefits that let researchers collaborate and brainstorm online,

plan research projects,

to develop research strategies,

create dynamic presentations and utilize the countless benefits of mind maps for the research.



**Coggle** is open source mind mapping web application.

It resembles like other platform produce hierarchically structured documents, like a branching tree.

Editors of this platforms are either linear (text document), or tabular (spreadsheet) document formats.



**Gliffy** is one of the web based diagram software assist to create professional looking flowcharts, diagrams, floor plans and technical drawings.



**Qiqqa** is a open source multiple platform consist of reference management tools, citation management tool and mind mapping tools allows researchers to work with thousands of PDFs.

It can operating on microsoft word 2003,2007, 2010.

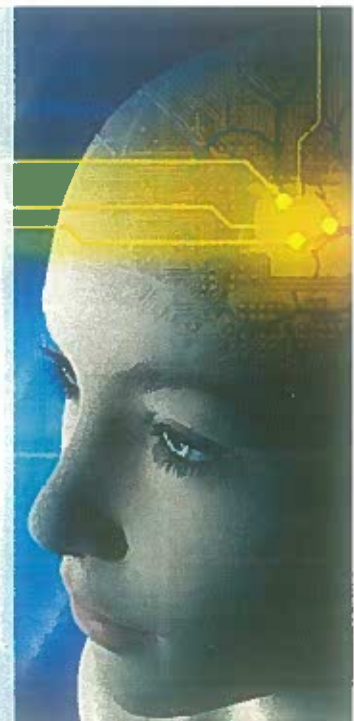
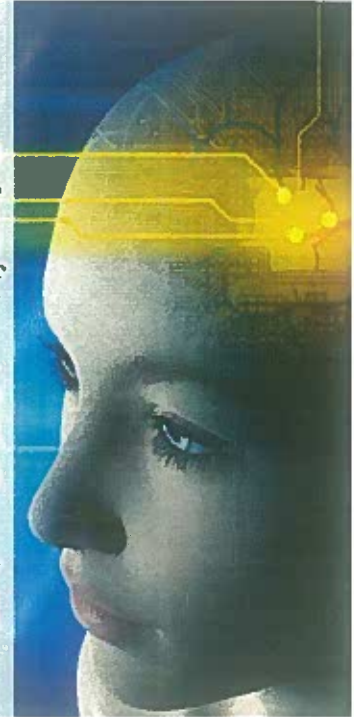


## CONCLUSION

Mind mapping software have considerable advantages as a single tool to **plan, monitor and control single or multiples research projects** from the initial plan to completion of research project.

Mind mapping is a great tool for **planning, brainstorming, meeting notes, problem solving, project management, action plans and communication.**

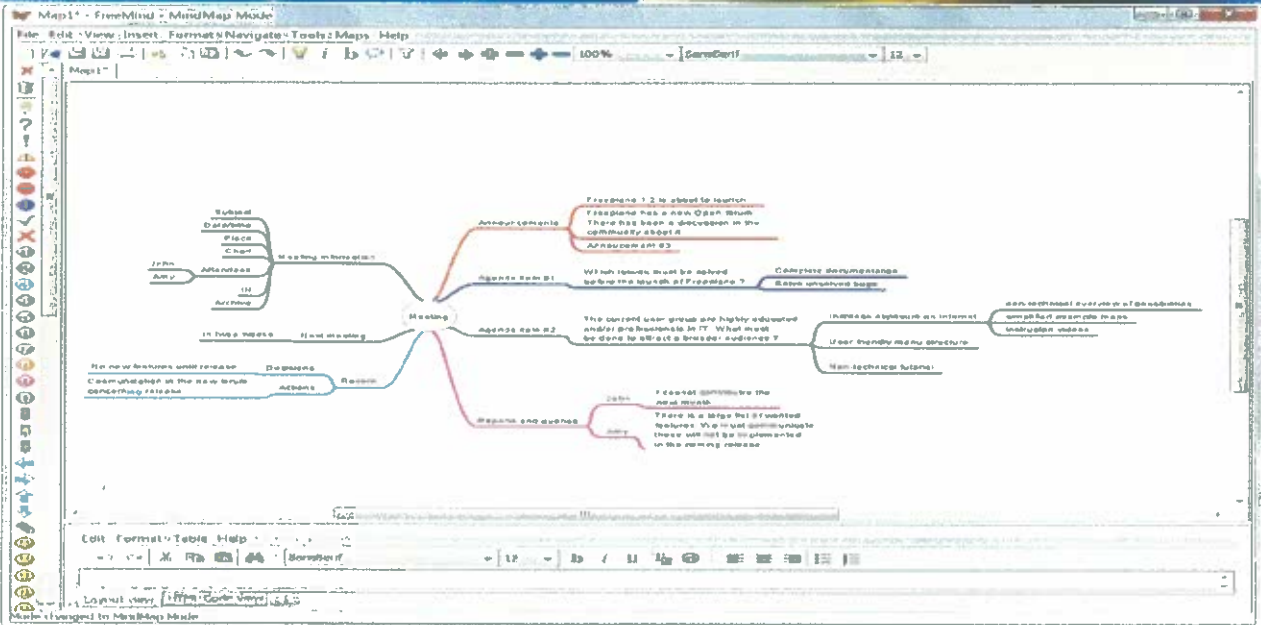
Mind mapping software platforms are **highly accepted and useful for researchers** as well as project managers.



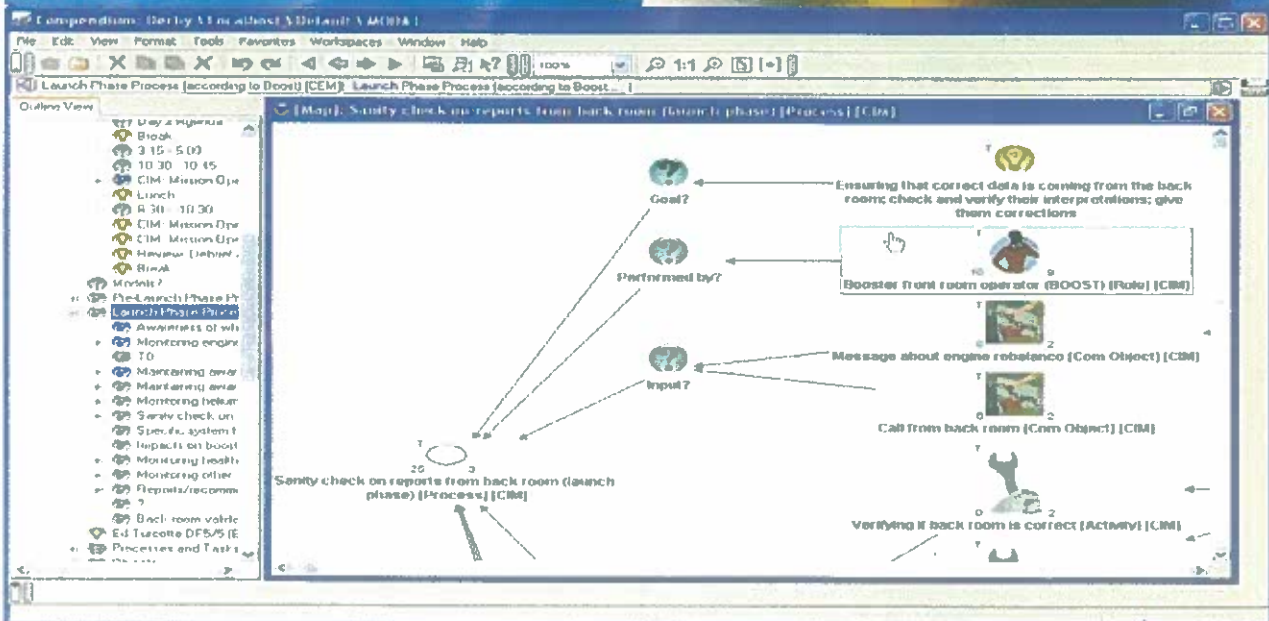
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# Freemind



# Compendium

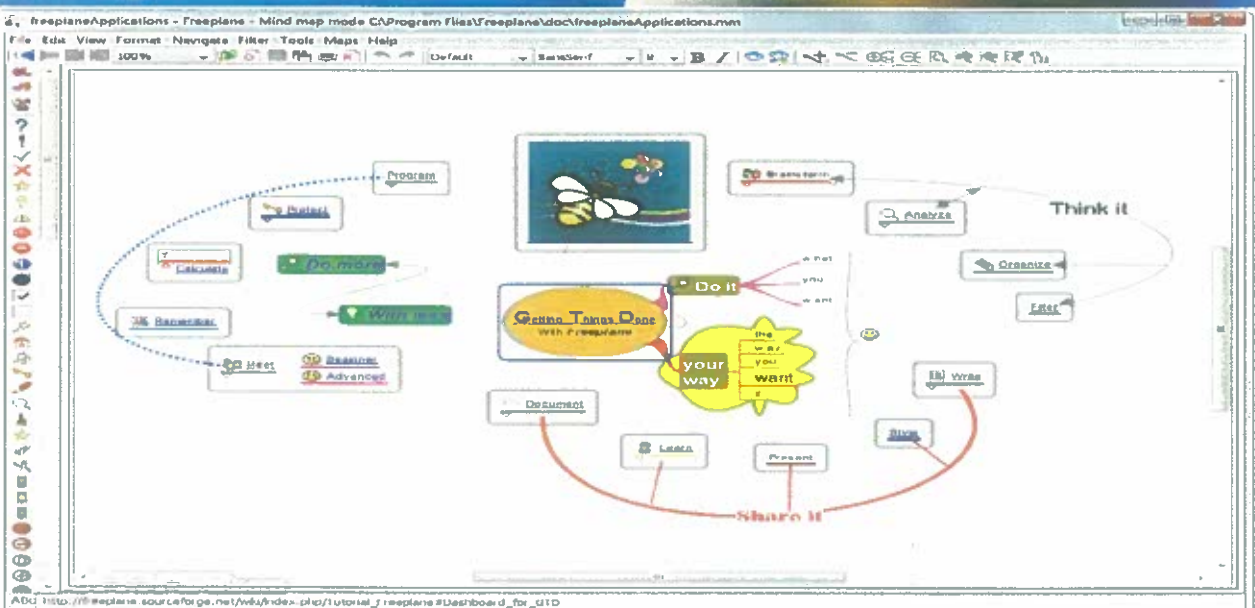


# Mindmeister

A Place for Your Ideas



# Freeplane



# EmapTools

My Cmaps

- Conference
- 6th Concept Mapping Conference
- Centaur rocket system
- CmapTools for iPad Help
- Theory Underlying Concept Maps
- Cup Wall
- EmapTools for iPad Help Website
- IITM CmapTools Website
- Joseph Nuvak Key Ideas Underlying Concept

CmapTools for iPad Help

1. Selecting a Concept or Linking Word  
 2. Tapping the Connection Icon  
 3. Tapping again on the background, a Concept, or a Linking Word

Tap on the concepts with icons to display lists of Help videos on the various topics

# Gliffy

gliffy File Edit Share Help My Documents Send Feedback

Feedback, v1

```

    graph TD
      Start([Feedback form gets submitted into ZenDesk]) --> D1{Good Feedback?}
      Start --> D2{Bug Report?}
      Start --> D3{Bad Feedback?}
      Start --> D4{Feature Request?}
      D1 --> End1[ ]
      D2 -- YES --> B1[Able to report?]
      B1 -- YES --> End2[ ]
      B1 -- NO --> D3
      D3 -- YES --> B2[Is feedback actually feature request?]
      B2 -- YES --> D4
      B2 -- NO --> End3[ ]
      D4 -- YES --> B3[Existing feature?]
      B3 -- YES --> End4[ ]
      B3 -- NO --> End5[ ]
  
```

# REFERENCE MANAGEMENT TOOLS

## MENDELEY

**J ARUMUGAM**  
**LIBRARIAN**  
**PSG COLLEGE OF TECHNOLOGY**  
**COIMBATORE**  
9965220665  
**JACS1986TVL@GMAIL.COM**



# MENDELEY

**Reference Management Software**

# INTRODUCTION

❖ When students, researchers, scientists have to write term papers, research reports or journal articles, often need to refer to the **information, evidence or research of other writers**. They are required to give **in-text citations, references**. They are also required to prepare **Bibliographies**.

❖ Citations indicates where **already existing sources of information have been used**.

❖ The norms and ethics of scholarly writing or research reporting require that the sources of information which are being consulted **must be acknowledged**.

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Tools

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# ACKNOWLEDGING YOUR SOURCES

❖ There are various reasons why the students, researchers on scientists must acknowledge the sources which they consult.

❖ One can substitute what one say by Citing the **original sources**.

❖ **Due credit must be given to the sources of an idea or fact**.

❖ **To permit the reader to trace the sources of an idea or fact to its origin**

❖ **To avoid plagiarism**

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## IN-TEXT CITATIONS

- An in-text citations consist of **author surnames and the publication date of the source** (in brackets), with in the body of the essay or report. It is **inserted directly after the information being sourced** from the scientific literature .

For example

- A study conducted by **Rajesh and Ravi (2010)**
- Alternatively when stressing a particular authors ideas author names can become the subject of the sentence with the date only following in brackets,;
  - **Rajesh and Ravi (2010)** have advocated...

## REFERENCES VS BIBLIOGRAPHIES VS CITATIONS

### Citation

"citation" is the **brief, often parenthetical information** in the body of a work/paper/article **that refers the reader to the complete reference information** in your "reference" list at the end of the paper.

### References

A mention or citation of a source of information in a book or article.

(References contain source of material like quotes or texts, which has been actually used when writing an essay or book.)

### Bibliographies

Bibliography is listing all the materials that have been consulted while writing an essay or a book.

(A bibliography will contain all research materials, including books, magazines, periodicals, websites and scientific papers, which you have referred.)

## REFERENCE MANAGEMENT SOFTWARE

Reference management software is that simply the process of reference management by allowing the user to **collect, store and organize reference, insert citations at the appropriate place in the body of the manuscript,** and generate a list of the references in an **appropriate format of bibliographic styles.**

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## NEED OF REFERENCE MANAGEMENT TOOLS

To organize and tag citations & documents

To create instant bibliographies in standard formats.

To create personal citation database of articles on your topics.

To share your database of citations/articles with others.

To format papers with in-text citations and bibliographies in standard formats.

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# FUNCTIONS OF REFERENCE MANAGEMENT TOOLS

Storing and managing references

Creating bibliographies

Searching and retrieving references from online

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# COMMERCIAL REFERENCE MANAGEMENT TOOLS

EndNote  
(Clarivate Analytics)

Reference Manager  
(Thomson Reuters)

ProCite  
(Thomson Reuters)

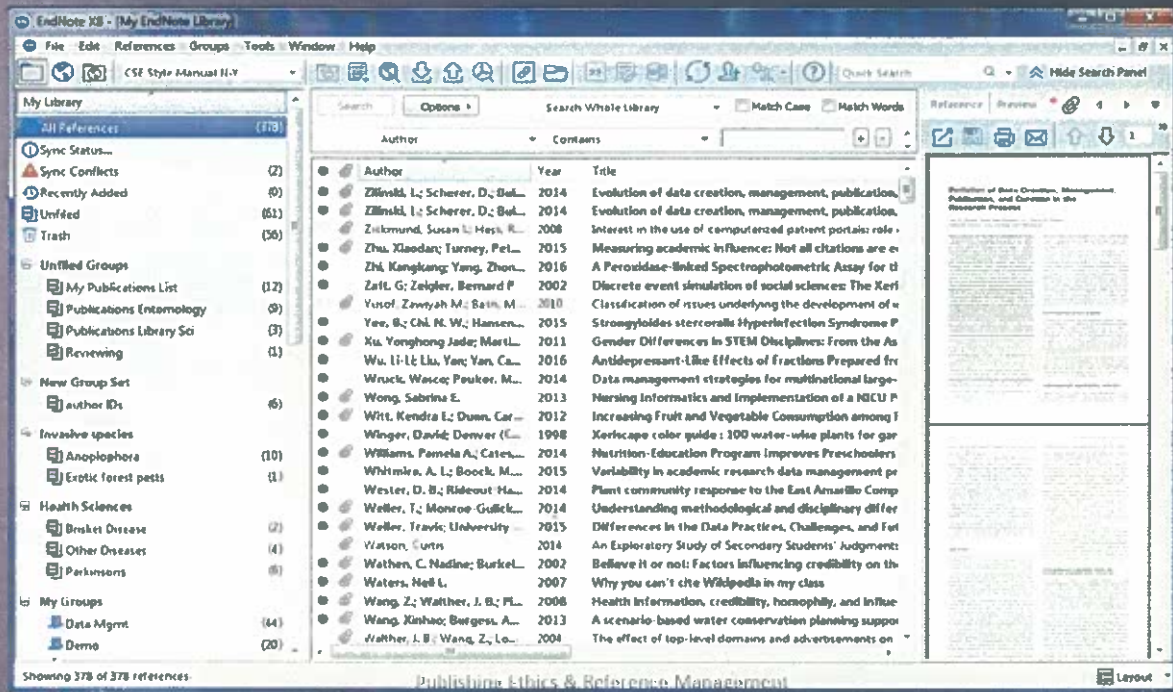
RefWorks  
(Proquest)

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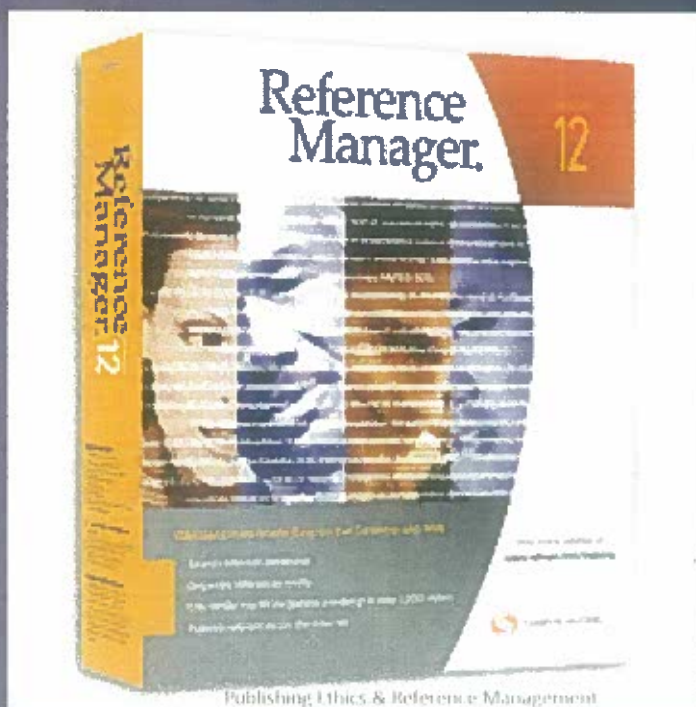
# ENDNOTE



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# REFERENCE MANAGER

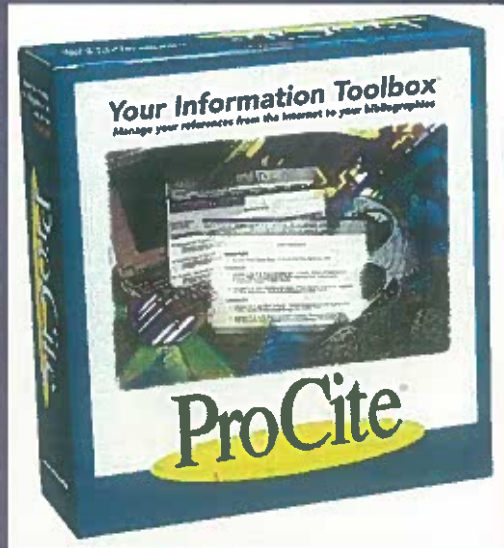


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# PROCITE



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# REFWORKS

A screenshot of the RefWorks website's login page. The browser's address bar shows "https://refworks.proquest.com". The page has a blue and white color scheme. At the top left is the ProQuest RefWorks logo. To the right are links for "Log in", "For Researchers", "For Institutions", and "Language(s)". The main heading is "Making research easier" in a large, white, sans-serif font. Below it, the text "Sign in to use RefWorks" is displayed. There is a white text input field with the placeholder text "Enter your email address". Below the input field is a blue button labeled "Next". Underneath the button are two links: "Create account" and "Login with your institution's credentials". The background of the page is a blurred image of a person looking at a laptop screen. At the bottom of the page, there is a dark grey footer with the ProQuest logo on the left and navigation links on the right: "About Us", "Contact Us", "ProQuest Products", and "Privacy Policy".

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# Open Sources Software (OSS)

- ❖ OSS means any computer software whose source code is either in the public domain or more commonly is copyrighted by one or more persons and distributed under an open source license such as the GNU (General Public License)
- ❖ This permits users to use, change, and improve the software, and to redistribute it in modified or unmodified forms.
- ❖ It is very often developed in a public, collaborative manner.

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## OSS \_ Reference Management Softwares

Mendeley (Elsevier)

JabRef (refbase developers)

Zotero (Roy Rosenzweig Center)

Aigaion (Aigaion developers)

Wikindx (Mark Grimshaw)

Referencer (Referencer developers)

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# ZOTERO

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# CONNOTEA

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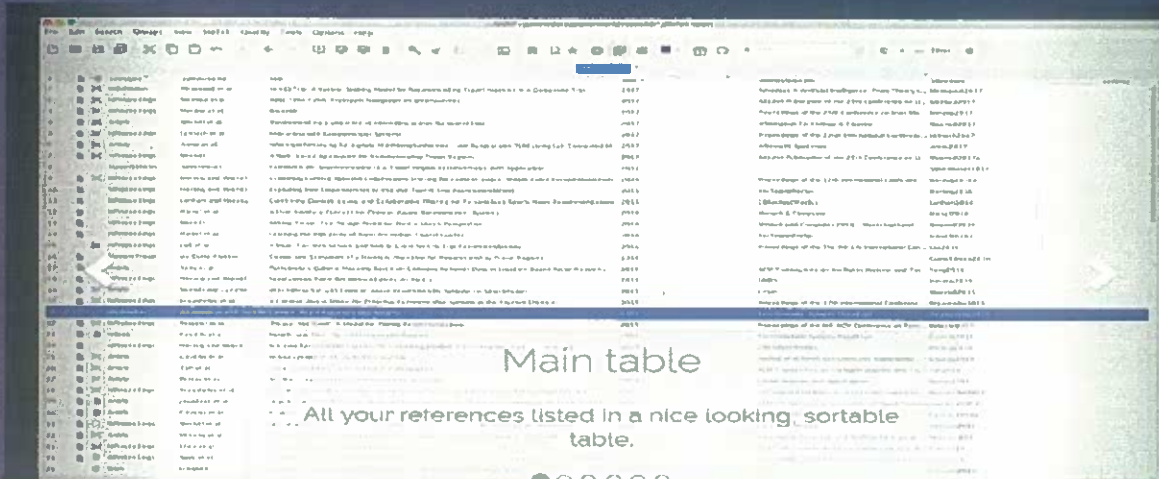
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Tools

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# JabRef

FEATURES DOWNLOADS HELP DONATIONS JAVA BY COMPARISON RESOURCES CONTRIBUTE FORUM

## JabRef release v4.1



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# CITEULIKE

**citeulike**

[Browse](#) | [FAQ](#) | [Log in](#)

Search citeulike

**citeulike is a free service for managing and discovering scholarly references**

8,659,664 articles - 448 added today.

- Easily store references you find online
- Discover new articles and resources
- Automated article recommendations NEW
- Share references with your peers
- Find out who's reading what you're reading
- Store and search your PDFs



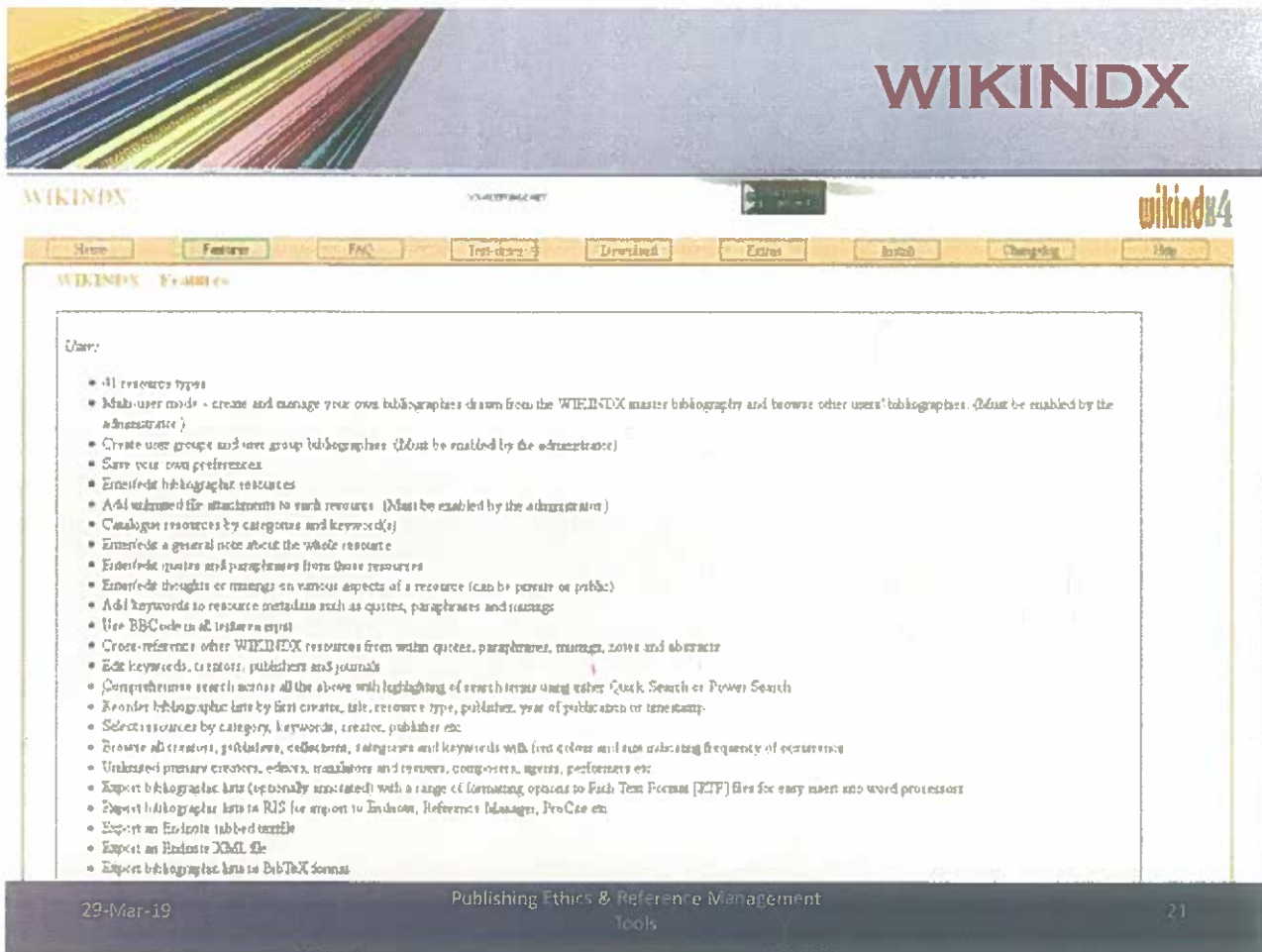
[Join now](#) [Join now with facebook](#)

If you are using the "HTTPS Everywhere" browser extension, please disable it for citeulike.org.

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The screenshot shows the Wikindx4 web interface. At the top, there is a navigation bar with buttons for Home, Features, FAQ, Test drive, Download, Extras, Install, Change, and Help. Below this is a section titled "WIKINDX Features" with a list of capabilities:

- All resource types
- Multi-user mode - create and manage your own bibliographies drawn from the WIKINDX master bibliography and browse other users' bibliographies. (Must be enabled by the administrator)
- Create user groups and user group bibliographies. (Must be enabled by the administrator)
- Save your own preferences
- Embedde bibliographic resources
- AAI webbed file attachments to each resource. (Must be enabled by the administrator)
- Catalogue resources by categories and keywords
- Embedde a general note about the whole resource
- Embedde quotes and paragraphs from these resources
- Embedde thoughts or remarks on various aspects of a resource (can be private or public)
- Add keywords to resource metadata such as quotes, paragraphs and remarks
- Use BBCode in all instance pages
- Cross-referenc other WIKINDX resources from within quotes, paragraphs, remarks, notes and abstracts
- Edit keywords, creators, publishers and journals
- Comprehensive search across all the above with highlighting of search terms using either Quick Search or Power Search
- Number bibliographic lists by first creator, title, resource type, publisher, year of publication or timestamp
- Select resources by category, keywords, creator, publisher etc.
- Browse all creators, publishers, collections, categories and keywords with first creator and also tabulating frequency of occurrence
- Unlinked primary creators, editors, translators and reviewers, commentators, agents, performers etc.
- Export bibliographic lists (optionally annotated) with a range of formatting options to Rich Text Format (RTF) files for easy insert into word processors
- Export bibliographic lists to RIS (or import to Endnote, Reference Manager, ProCite etc)
- Export an Endnote tabbed textfile
- Export an Endnote XML file
- Export bibliographic lists to BibTeX format

At the bottom of the screenshot, the text "Publishing Ethics & Reference Management Tools" is visible, along with the date "29-Mar-19" and the page number "21".



Mendeley is a free, desktop and web programme and Android App for managing and sharing research papers, **discovering** research data, and **collaborating** online available for Windows, Mac, Linux and Android.



The slide features a dark background with the Mendeley logo and text. At the bottom, it includes the text "Publishing Ethics & Reference Management Tools", the date "29-Mar-19", and the page number "22". There is a handwritten signature in the bottom right corner.

# COMPARISON WITH OTHER SOFTWARE

Compare Products	MENDELEY	EndNote	RefWorks	zotero	Papers
Basic software package (includes all features listed below)	Free	\$250	\$100	Free	\$79
Free web storage space (online backup of your papers)	2GB	1GB	NA	300MB	NA
<b>Reference/Document Management</b>					
Organization of PDFs and other documents	✓	✓	✗	✓	✓
Citation Plug-ins for Word	✓	✓	✓	✓	✓
Citation Plug-ins for LibreOffice	✓	✓	✗	✓	✓
Annotations/highlighting in PDFs	✓	✓	✗	✗	✓
Cross-platform syncing across desktop, web and mobile devices	✓	✗	✗	✓	✗
<b>Knowledge Discovery</b>					
Free and open database approaching 100 million documents	✓	✗	✗	✗	✗
Personalized paper recommendations	✓	✗	✗	✗	✗
Readership statistics & community tags	✓	✗	✗	✗	✗
Open Web API	✓	✗	✗	✓	✗
Full text search across all your papers	✓	✓	✗	✓	✓
Search across external databases	Almost there!	✓	✓	✗	✓

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# COMPARISON WITH OTHER SOFTWARE

Compare Products	MENDELEY	EndNote	RefWorks	zotero	Papers
<b>Collaboration</b>					
Private groups	✓	✓	✓	✓	✗
Public groups	✓	✗	✗	✓	✗
Social network	✓	✗	✗	✓	✓
Collaboration newsfeed	✓	✗	✗	✓	✗
<b>General Technology</b>					
Web app	✓	✓	✓	✓	✗
Desktop app	✓	✓	✗	✓	✓
Compatibility with all modern web browsers	✓	✗	✓	✗	✓

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# COMPARISON WITH OTHER SOFTWARE

Compare Products	MENDELEY	EndNote	RefWorks	zotero	Papers
Compatibility with Mac/Win/Linux	✓	✗	✗	✓	✗
iOS	Free	Free	✗	✗	Paid
Android	Free	✗	✗	✗	✗
Product feedback forum	✓	✓	✗	✓	✓
Library systems integration/EZProxy Support	Almost there!	✓	✓	✓	✓
<b>Metadata Extraction Technology</b>					
Extraction of DOIs (Digital Object Identifiers) from PDFs	✓	✓	✓	✓	✓
Extraction of PubmedIDs and ArxivIDs from PDFs	✓	✗	✗	✓	✓
Extraction of embedded metadata from PDFs	✓	✓	✗	✓	✓
Extraction of citation details from PDFs without embedded metadata	✓	✗	✗	✓	✗

# FEATURES

- ❖ Quick and simple installation
- ❖ Word plugin
- ❖ Citation style for + 1000 journals
- ❖ Create bibliography instantly
- ❖ Flexible formatting
- ❖ Collaborate on Bibliographies
- ❖ Share Bibliographies
- ❖ Annotate and Highlight
- ❖ Add and organize
- ❖ Backup, sync and mobile
- ❖ Network and discover

## ATTRIBUTES OF MENDELEY

- ❖ Create your bibliography and database Capture citations from everywhere
- ❖ Build your network of researchers
- ❖ Collaborate share discover
- ❖ Research paper statistics
- ❖ Annotate PDFs
- ❖ Create Bibliographies
- ❖ Sync from Zotero and others

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## HOW DOES MENDELEY HELP?



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## Mendeley Web

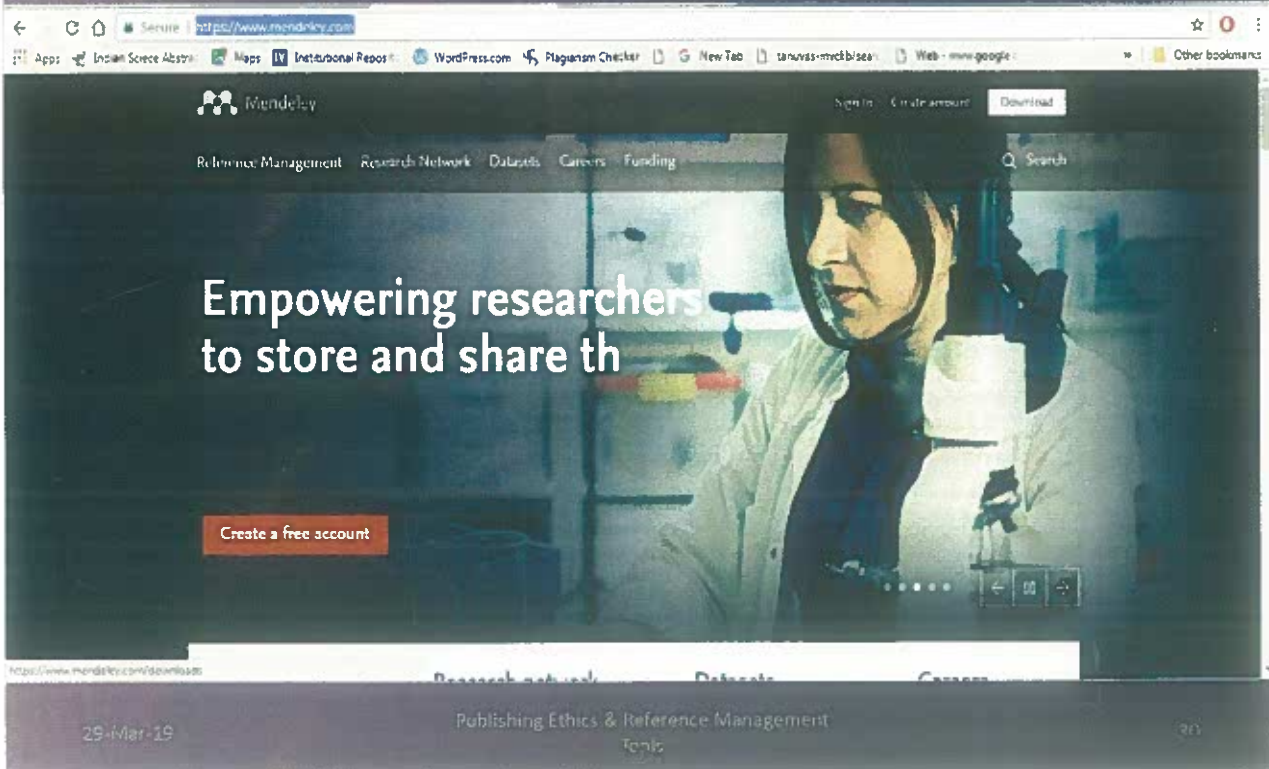
This is the Mendeley website where you can access the web version of your library, edit your profile and search for papers, groups or people. You can also access Mendeley's social features.

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## Create your Mendeley Web Account in [www.mendeley.com](http://www.mendeley.com)



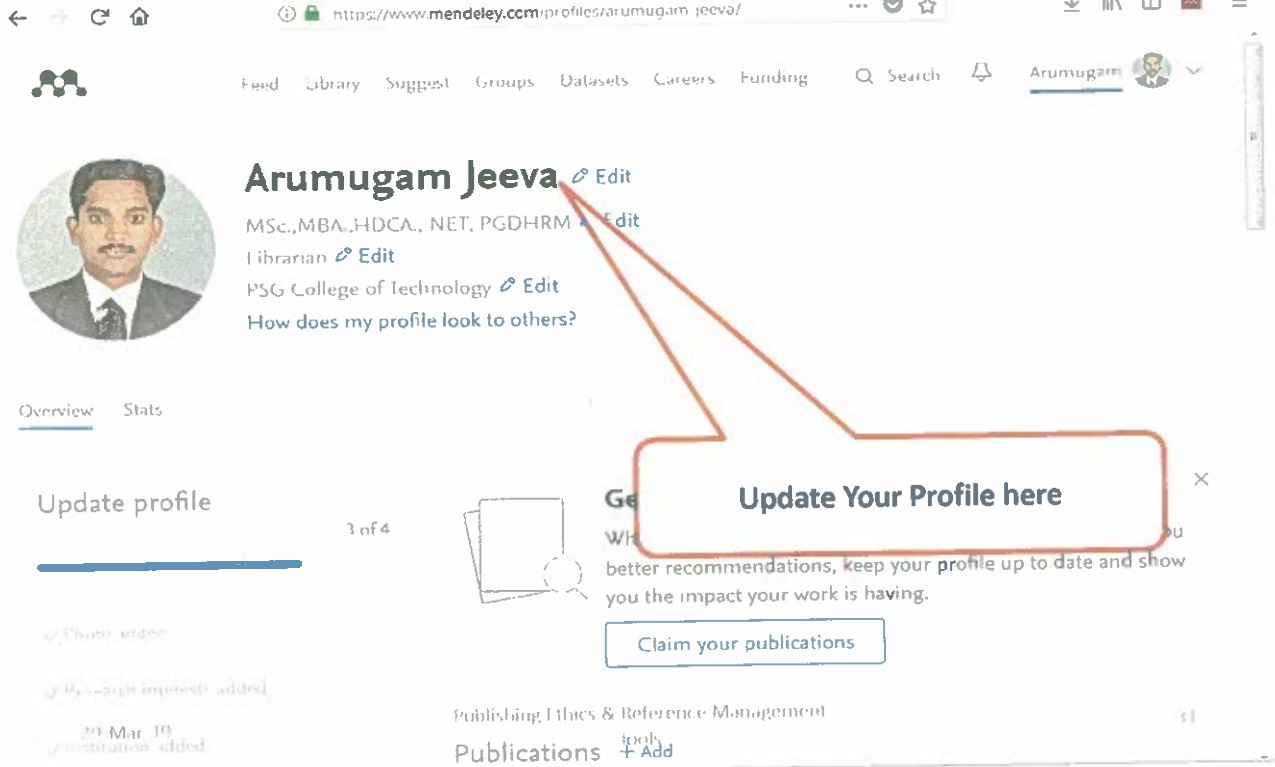
The screenshot shows the Mendeley website homepage. The browser address bar displays <https://www.mendeley.com>. The page features a navigation menu with links for Reference Management, Research Network, Datasets, Careers, and Funding. A search bar is located in the top right corner. The main content area has a dark background with a photograph of a woman in a lab coat looking at a microscope. The text reads "Empowering researchers to store and share th". A prominent orange button labeled "Create a free account" is positioned in the lower-left area of the main content. The footer of the page includes the date "29-Mar-19", the text "Publishing Ethics & Reference Management Tools", and the page number "29".

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# CREATE YOUR RESEARCH PROFILE



https://www.mendeley.com/profiles/arumugam-jeeva/

Feed Library Suggest Groups Datasets Careers Funding Search Arumugam

**Arumugam Jeeva** [Edit](#)  
MSc.,MBA.,HDCA., NET, PGDHRM [Edit](#)  
Librarian [Edit](#)  
PSG College of Technology [Edit](#)  
How does my profile look to others?

Overview Stats

Update profile 3 of 4

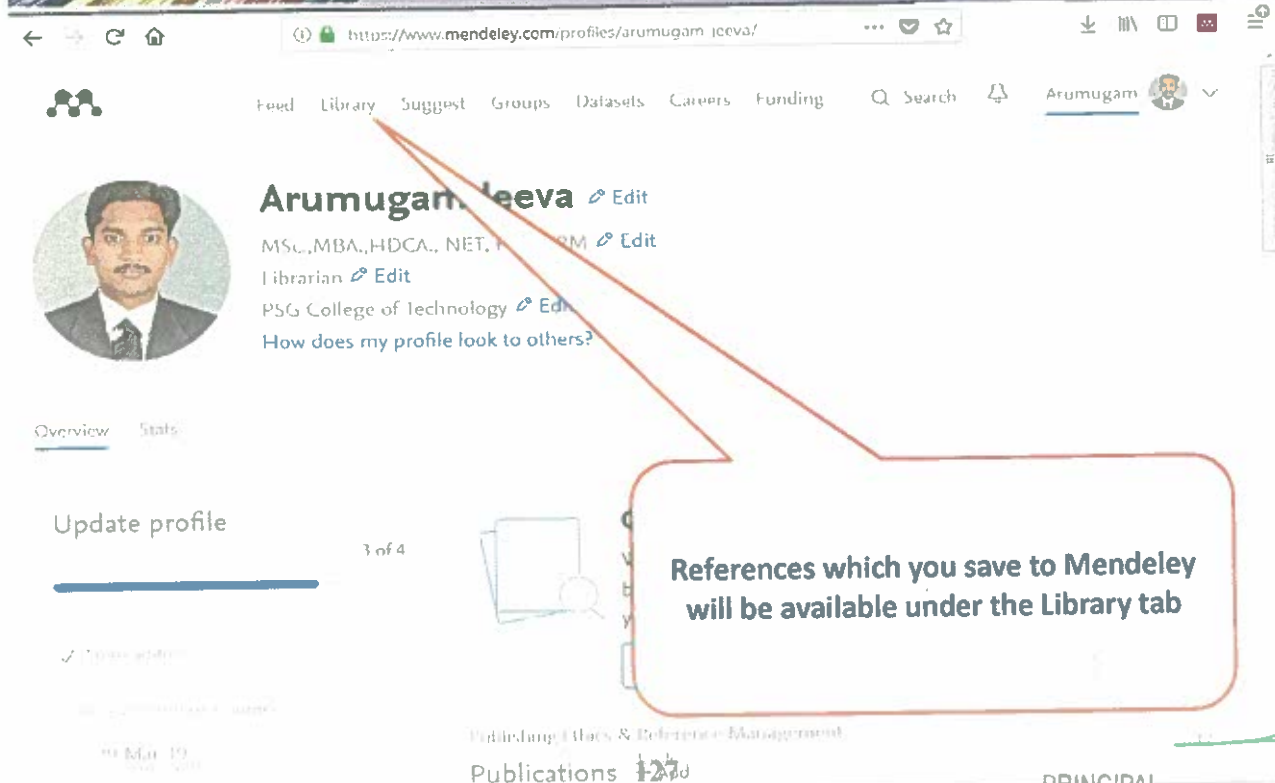
**Update Your Profile here**

Get better recommendations, keep your profile up to date and show you the impact your work is having.

Claim your publications

Publishing Ethics & Reference Management  
Publications [+ Add](#)

# My Library Option



https://www.mendeley.com/profiles/arumugam-jeeva/

Feed Library Suggest Groups Datasets Careers Funding Search Arumugam

**Arumugam Jeeva** [Edit](#)  
MSc.,MBA.,HDCA., NET, PGDHRM [Edit](#)  
Librarian [Edit](#)  
PSG College of Technology [Edit](#)  
How does my profile look to others?

Overview Stats

Update profile 3 of 4

**References which you save to Mendeley will be available under the Library tab**

Publishing Ethics & Reference Management  
Publications [+ Add](#)

Secure https://www.mendeley.com/library/

Apps Indian Science Abstra Maps Institutional Reposit WordPress

Library search Prakash

+ Add

- Import document
- New folder
- New manual entry
- Import Endnote (.xml)
- Import RIS (.ris)
- Import BibTeX (.bib)

FOLDERS

- + Create Folder
- Research Skills
- Straight Paper RS

Compete  
Korytova E.

Creative I  
Red'ko L, Yu

Developin  
Akatieva L. E

Curricular  
Peculea L in

Developm  
Srisakda B.

Effectiven  
Chen W, Zhu

Project Ec  
Park C in Pro

TYPE  
Journal Article

TITLE

AUTHORS

ABSTRACT

DETAILS  
Journal  
Year  
Volume  
Issue  
Pages  
CATALOG IDS  
ARKiv ID

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# CREATE AND USE FOLDERS

Secure https://www.mendeley.com/library/

Apps Indian Science Abstra Maps Institutional Reposit WordPress Plagium Checker New Tab tarvas-emob/sea Web - www.google Other bookmarks

Feed Library Suggest Groups Datasets Careers Funding Library search Prakash

+ Add

MY LIBRARY

- All Documents
- Favorites
- My Publications
- Recently Read
- Recently Added

FOLDERS

- Create Folder
- Research Skills
- Straight Paper RS

GROUPS

TRASH

Organize

Create folders to organize and manage the documents in your library. You can claim your publications by adding them to your My Publications index, allowing you to view your stats and more.

Next >

Competency Based Approach to Training humanities Students at East Siberia State Universi  
Kontova E, Danonova O, Chukreeva L, et al in Proceed Soc and Beh Sci 2017

Creative Independent Learning for Developing Students' Professional Competencies  
Baltarova M in Journal of Pedagogical Research 2015

Competencies of Tourism  
Journal of Pedagogical Research 2015

Competency: An Intervention Prog  
Journal of Pedagogical Research 2015

Articles Based on the Basic Education Co  
Journal of Pedagogical Research 2016

Competencies of students' manipulative skill competency  
Journal of Pedagogical Research 2015

Project Ecosystem Competency Model  
Journal of Pedagogical Research 2015

Exploring Professional Competencies for Talent Management in Hospitality and Food Sector  
Sabana K, Karim G in Proceed Soc and Beh Sci 2016

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# WEB MODE FULL TEXT PDF VIEW

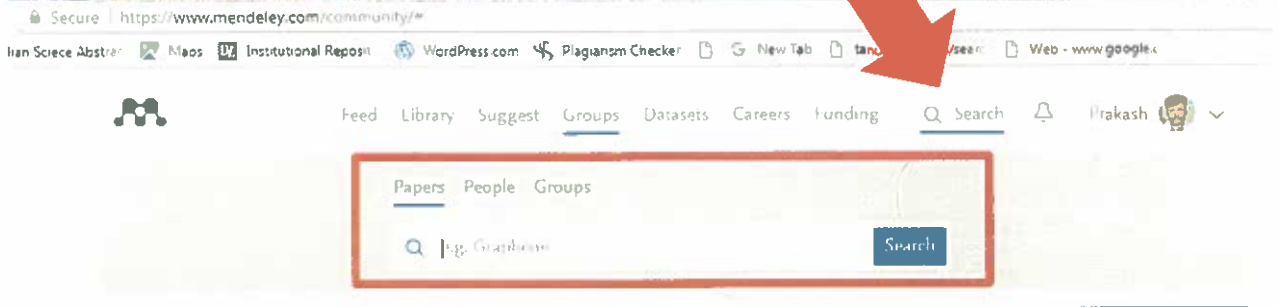
The screenshot shows a web browser window displaying a PDF document. The browser's address bar shows the URL: <https://www.mendeley.com/viewer/7fileId:1b343d2-8612-49f7-929c-13c19b2187d8?documentId:3b5e0rec-hd77-labb-883c-4a584c116af5>. The document content includes the ScienceDirect logo, the journal title "Procedia Social and Behavioral Sciences", and the article title "Worldwide trends in the development of education and academic research, 15-18 June 2015: Competency-Based Approach to Training Humanities Students at East Siberia State University of Technology and Management". The authors listed are Elena Korytova\*, Olga Zandanova, Larisa Chukreeva, Evgeniya Radnaeva, Lyudmila Yabzhanova. A red callout box with a white background and a red border points to the text "Text Selection, Pen Mode, Sticky Note, Highlight" on the document page. The bottom toolbar of the PDF viewer contains various icons for search, navigation, and editing. The footer of the browser window shows the date "29-Mar-19", the text "Publishing Ethics & Reference Management Tools", and the page number "35".

**Text Selection, Pen Mode, Sticky Note, Highlight**

The screenshot shows a Mendeley profile page for a user named "prakash-m13". The browser's address bar shows the URL: <https://www.mendeley.com/profiles/prakash-m13/>. The profile page includes a header with the text "How does my profile look to others?". Below this, there are sections for "Other IDs" (with a link to "Create or Connect your ORCID iD"), "Scopus" (with a link to "Connect your Scopus author ID"), "Research interests" (with an "Edit" link), "ICT skills" (listing "Statistical skills"), "Presentation Skills", "Writing Skills" (listing "Research Skills"), and "About" (with an "Edit" link). The "About" section mentions "Working as Librarian at PSG College of Technology". On the right side, there is an "Editorships" section with a "+ Add" button and a prompt: "Add your editor experience to share where you have been working". Below that is a "Publications (3)" section with a "Publication date (newest)" dropdown menu. The first publication listed is "A study on Microsoft and Google scholar: A gateway for researchers" with a "Read" button. The second publication is "Indian Contribution to Biotechnology Research: Scientometric Analysis" with a "Read" button. A red callout box with a white background and a red border points to the "Publications" section with the text "Promote and share your work and interests to a global audience". The bottom toolbar of the browser window shows the date "29-Mar-19", the text "Publishing Ethics & Reference Management Tools", and the page number "36".

**Promote and share your work and interests to a global audience**

# PAPERS, PEOPLE, GROUP SEARCH



A screenshot of the Mendeley search interface. The browser address bar shows 'https://www.mendeley.com/community/'. The navigation menu includes 'Feed', 'Library', 'Suggest', 'Groups', 'Datasets', 'Careers', 'Funding', 'Search', and a user profile 'Prakash'. A search bar is highlighted with a red box, containing the text 'Papers People Groups' and a search input field with the placeholder 'e.g. Graphical'. A red arrow points to the search bar.

## Welcome to groups

Groups enable you to exchange ideas and share documents from your Mendeley library with your colleagues, students and peers. Share PDFs legally in private working groups or share references in open public groups. Get started by creating or joining a group.

### Popular groups [+ Create a new group](#)



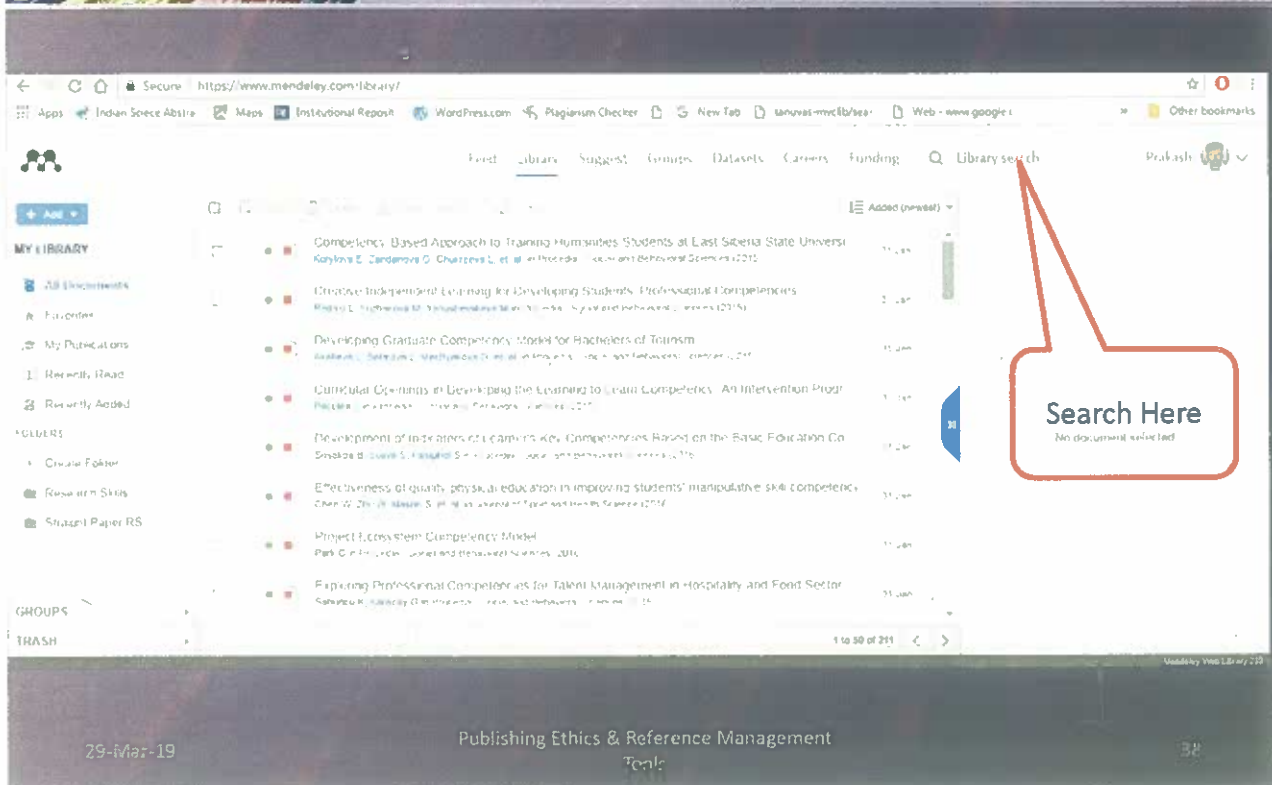
A screenshot of a Mendeley group page. The group is titled 'AGORA Online Course (29 January - 9 February 2018)' and is a public group with 96 members. The description states: 'This group is formed to exchange citations among the participants of AGORA Online Course organised by FAO of the United Nations.'

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# LITERATURE SEARCH



A screenshot of the Mendeley library search results page. The browser address bar shows 'https://www.mendeley.com/library/'. The navigation menu includes 'Feed', 'Library', 'Suggest', 'Groups', 'Datasets', 'Careers', 'Funding', 'Library search', and a user profile 'Prakash'. The search bar is highlighted with a red box and contains the text 'Search Here' and 'No document selected'. The search results list several papers, including 'Competency Based Approach to Training Humanities Students at East Sierra State University' and 'Creative Independent Learning for Developing Students' Professional Competencies'.

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# SHARING REFERENCES AND GROUPS

You can create three levels of groups:

- **Private** – create a private group allowing you to share full text PDFs and notes.
- **Invite only** – this group is publically available to view, but only invited members can join and share references. You cannot share full-text PDF files
- **Public** – anyone can join and share references

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Secure | https://www.mendeley.com/community/

on Science Abst... | Maps | Institutional Reposi... | WordPress.co... | Plagiarism Checker | New Tab | tanuvaz-mvclib/sea... | Web - www.google...

Feed | Library | Suggest | **Groups** | Datasets | Careers | Funding | Search | Prakash |

## Welcome to groups

Groups enable you to exchange ideas and share documents from your Mendeley library with your colleagues, students and peers. Share PDFs legally in private working groups or share references in open public groups. It is started by creating or joining a group.

Popular groups [+ Create a new group](#)

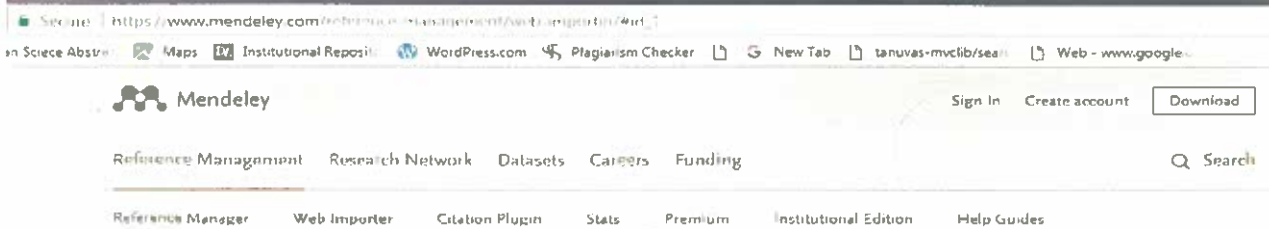
**Public Group**  
**AGORA Online Course (29 January - 9 February 2018)** Members: 96  
This group is formed to exchange creations among the participants of AGORA Online Course organised by FAO of the United Nations.

**Public Group**  
**Researcher Academy** Members: 51  
Discussion group for Elsevier Researcher Academy. Join the conversation and discover research news, views and insights of interest to early and mid-career researchers. Sign up for free at [www.researcher-academy.com](http://www.researcher-academy.com)

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# WEB IMPORTER

## SAVE RESEARCH WHILE BROWSING ONLINE



## Mendeley Web Importer

Import papers, web pages and other documents directly into your reference library from search engines and academic databases. Mendeley Web Importer is available for all major web browsers.



Chrome



Firefox



Safari, IE & more

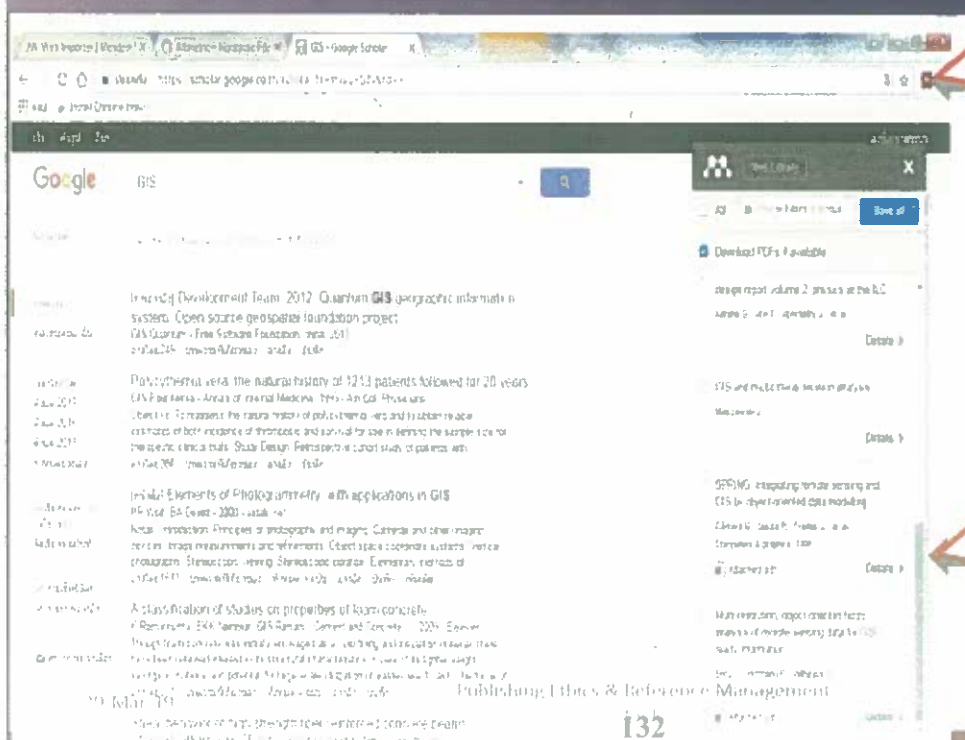
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# WEB IMPORTER

Web Importer: The browser bookmarklet that lets you quickly import documents from anywhere on the web



Click 'Save to Mendeley' to import references from your search results

Select an article and import the reference to your library in one click.

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PRINCIPAL

N.K.T. NATIONAL COLLEGE OF EDUCATION

# EXPORT FROM SCIENCE DIRECT

The screenshot shows the ScienceDirect article page for 'Automated kit for routine forensic DNA analysis'. The 'Export' button is highlighted with a red arrow pointing to a callout box. The callout box contains the text 'Export Document from Science Direct'. Below the 'Export' button, the 'Direct export' section is visible, with 'Save to Mendeley' and 'Save to RefWorks' options highlighted. The 'Export file' section shows 'RIS (for EndNote, Reference Manager, ProCite)' as the selected format. The 'Content' section has 'Citation Only' selected. The 'Export' button is also highlighted.

**Export Document from Science Direct**

Download PDF Export

You have selected 1 citation for export

**Direct export**

- Save to Mendeley
- Save to RefWorks

**Export file**

- RIS (for EndNote, Reference Manager, ProCite)
- BibTeX
- Text

**Content**

- Citation Only
- Citation and Abstract

Export

Recommended articles

Concordance of the ForenSeq™ system and c...  
Forensic Science International: Genetics, Volume...  
Download PDF View details

A study of degraded skeletal samples using Fo...  
Forensic Science International: Genetics Supplem...  
Download PDF View details

Evaluation of ForenSeq DNA signature kit for...  
Forensic Science International: Genetics Supplem...  
Download PDF View details

Looking for relevant research?  
Visit your personalized recommendations page

View your recommendations

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# EXPORT FROM SCOPUS

The screenshot shows the Scopus search results page for '5,791 document results'. The 'Export document settings' section is highlighted with a red arrow pointing to a callout box. The callout box contains the text 'Export Document from Scopus'. Below the 'Export document settings' section, the 'Select your method of export' section is visible, with 'MINDIPLY' selected. The 'What information do you want to export?' section is also visible, with 'Citation information' selected.

**Export Document from Scopus**

5,791 document results

Export document settings

You have chosen to export 5791 documents

Select your method of export

- MINDIPLY
- RefWorks
- RIS Format: EndNote, Reference Manager
- CSV Excel
- BibTeX
- Plain Text ASCII in HTML

What information do you want to export?

- Citation information
- Bibliographical information
- Abstract & keywords
- Funding details
- Other information
- Authors
- Affiliations
- Abstract
- Number
- Tradenames & manufacturers
- Document title
- Serial identifiers (e.g. ISSN)
- Author keywords
- Acronym
- Accession numbers & chemicals
- Year
- PubMed ID
- Index keywords
- Sponsor
- Conference information
- Source title
- Publisher
- Funding text
- Include references
- volume, issue, pages
- Editors
- Language of original document
- Citation count
- Correspondence address
- Source & document type
- Abbreviated journal title

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PRINCIPAL  
N.K.T. NATIONAL COLLEGE OF EDUCATION  
FOR WOMEN (AUTONOMOUS),  
TRIPPLICANE, CHENNAI-600 005.

# IMPORTING DOCUMENTS FROM OTHER RMS



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Secure https://www.mendeley.com/profiles/prakash-m13/ | Institutional Reposit: WordPress.com | Plagiarism Checker | New Tab | tanuvas-mvclib/sea... | Web - www.google



How does my profile look to others?

Overview Stats

### Other IDs

Create or Connect your ORCID iD

### Scopus

Connect your Scopus author ID

### Research interests

ICT skills Statistical skills

Presentation Skills

Writing Skills Research Skills

### About

### Editorships + Add

Add your editor experience  
Share where you have been working

### Publications (3) +

Publication date (newest)

A study on M...  
gateway for re...  
Anumugam, Lib...  
International Jour...  
Journal of...  
41... 2994-4282

Promote and share your work and interests to a global audience

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Working as Librarian at PSG College of Engineering, Ethics & Reference Management  
Indian Contribution to Biotechnology Research: Scientometric  
Analysis

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FOR WOMEN (AUTONOMOUS),

# STATISTICS

Secure | https://www.mendeley.com/profiles/prakash-m11/ | Science Abstracts | Maps | Institutional Repositories | WordPress.com | Plagiarism Checker | New Tab | tanuvas-mvclib/search | Web - www.google.c



Feed Library Suggest Groups Datasets Careers Funding Search **Prakash**



**Prakash M** Edit

M.Sc (Diotech), MLIS, M.Phil., PGDLKM., NET., SGT., Edit

Bishop Heber College Edit

How does my profile look to others?

0  
Readers

3  
Publications

Overview Stats

Other IDs

Create or Connect your ORCID iD

Scopus

Connect your Scopus author ID

Editorships + Add

Receive personal stats on how your work is used

Add your editor experience to share where you have been working

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# MENDELEY DESKTOP



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# MENDELEY DESKTOP

- Mendeley can be accessed online through any browser or accessed offline after installing the desktop version.

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Tools

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# DOWNLOAD

The screenshot shows a web browser window displaying the Mendeley Desktop download page. The browser's address bar shows the URL <https://www.mendeley.com/download-desktop/>. The page features the Mendeley logo and navigation links like 'What is Mendeley?', 'Search', 'Create a free account', and 'Sign in'. The main heading is 'Download Mendeley Desktop for Windows'. Below this, there is an illustration of a laptop with a document icon, and a prominent red button labeled 'Download Mendeley Desktop for Windows'. Underneath the button, it says 'Latest version for Windows / or later. See release notes.' At the bottom, there are links for 'Other systems: Mendeley Desktop for Mac OS' and 'Mendeley Desktop for Linux'.

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Tools

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# INSTALLATION

The screenshot shows a Windows security warning dialog box titled "Open File - Security Warning". The dialog asks "Do you want to run this file?". The file details are: Name: Mendeley\Mendeley-Desktop-1.17.13-win32.exe, Publisher: MENDELEY LIMITED, Type: Application, and File: C:\Users\Jib-Pictur\Downloads\Mendeley\Mendeley-Desk... There are "Run" and "Cancel" buttons. A checkbox "Always ask before opening this file" is checked. A warning icon and text state: "While files from the Internet can be useful, this file type can potentially harm your computer. Only run software from publishers you trust. What's the risk?".

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# INSTALLATION

The screenshot shows the "Mendeley Desktop Setup" dialog box. It prompts the user to "Choose final location" and "Choose the folder in which to install Mendeley Desktop". The text says: "Setup will install Mendeley Desktop in the following folder. To install in a different folder, click Browse and select another folder. Click Next to continue." The "Destination Folder" is "Program Files (x86)\Mendeley Desktop" with a "Browse..." button. It also shows "Space required: 182.6MB" and "Space available: 31.7GB". There are "Back", "Next", and "Cancel" buttons. A "Register now for free" button is visible at the top of the page.

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# MANAGE YOUR LIBRARY

Open attached PDF files in integrated viewer

Star favorites

Mark as read/unread

Create category folders

See what type of document is attached (.pdf, .ppt, .docx, excel, etc.)

Authors	Title
[Natta] Assesrr	
Suparta, Wayan; Rahman, ...	Spatial i variable
Lattes, CMG; Murhead, H...	Processi
Lattes, CMG; Occhiazini, GP...	Observe emulsor
Bulusu, N.; Hedemann, J.;	GPS-less

# SEARCH YOUR DOCUMENTS

Filter your documents by author, tag, publication, or keyword

Full text search, or filter your results

Year	Published In	Added	Document Title
2013	Issues in Educational Res	2:56pm	
2008	Journal of Informacion e...	2:56pm	
2008	Current	2:56pm	
2015	Procedia - Social and Behavior al	2:56pm	
2014	Procedia - Social and Behavior al	2:56pm	
2009	Teaching in Higher Education	2:56pm	
2011	Chemistry World	2:56pm	
2015	Procedia - Social and Behavior al	Jan 31	
2015	Procedia - Social and Behavior al	Jan 31	
2015	Procedia - Social and Behavior al	Jan 31	
2015	Procedia - Social and Behavior al	Jan 31	
2016	Procedia - Social and Behavior al	Jan 31	

# FILTER

**Filter by Author, Tag and Publication**

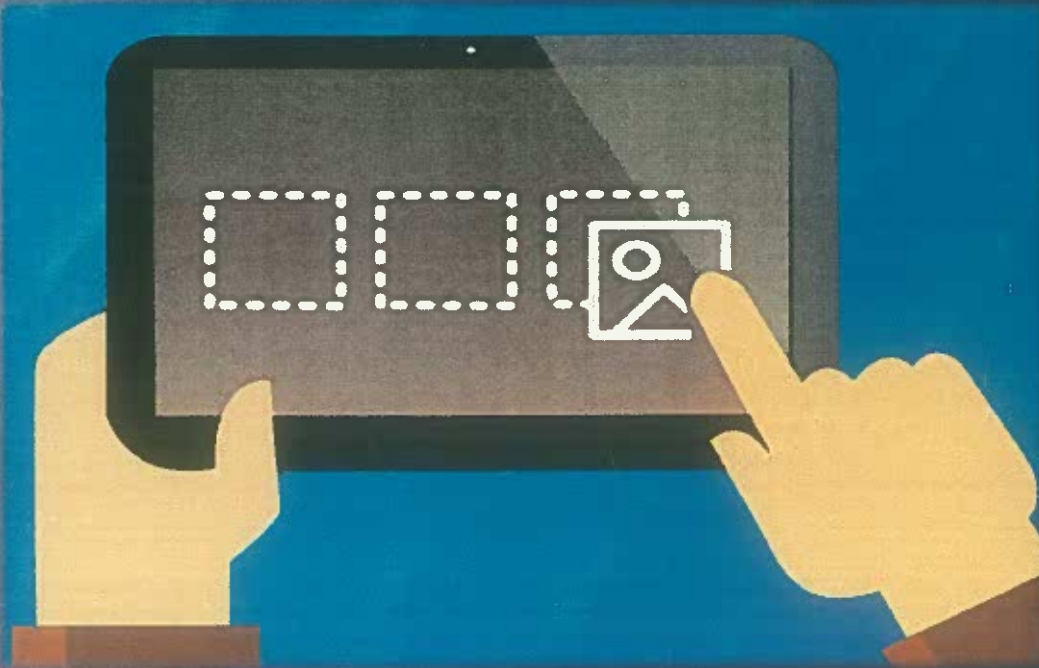
The screenshot shows the Mendeley Desktop application with a list of documents. A red box highlights the 'Filter by My Tags' section on the left, which includes categories like 'Academic Libraries', 'Arabic', 'Attitude toward statistics', 'Bibliography', 'Communication', 'Communication Skills', 'Comparative Analysis', 'Communication', 'Core Competencies', 'data analysis', 'Data Analysis Skills', 'degree completion', 'Dissertations', 'distance education', and 'doctoral dissertation'. Another red box highlights the 'Tag' field in the document list. A third red box highlights the 'Author Keywords' field in the details pane on the right.

Year	Published In	Added	Details	Notes	Contents
2013	Issues in Educational Res	2:56pm			
2008	Journal of Transformator	2:56pm			
2008	Current	2:56pm			
2015	Procedia - Social and Behavioral	2:56pm			
2014	Procedia - Social and Behavioral	2:56pm			
2009	Teaching in Higher Education	2:56pm			
2011	Chemistry World	2:56pm			
2015	Procedia - Social and Behavioral	Jan 31			
2015	Procedia - Social and Behavioral	Jan 31			
2015	Procedia - Social and Behavioral	Jan 31			
2015	Procedia - Social and Behavioral	Jan 31			
2016	Procedia - Social and Behavioral	Jan 31			
2016	Journal of Sport and Health Sci	Jan 31			
2016	Procedia - Social and Behavioral	Jan 31			
2016	Procedia - Social and Behavioral	Jan 31			
2016	Procedia - Social and Behavioral	Jan 31			

# SYNC

The screenshot shows the Mendeley Desktop application with a red arrow pointing to the 'Sync' button in the toolbar. The toolbar includes buttons for 'Add', 'Folders', 'Related', 'Sync', and 'Help'. Below the toolbar, the 'Mendeley' section shows 'Literature Search' and 'Mendeley Suggest'. The 'My Library' section shows a list of documents with columns for 'Authors' and 'Title'. The 'Sync' button is highlighted with a red arrow.

# DRAG AND DROP



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# CHECKING FOR DUPLICATES

A screenshot of the Mendeley Desktop software interface. The 'Tools' menu is open, and 'Check for Duplicates' is highlighted with a red box. A red arrow points from this menu item to a table of documents. The table has columns for Authors, Title, Year, Published In, and Added. A red box highlights the 'Check for Duplicates' button at the bottom of the table.

Authors	Title	Year	Published In	Added
Hine, G. S. C.	The importance of action research in teacher education programs	2013	Issues in Educational Res...	2:56pm
Miranda, Silvana V; Papano, Kira M A	Information needs and information competencies : a case study of the off-site supervision of financial institutions in	2008	Journal of IRinformatics...	2:56pm
Kafas	The Lack of quality research in India	2008	Current	2:56pm
Kazakova, Irina; Itsenko, Inna	Research Competencies Condition Assessment of Pupils from Humanitarian-oriented Classes of Comprehensive Sc...	2015	Procedia - Social and Behavioral	2:56pm
Udompon, ...	Causal Model of Research Competency Via Scientific Literacy of Teacher and Student	2014	Procedia - Social and Behavioral	2:56pm
Watts, Jacqu...	From professional to PhD student: challenges of status transition	2009	Teaching in Higher Education	2:56pm
Davies, Emma	Critical thinking	2011	Chemistry World	2:56pm
Korytova, Elena; Zand...	Competency-Based Approach to Training Humanities	2015	Procedia - Social and Behavioral	Jan 31
Red'ko, Ludmila; Yuzhakova, Mariya; Yanushevskaya, Ma...	Independent Learning for Developing Students' ...	2015	Procedia - Social and Behavioral	Jan 31
Akabeva, Larisa; Lensa; Merizya...		2015	Procedia - Social and Behavioral	Jan 31
Peoalea, Lorena		2015	Procedia - Social and Behavioral	Jan 31
Snsakda, Boonsi; Sinsakda, Boonsi; Sinsakda, Boonsi		2016	Procedia - Social and Behavioral	Jan 31
Chen, Weiyun; Zhu, Weimo; Mason, Steve; Hammond-Be...	Effectiveness of quality physical education in improving students' manipulative skill competency	2016	Journal of Sport and Health Soc	Jan 31

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# PDF VIEWER

Mendeley Desktop

File Edit View Go Tools Help

Select Pan Note Highlight Color Zoom Zoom To Fit Fullscreen Sync Help

My Library Curricular Openings in ...

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

**ScienceDirect**

ELSEVIER

Procedia - Social and Behavioral Sciences 204 (2015) 370–377

**Procedia**  
Social and Behavioral Sciences

International conference "Education, Reflection, Development", ERD 2015, 3-4 July 2015, Cluj-Napoca, Romania

**Curricular openings in developing the learning to learn competency: an intervention program for 11th graders with learning difficulties**

Lorena Peculea\*

*Technical University of Cluj-Napoca, Specialized Department with Psychopedagogical Profile, No. 15, Constantin Daicoviciu Street, Cluj-Napoca, 400020, Romania*

29-Mar-19 Publishing ethics & reference management Tools 61

Details Notes Contents

These details need reviewing. You can mark them as correct, or search the Mendeley catalog.

Details are Correct Search

Type: Journal Article

Curricular Openings in Developing the Learning to Learn Competency: An Intervention Program for 11th Graders with Learning Diffi...

Authors: L. Peculea

View research catalog entry for this paper

Journal: *Procedia - Social and Behavioral Sciences*

Year: 2015

Volume: 209

Issue:

Pages: 370-377

**Abstract:**

The learning to learn competency is one of the poorly represented for most areas of subjects and teachers need more support to systematically include this competency in teaching and learning. The purpose of the experiment consists in the applying of a formative intervention program centered on an operational model of the development of this competency to 11th graders with learning difficulties in studying Romanian Language and Literature. The model values entirely the processes of critical reflection, of metacognitive reflection and strategic decision making within a socio-constructivist context. Innovative methods can be especially useful for people who have negative school experiences

# READ AND WORK IN PDF VIEWER

Mendeley Desktop

File Edit View Go Tools Help

Select Pan Note Highlight Color Zoom Zoom To Fit Fullscreen Sync Help

My Library Curricular Openings in ...

Showing match 1 of 43 Previous Next

International conference "Education, Reflection, Development", ERD 2015, 3-4 July 2015, Cluj-Napoca, Romania

**Curricular openings in developing the learning to learn competency: an intervention program for 11th graders with learning difficulties**

Lorena Peculea\*

*Technical University of Cluj-Napoca, Specialized Department with Psychopedagogical Profile, No. 15, Constantin Daicoviciu Street, Cluj-Napoca, 400020, Romania*

**Abstract**

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29-Mar-19 Publishing ethics & reference management Tools 62

Details Notes Contents

These details need reviewing. You can mark them as correct, or search the Mendeley catalog.

Details are Correct Search

Type: Journal Article

Curricular Openings in Developing the Learning to Learn Competency: An Intervention Program for 11th Graders with Learning Diffi...

Authors: L. Peculea

View research catalog entry for this paper

Journal: *Procedia - Social and Behavioral Sciences*

Year: 2015

Volume: 209

Issue:

Pages: 370-377

**Abstract:**

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# ANNOTATE AND HIGHLIGHT

The screenshot shows the Mendely Desktop interface with a document open. The document text includes:

represented fields of study objects. Therefore, within the practical applicative research of this works we suggest the concrete actions to build for teachers a way of thinking and action that favors the change of the emphasis from how to teach on how to learn, so that the student be supported to acquire autonomy learning.

## 2. Paper theoretical foundation and related literature

A competency refers to a complex combination of knowledge, skills, values, attitudes and desires that lead to an effective human action embodied in a particular field. The approaches of the concept varied, some of them converging towards some common points, while others are in consensus and a single definition of competency become impossible. In cooperation, the manifestation of competency is directly influenced and dependent on contextualized living. It is not only the context can influence the quality of the competency in the experiences of individuals, determined by that context (Eraut, 1995; Dall'Alba & Sandberg, 1990; O'Neil et al., 2002; Sandberg & Pinnington, 2009, apud Ripamonti, S., Scaratti, G., 2011). Therefore, the definition of competency should be guided by context, by area in which it manifests itself.

In a recent study, D. Potolea and St. Toma (apud Neacsu, I., 2012) appreciated that we can talk about the paradox of "competency", resulting from double socio-occupational and conceptual statute. In the period we are going through, socio-occupational statute is privileged, being the center of debate and national and European documents regarding qualifications, professional standards, training programs etc. From these authors, "the competency is a nodal concept as it operates at all levels of education, in all curricular areas, in all disciplines and in every module that is part of the structure of disciplines" (Potolea, D., Toma, S., Borzea, A. apud Neacsu, I., 2012).

The Romanian school should become a school of innovative learning and deep learning (Chiş V., 2005), a school of competencies training and development. In Romania, the option for competency-based model is listed in the National Education Law (2011) and the term is used in several articles. The most relevant significance in relation to

The screenshot also shows the Mendely Desktop toolbar with options like Select, Pan, Note, Highlight, Color, Zooms, Zoom To Fit, Fullscreen, Sync, and Help. A search bar at the top right contains the text 'competency'. The document is titled 'Publishing ethics & plagiarism management' and is on page 63.

# INSTALL THE CITATION PLUG-IN

The screenshot shows the Mendely Desktop interface with the 'Tools' menu open. The menu options are:

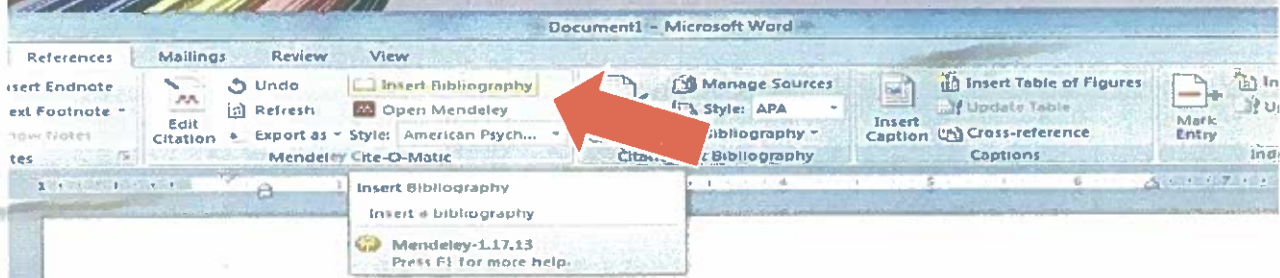
- Invite Colleagues
- Install Web Importer
- Install MS Word Plugin
- Options

A red arrow points to the 'Install MS Word Plugin' option. The background of the screenshot shows logos for ELSEVIER, CrossMark, and Procedia - Social and Behavioral Sciences. The document is titled 'Publishing ethics & plagiarism management' and is on page 64.

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# INSERTING BIBLIOGRAPHY

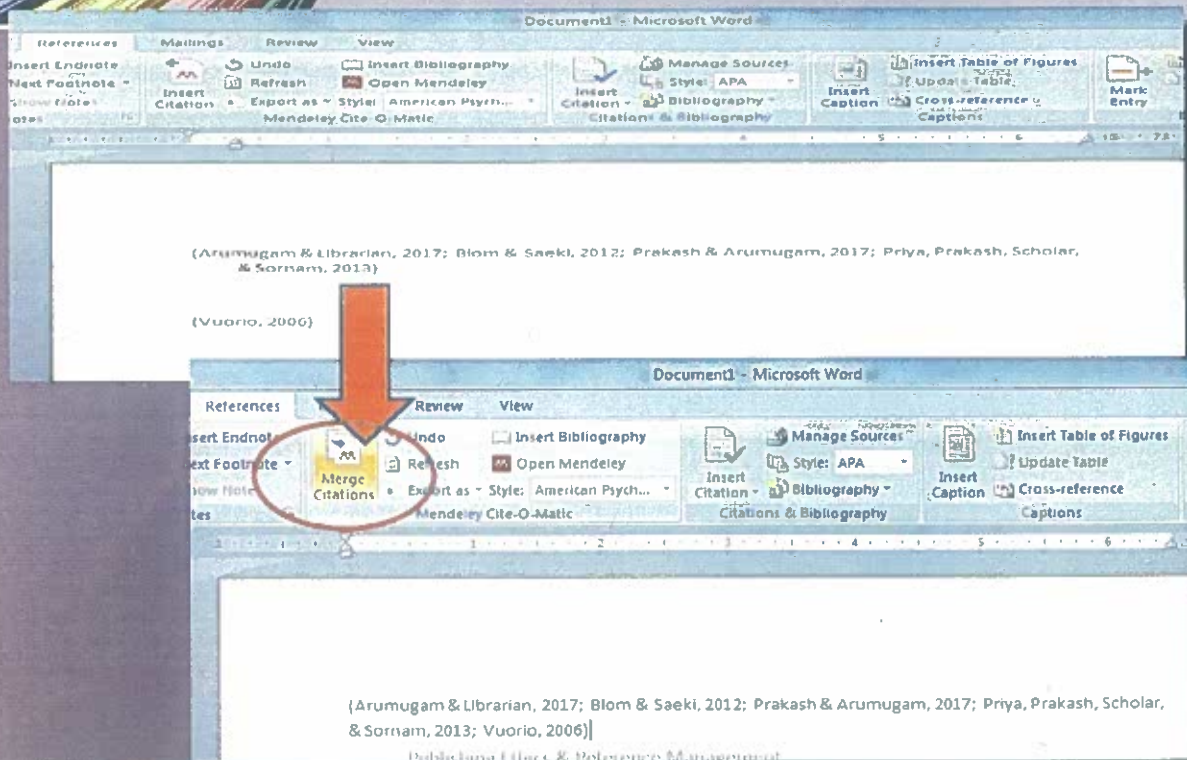


Computer assisted technologies helps to solve the issues. (Cheung, Chlu, & Lee, 2011; Clase, Gundlach, & Pelaez, 2010; Davis, Diane C; Woodward, 2006; Gowsalya, 2015; Hulsizer & Woolf, 2008; Sivakumaren, Swaminathan, Jeyaprakash, & Karthikeyan, 2012; Udompong, Trawichitkhun, & Wongwanich, 2014)

## Bibliography

1. Cheung, C. M. K., Chlu, P. Y., & Lee, M. K. O. (2011). Online social networks: Why do students use facebook? *Computers in Human Behavior*, 27(4), 1337–1343. <https://doi.org/10.1016/j.chb.2010.07.028>
2. Clase, K. L., Gundlach, E., & Pelaez, N. J. (2010). Calibrated peer review for computer-assisted learning of biological research competencies. *Biochemistry, and Molecular Biology Education*, 38(5), 290–295. <https://doi.org/10.1002/bmb.20415>
3. Davis, Diane C; Woodward, B. (2006). An analysis of skills required of graduates of an Information systems program. *Information Technology, Learning, and Performance Journal*, 24(2), 11–21.
4. Gowsalya. (2015). Employability Skill : A Literature Review. *International Journal of Advance Research in Computer Science and Management Studies Research*, 3(3), 353–360. Retrieved from [www.ijarcsms.com](http://www.ijarcsms.com)
5. Hulsizer, M. R., & Woolf, L. M. (2008). *A Guide to Teaching Statistics*. <https://doi.org/10.1002/9781444305234>
6. Sivakumaren, K. S., Swaminathan, S., Jeyaprakash, B., & Karthikeyan, G. (2012). Research Skills among LIS Research Scholars in Tamil Nadu: A study. *International Journal of Information Dissemination and Technology*, 2(1), 45. Retrieved from [www.ijidit.com](http://www.ijidit.com)

# MERGING CITATION



# CITATION STYLE LANGUAGE

Document1 - Microsoft Word

References Mailings Review View

Insert Endnote Insert Footnote Insert Footnote Below Insert Footnote Endnote Notes

Insert Citation Refresh Open Mendele Open Mendele Style: American Psych... Bibliography

Manage Sources Insert Table of Figures Update Table Cross-reference

Insert Caption Mark Entry Index

Mendele Cite

- American Medical Association
- American Political Science Association
- American Psychological Association 6th edition
- American Sociological Association
- Chicago Manual of Style 17th edition (author-date)
- Cite Them Right 10th edition - Harvard
- IEEE
- Modern Humanities Research Association 3rd edition (note with bibliography)
- Modern Language Association 8th edition
- Information Systems Society of Australia
- Nature
- More Styles...

- facebook? Co...  
https://doi.or...
- Clase, K. L., G...  
learning of bi...  
38(5), 290-295
- Davis, Diane C...  
Information sy...  
24(2), 11-21.
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https://doi.org/10.1002/9781444305234
- Sivakumaren, K. S., Swaminathan, S., Jeyaprakash, B., & Karthikeyan, G. (2012). Research Skills among LIS Research Scholars in Tamil Nadu: A study. *International Journal of Information Dissemination and Technology*, 2(1), 43. Retrieved from http://search.proquest.com/openview/33670ca20dfaf04369d2584cd0a368eb/1?pq-origsite=gscholar
- Udompong, L., Traiwichitkhun, D., & Wongwanich, S. (2014). Causal Model of Research Competency Via Scientific Literacy of Teacher and Student. *Procedia - Social and Behavioral Sciences*, 116(2001), 1581-1586. https://doi.org/10.1016/j.probspro.2014.01.438

# CREATE BACKUP/RESTORE BACKUP

Mendele Desktop

File Edit View Tools Help

Add Folders

My Library Curricu

My Library

- All Documents
- Recently Added
- Recently Read
- Favorites
- Needs Review
- My Publications
- Unsorted
- Research Skills
- Straight Paper RS
- Create Folder...

Groups

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Help Guides

Mendele Website

FAQ

Contact Support

Request Features

Check for Updates

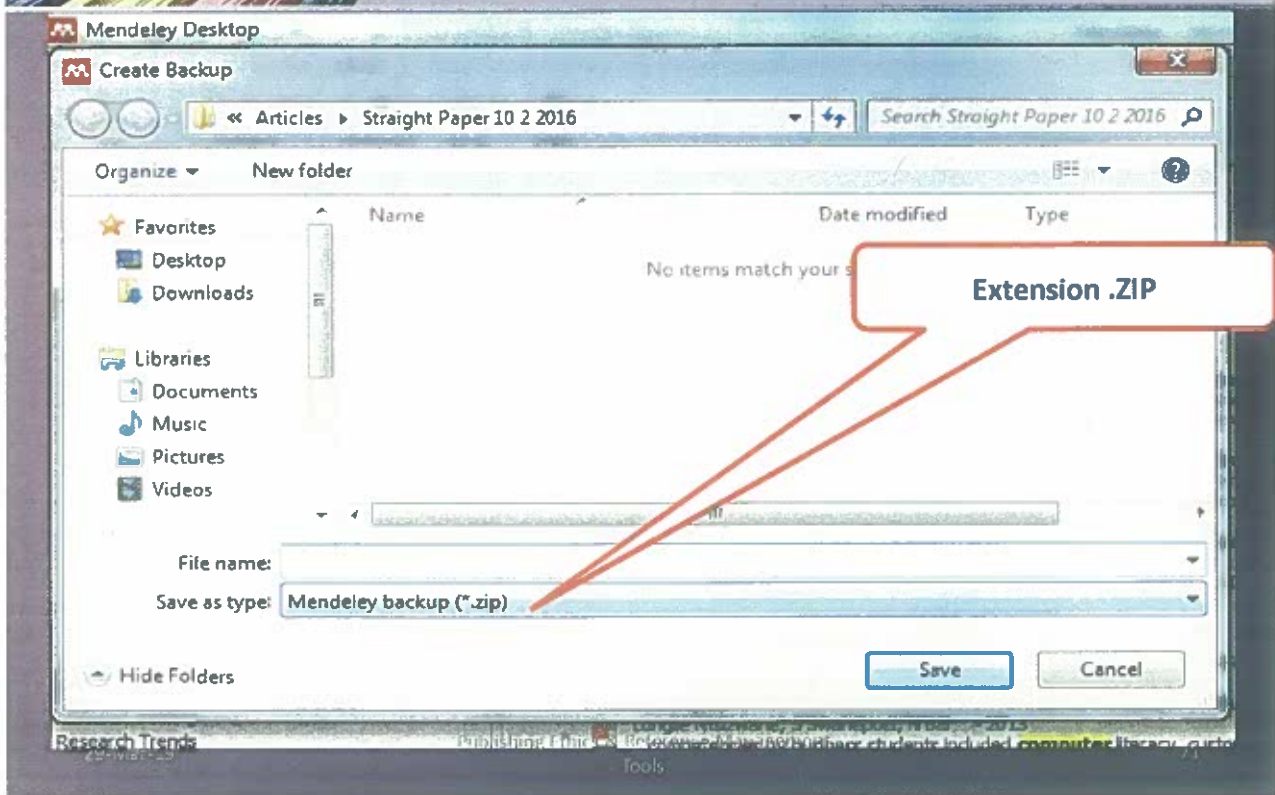
Create Backup...

Restore backup

Reset Mendele Desktop

About Mendele Desktop

# BACKUP



# STAY UP-TO-DATE



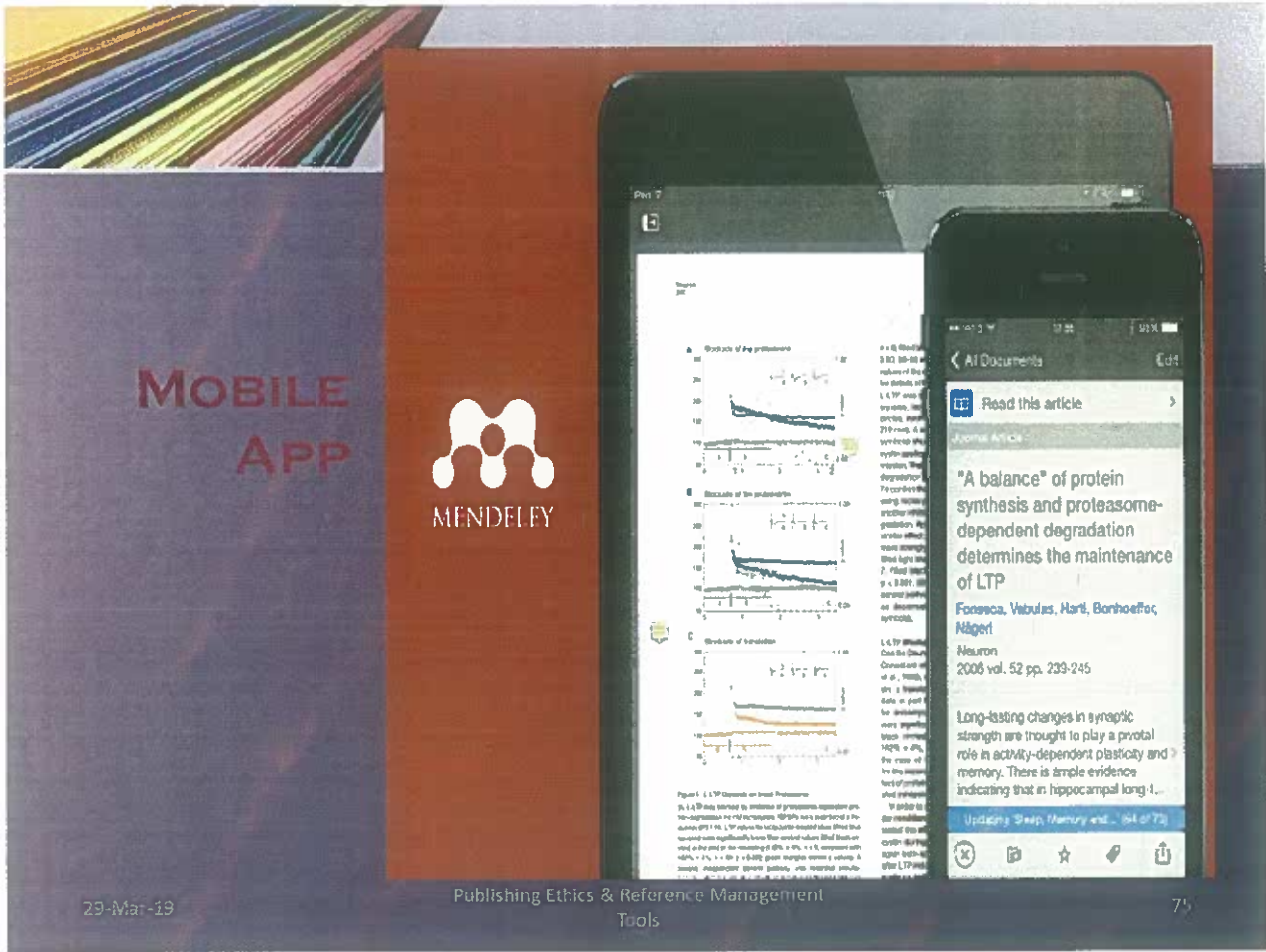
# EMAIL ARTICLE ALERT

The screenshot shows a Gmail interface with a search bar at the top containing the text "mendeley". The left sidebar displays the "Inbox (771)" and various categories like "Social (199)", "Promotions", "Updates (2,919)", and "Forums (4,144)". The main content area shows an email from Mendeley with the subject "Towards identifying nurse educator competencies..." and a timestamp of "9:36 PM (12 hours ago)". The email body features the Mendeley logo and a personalized message: "Hi Prakash. Here are personalised suggestions for articles to read based on your Mendeley library. Towards identifying nurse educator competencies required for simulation-based learning: A system and synthesis". A Windows security warning is visible in the bottom right corner of the email content.

# NEWSLETTER

The screenshot shows a Gmail interface with a search bar at the top containing the text "mendeley". The left sidebar displays the "Inbox (772)" and various categories like "Social (199)", "Promotions", "Updates (2,919)", and "Forums (4,144)". The main content area shows a newsletter from Mendeley with the subject "Mendeley newsletter" and a timestamp of "Feb 2 (8 days ago)". The newsletter body features the Mendeley logo and a personalized message: "Hi M, This month, complete a short survey to help us make Mendeley better, find out about HIASA research funding and read our detailed guide to careers in environmental science". Below the message is a small image of a person working in a laboratory and a call to action: "Tell us how you work. We are always looking for ways to update our products to help you in your work. Complete this short survey and help us".

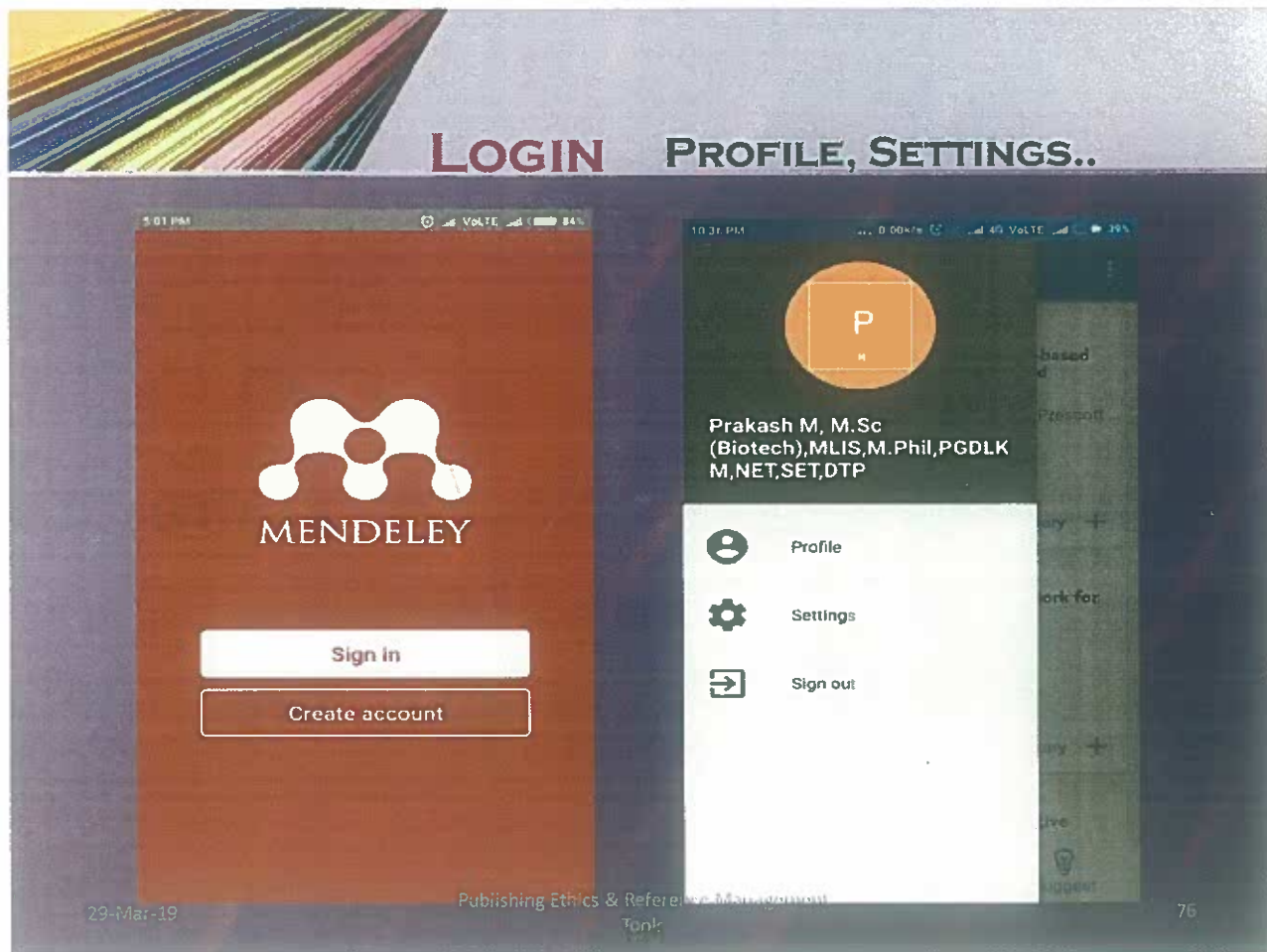
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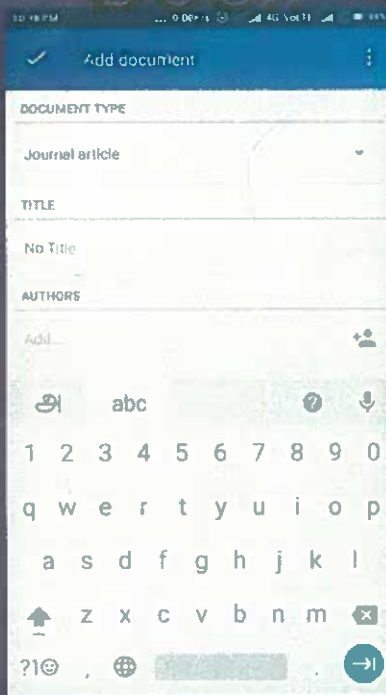
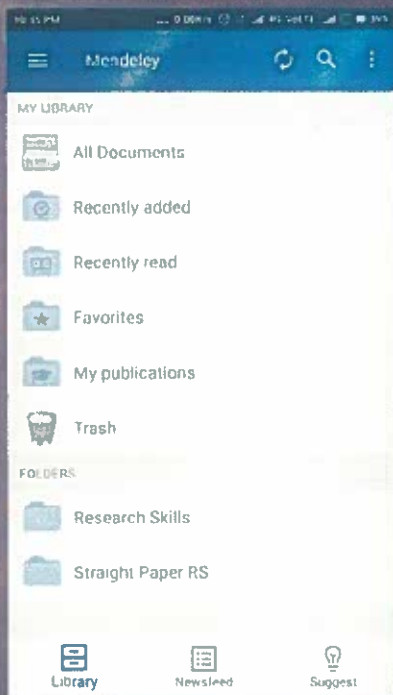
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# LIBRARY STRUCTURE

# ADDING DOC

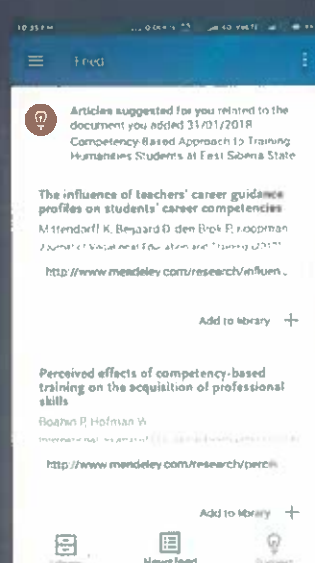
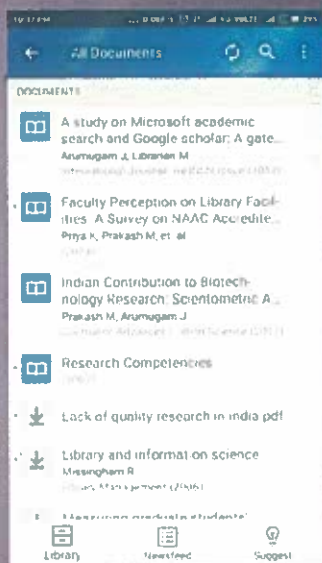


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# LIBRARY NEWSFEED SUGGEST



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## CONCLUSION

- ❖ Reference Management Software **play a vital role** in the field of scholarly writing especially in the field of research.
- ❖ Many tools exclusively designed for researchers **in order to save their time and energy which will ultimately help them to organize their research work** and increase their productivity in number of ways.
- ❖ **This can solve the research communities' practical problems** in search, cite, annotate and collaborate for their research.

## References

- ❖ <https://www.mendeley.com/>
- ❖ K, Mohamed Haneefa & E, Sumitha. (Jul 2011) Perception and Use of Social Networking Sites by the Students of Calicut University, *DESIDOC Journal of Library & Information Technology*, 31(4).
- ❖ Gemma Nández & Ángel Borrego (2013). Use of social networks for academic purposes: a case study, *The Electronic Library*, 31 (6).
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# Citation, IF, Citation Databases Publishing Ethics & Plagiarism for Academic Scenario

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## Contents

- ⊕ Global Publication Output
- ⊕ Measurement of Quality of Publications
- ⊕ Citation
- ⊕ Impact Factor
- ⊕ H-Index and G-Index
- ⊕ Citation Databases
- ⊕ Google Scholar Citation Profile

# Impact Factor (IF)

- ✓ Impact Factor (IF) devised by 'Eugene Garfield' calculated as 'the number of citations to a journal for the previous two years, divided by the number of articles published in those years'.
- ✓ For example, the 2013 impact factor of a journal would be calculated as follows:
  - ❖ A = the number of times that articles published in a journal in 2011 and 2012, were cited by articles in indexed journals during 2013.
  - ❖ B = the total number of "articles" published by that journal in 2011 and 2012.
- ✓ 2013 impact factor of that journal is A/B.
- ✓ Note that 2013 impact factors are published in 2014.
- ✓ Impact Factor is a journal metric and should not be used to assess individual researchers or institutions.

## Calculation of Impact Factor for 'Nature'

### Journal Impact Factor

Cites in 2012 to Items published in:	2011 = 31102	Number of Items published in:	2011 = 841
	2010 = 34629		2010 = 862
	Sum: 65731		Sum: 1703
Calculation:	<u>Cites to recent items</u>	<u>65731</u>	<u>= 38.597</u>
	Number of recent items	1703	

### 5-Year Journal Impact Factor

Cites In {2012} to Items published in:	2011 = 31102	Number of items published In:	2011 = 841
	2010 = 34629		2010 = 862
	2009 = 34253		2009 = 866
	2008 = 34395		2008 = 899
	2007 = 30050		2007 = 841
	Sum: 164429		Sum: 4309
Calculation:	<u>Cites to recent items</u>	<u>164429</u>	<u>= 38.159</u>
	Number of recent items	4309	

# Journals with High Impact Factor

Rank	Abbreviated Journal Title (linked to Journal Information)	ISSN	Total Cites	Impact Factor	5-Year Impact Factor	Immediacy Index	Articles	Cited Half-life	Eigenfactor Score	Article Influence Score
1	CA-CANCER J CLIN	0007-9235	13722	153.459	88.55	27.04	25	3.3	0.0517	29.478
2	NEW ENGL J MED	0028-4793	245605	51.658	50.807	12.667	360	8	0.65776	21.494
3	REV MOD PHYS	0034-6861	35720	44.982	51.882	6.478	46	10	0.13048	32.634
4	CHEM REV	0009-2665	112596	41.298	45.795	14.335	176	8.2	0.22661	14.294
5	NAT REV GENET	1471-0056	23358	41.063	36.4	6.314	70	4.9	0.12498	18.755
6	LANCET	0140-6736	166922	39.060	36.427	9.556	313	9.1	0.36193	14.524
7	NATURE	0028-0836	554745	38.597	38.159	9.243	869	9.6	1.57508	20.844
8	NAT REV MOL CELL BIO	1471-0072	31341	37.162	44.026	5.985	65	5.7	0.15052	22.646
9	ANNU REV IMMUNOL	0732-0582	15963	36.556	43.742	8.429	28	8.6	0.04898	23.273
10	NAT MATER	1476-1122	46348	35.749	42.376	8.411	141	5.2	0.22788	19.481
11	NAT GENET	1061-4036	81183	35.209	34.52	5.511	225	6.8	0.30955	17.442
12	NAT REV CANCER	1474-175X	32628	35.000	39.361	6.333	69	6.3	0.11405	17.53
13	ADV PHYS	0001-8732	4849	34.294	31.167	0.857	7	>10.0	0.01393	18.913
14	NAT REV IMMUNOL	1474-1733	24831	33.129	35.851	4.831	65	5.5	0.11114	16.9
15	NAT REV DRUG DISCOV	1474-1776	19470	33.078	33.205	8.651	43	5.5	0.06568	12.004
16	NAT BIOTECHNOL	1087-0156	38728	32.438	32.182	7.087	92	6.8	0.13409	14.933
17	CELL	0092-8674	178762	31.957	34.366	6.499	415	8.5	0.58942	19.327
18	NAT REV NEUROSCI	1471-003X	26938	31.673	35.888	5.065	62	6.5	0.09405	16.252
19	NAT NANOTECHNOL	1748-3387	21920	31.170	36.011	5.876	121	3.7	0.15436	15.607
20	SCIENCE	0036-8075	508489	31.027	33.587	6.691	832	9.7	1.35987	17.712

## H-Index

- ❖ H-index attempts to measure both the productivity and impact of the published work of a scientist or scholar.
- ❖ The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications.
- ❖ A scholar with an index of  $h$  has published  $h$  papers each of which has been cited in other papers at least  $h$  times. Thus, the  $h$ -index reflects both the number of publications and the number of citations per publication.
- ❖ The index can also be applied to the productivity and impact of a group of scientists, such as a department or university or country, as well as for a journal.

## Calculation of 'H' Index

Rank	TC
1	125
2	100
3	95
4	85
5	70
6	56
7	44
8	32
9	23
10	21
11	20
12	18
13	18
14	17
15	16
16	15

H-Index:15

## G-Index

- ❖ G-index aims to improve on the h-index by giving more weightage to highly-cited articles.
- ❖ Leo Egghe defined g-index as Given a set of articles ranked in decreasing order of the number of citations that they received, the g-index is the (unique) largest number such that the top g articles received (together) at least  $g^2$  citations.
- ❖ G-index is calculated based on the distribution of citations received by a given researcher's publications.
- ❖ g is (1) the number of highly cited articles, such that each of them has brought (2) on average g citations.
- ❖ In all cases 'g' is at least 'h', and is in most cases higher.

## Calculation of 'H' Index and 'G' Index

Rank	TC	Rank <sup>2</sup>	ΣTC
1	125	1	125
2	100	4	225
3	95	9	320
4	85	16	405
5	70	25	475
6	56	36	531
7	44	49	575
8	32	64	607
9	23	81	630
10	21	100	651
11	20	121	671
12	18	144	689
13	18	169	707
14	17	196	724
15	16	225	740
16	15	256	755
17	15	289	770
18	14	324	784
19	14	361	798
20	13	400	811
21	12	441	823
22	12	484	835
23	12	529	847
24	12	576	859
25	11	625	870
26	11	676	881
27	11	729	892
28	10	784	902
29	10	841	912
30	10	900	922
31	9	961	931
32	8	1024	939

**H-Index:15**

**G Index:30**

## Citation Databases

- Citations details are analysed with the help of citation indexes, a kind of bibliographic database and an index of citations between publications.
- Major Citation databases
  - Web of Science
  - Scopus
  - Google Scholar
  - Indian Citation Index
- Bibliographic database
  - Engineering Village

## Web of Science

- ❖ More than 17 databases including Web of Science (SCI, SSCI and A&HCI) can be searched simultaneously in Web of Knowledge.
- ❖ Web of Knowledge (formerly known as ISI Web of Knowledge) provided by Thomson Reuters.
- ❖ Web of Knowledge covers the sciences, social sciences, arts and humanities.
- ❖ It provides bibliographic content and tools to access, analyze, and manage research information.

## Scopus

- ❖ Scopus, a bibliographic database provided by Elsevier.
- ❖ It containing abstracts and citations for academic journal articles.
- ❖ It covers nearly 21,000 titles from over 5,000 publishers, of which 20,000 are peer-reviewed journals in the scientific, technical, medical, and social sciences (including arts and humanities).

## Google Scholar

- ❖ Google Scholar is a freely accessible web search engine indexes full-text journal articles, technical reports, theses, books etc including selected web pages that are deemed to be 'scholarly'.
- ❖ Google Scholar ranks the full text of each article, the author, the publication in which the article appears, and how often the piece has been cited in other scholarly literature.
- ❖ Google Scholar automatically calculates and displays the individual's total citation count, h-index, and i10-index.
- ❖ Top citations in a field of interest can also be accessed.

## How to Create Citation Profile @ Google Scholar

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Google  
scholar



# Indian Citation Index



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Publications: 71 | Authors: 24296 | Institutions: 1196267 | What's New?

Search: Institution Analyzer | Data Compiler | Journal Analyzer | Subject Category | Marked Records | More...

Search for: Search This Field

Example: Plant OR 'Nano technology'

AND

Example: All India Instit... arrow keys to select then Enter

AND

Example: Current Soc... arrow keys to select then Enter

in Title

in Institution

in Publication Name

Search History

All Years

ICI Other Products

- ✓ Indian Science Citation Index (ISCI)
- ✓ Indian Health Science Citation Index (IHSCI)
- ✓ Indian Agriculture Citation Index (IACI)
- ✓ Indian Social Science & Humanities Citation Index (ISSHCI)
- ✓ Indian Journals Citation Report (IJCR)
- ✓ Indian Science & Technology Abstracts (ISTA)
- ✓ Directory of Indian R&D Journals (DoIJ)

\* Will be available shortly

TimeSpan: 2004-2013

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## Key Elements of Publishing

- ❖ Ethical Issues
- ❖ Style and language
- ❖ Structure of paper
- ❖ Components of paper
- ❖ Article submission/journal selection
- ❖ Publisher's process/peer review

PRINCIPAL  
N.K.T. NATIONAL COLLEGE OF EDUCATION  
FOR WOMEN (AUTONOMOUS),  
TRIPPLICANE, CHENNAI-600 005.

# Ethical Issues

- ❖ Disclosure of Conflict of Interest
- ❖ Acknowledgment of funding sources
- ❖ Image manipulation guidelines
- ❖ Online submission - supplemental information (datasets, videos)

See: Blackwell Science - Best Practice Guidelines on Publishing Ethics

<http://www.blackwellpublishing.com/Publicationethics/>

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YEAR: 2016

RESOLUTION: Or-30102

Authorship / Authorship / Disputed authorship

Malconduct/questionable behaviour / Misconduct/questionable behaviour (author)

Research integrity

160

PRINCIPAL

N. K. T. NATIONAL COLLEGE OF EDUCATION

S.NO	CLASSIFICATION
1	Redundant submission/publication
2	Authorship
3	Falsification of data
4	No informed consent
5	Unethical research
6	No ethics cttee approval
7	Fabrication
8	Editorial misconduct
9	Plagiarism
10	Undeclared competing interest
11	Breach of confidentiality
12	Clinical misconduct
13	Attack on whistleblowers
14	Reviewer misconduct
15	Deception
16	Failure to publish
17	Ethical questions

## Ethical Violations

- ❖ Duplicate publication/submission of research findings; failure to inform the editor of related papers that the author has under consideration or “in press”
- ❖ Unrevealed conflicts of interest that could affect the interpretation of the findings
- ❖ Misrepresentation of research findings - use of selective or fraudulent data to support a hypothesis or claim

## Style and Language

- ❖ Refer to the journal's author guide for notes on style (see Publishing Skills Web-Bibliography for examples)
  - ❖ Some authors write their paper with a specific journal in mind
  - ❖ Others write the paper and then adapt it to fit the style of a journal they subsequently choose
- ❖ Objective is to report your findings and conclusions clearly and concisely as possible

## Style and Language

- ❖ If English is not your first language, find a native English speaker (if possible) to review the content and language of the paper before submitting it
- ❖ Regardless of primary language, find a colleague/editor to review the content and language of the paper
- ❖ See: Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Writing and Editing for Biomedical Publication  
<http://www.icmje.org/>

## Structure of a Paper

- ❖ Scientific writing follows a rigid structure – a format developed over hundreds of years
- ❖ Consequently, a paper can be read at several levels:
  - ❖ Some people just will refer to the title
  - ❖ Others may read only the title and abstract
  - ❖ Others will read the paper for a deeper understanding

## Components of a Paper

Section	Purpose
Title	Clearly describes contents
Authors	Ensures recognition for the writer(s)
Abstract	Describes what was done
Key Words (some journals)	Ensures the article is correctly identified in abstracting and indexing services
Introduction	Explains the problem
Methods	Explains how the data were collected
Results	Describes what was discovered
Discussion	Discusses the implications of the findings
Acknowledgements	Ensures those who helped in the research are recognised
References	Ensures previously published work is recognised
Appendices (some journals)	Provides supplemental data for the expert reader

## Authors Listing

- ❖ ONLY include those who have made an intellectual contribution to the research
- ❖ OR those who will publicly defend the data and conclusions, and who have approved the final version
- ❖ Order of the names of the authors can vary from discipline to discipline
  - ❖ In some fields, the corresponding author's name appears first

## Title

- ❖ Describes the paper's content clearly and precisely including keywords
- ❖ Is the advertisement for the article
- ❖ Do not use abbreviations and jargon
- ❖ Search engines/indexing databases depend on the accuracy of the title - since they use the keywords to identify relevant articles

## Abstract

- ❖ Briefly summarize (often 150 words) - the problem, the method, the results, and the conclusions so that
  - ❖ The reader can decide whether or not to read the whole article
- ❖ Together, the title and the abstract should stand on their own
- ❖ Many authors write the abstract last so that it accurately reflects the content of the paper
  
- ❖ See: The Structured Abstract: An Essential Tool for Research  
[http://research.mlanet.org/structured\\_abstract.html](http://research.mlanet.org/structured_abstract.html)

## Introduction

- ❖ Clearly state the:
  - ❖ Problem being investigated
  - ❖ Background that explains the problem
  - ❖ Reasons for conducting the research
- ❖ Summarize relevant research to provide context
- ❖ State how your work differs from published work
- ❖ Identify the questions you are answering
- ❖ Explain what other findings, if any, you are challenging or extending
- ❖ Briefly describe the experiment, hypothesis(es), research question(s); general experimental design or method

# Methods

- ❖ Provide the reader enough details so they can understand and replicate your research
- ❖ Explain how you studied the problem, identify the procedures you followed, and order these chronologically where possible
- ❖ Explain new methodology in detail; otherwise name the method and cite the previously published work
- ❖ Include the frequency of observations, what types of data were recorded, etc.
- ❖ Be precise in describing measurements and include errors of measurement or research design limits

# Results

- ❖ Objectively present your findings, and explain what was found
- ❖ Show that your new results are contributing to the body of scientific knowledge
- ❖ Follow a logical sequence based on the tables and figures presenting the findings to answer the question or hypothesis
- ❖ Figures should have a brief description (a legend), providing the reader sufficient information to know how the data were produced

## Discussion/Conclusion

- ❖ Describe what your results mean in context of what was already known about the subject
- ❖ Indicate how the results relate to expectations and to the literature previously cited
- ❖ Explain how the research has moved the body of scientific knowledge forward
- ❖ Do not extend your conclusions beyond what is directly supported by your results - avoid undue speculation
- ❖ Outline the next steps for further study

## References

- ❖ Whenever you draw upon previously published work, you **must** acknowledge the source
- ❖ Any information not from your experiment and not 'common knowledge' should be recognized by a citation
- ❖ How references are presented varies considerably - refer to notes for authors for the specific journal
- ❖ Avoid references that are difficult to find
- ❖ Avoid listing related references that were not important to the study

## Article Submission

- ❖ Select your journal carefully
- ❖ Read the aims and scope
- ❖ Think about your target audience and the level of your work – do you have a realistic chance of being accepted?
- ❖ **Follow the guidelines** in the notes for authors and include everything they ask – it makes the editor's job easier...
- ❖ Articles should **not** be submitted to more than one journal at a time
- ❖ See: Instructions to Authors in Health Sciences  
<http://mulford.mco.edu/instr/>

## Online Submission

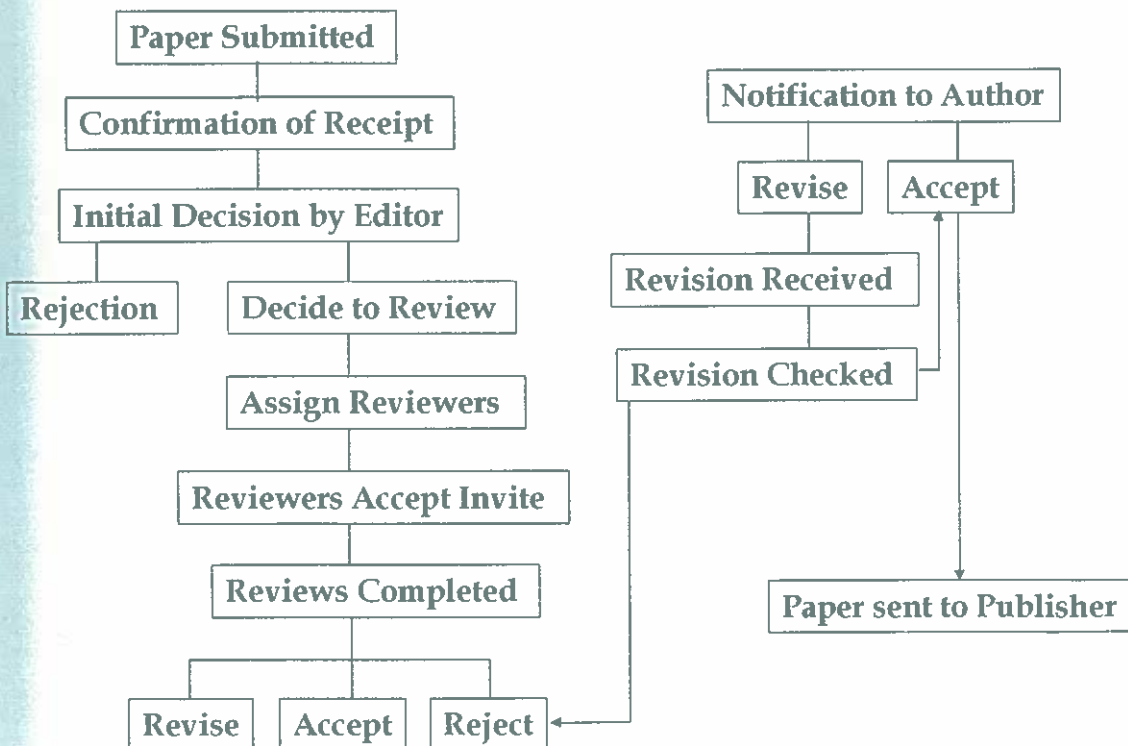
- ❖ Many publishers now offer a completely electronic submission process
- ❖ Article is submitted online and all of the review procedure also happens online
- ❖ Speeds up the editorial process
- ❖ Is invaluable for authors in low-income countries



## After Submission

- ❖ Most journal editors will make an initial decision on a paper - to review or to reject
- ❖ Most editors appoint two referees
- ❖ Refereeing speed varies tremendously between journals
- ❖ Authors should receive a decision of Accept, Accept with Revision (Minor or Major), or Reject
- ❖ If a paper is rejected, most editors will write to you explaining their decision
- ❖ After rejection, authors have the option of submitting the paper to another journal - editor's suggestions should be addressed

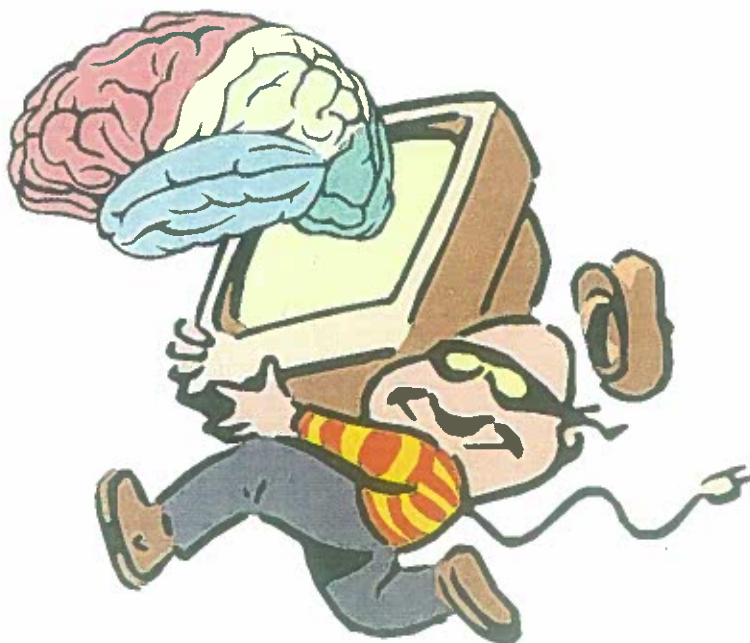
## Overview of Peer Review Process



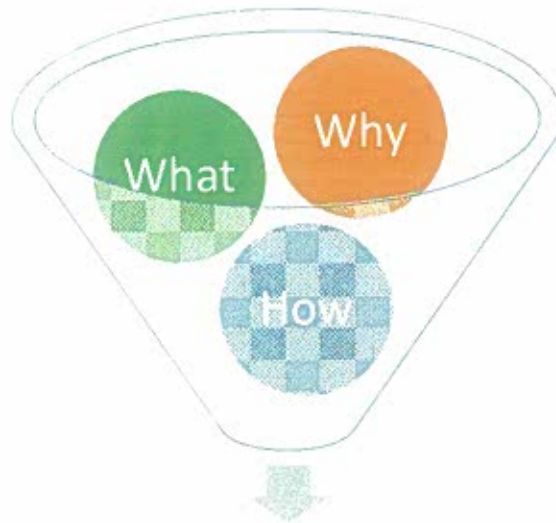
## Publishing Tips

- ❖ Editors and reviewers are looking for original and innovative research that will add to the field of study; keys are:
  - ❖ For research-based papers, ensure that you have enough numbers to justify sound statistical conclusions
  - ❖ For a larger study, it may be better to produce one important research paper, rather than a number of average incremental papers

## Plagiarism



# IDEALOGY



Plagiarism

## What is plagiarism?

- ❖ Latin *plagium* - means "kidnapping"
- ❖ It is intellectual theft
- ❖ It is a *serious scientific misconduct*

Plagiarism is  
plagiarism... **irrespective  
of Intent, Source,  
Quantity and Copyright**

# Plagiarism

Do not make a big deal out of it

- However consider it when preparing a manuscript
- Less than 10 percent of your article should be quoted from other sources
- Always paraphrase when you want to quote from other sources.

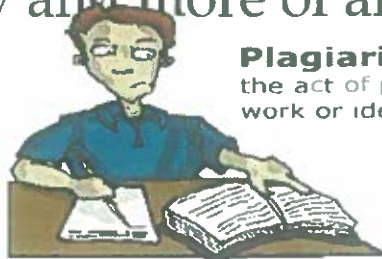


## ❖ E-Plagiarism/ Self-plagiarism

- ❖ Copying ideas, text, material from the web without proper accreditation
- ❖ Digital plagiarism is a term used to describe copying using computers
- ❖ The practice of an author using portions of their previous writings on the same topic in another of their publications, without specifically citing it formally in quotes.
- ❖ This practice is widespread and at times unintentional
- ❖ Violates the copyright that has been assigned to the publisher
- ❖ No consensus whether this is scientific misconduct

# Plagiarism Vs Copyright

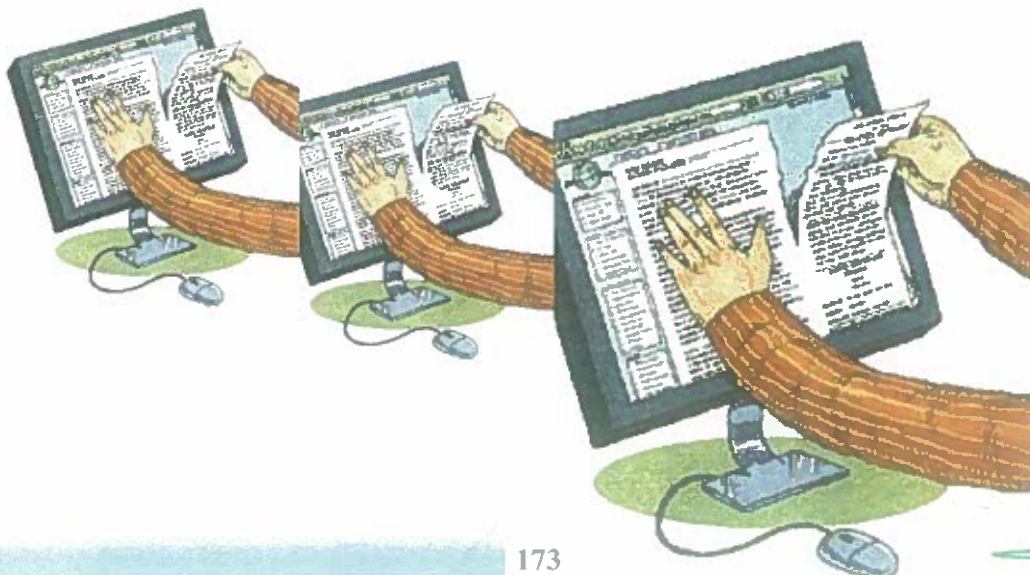
- ❖ Plagiarism issues are not strictly related to copyright issues - though the two may overlap.
- ❖ Copyright is a legal concept; plagiarism is literary and more of an ethical issue.



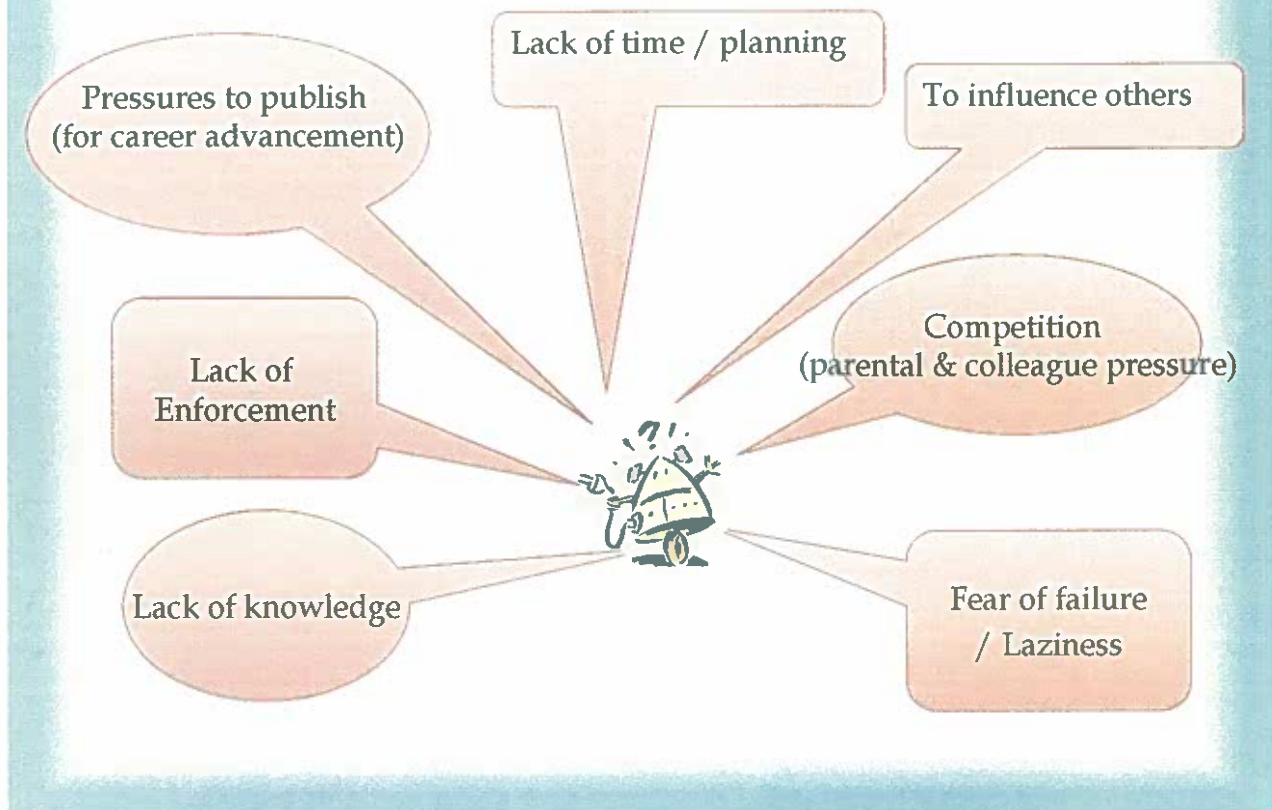
**Plagiarism:**  
the act of presenting another's  
work or ideas as your own.

[www.mansfieldschools.com/.../images/plagia2.gif](http://www.mansfieldschools.com/.../images/plagia2.gif)

# Trend of Plagiarism



# Why do People Plagiarize?



# Why do people plagiarize?

- ❖ Ignorance
- ❖ Lack of knowledge on the ethics of scholarly writing / poor writing skills
- ❖ Ambition, fierce competition
- ❖ Pressure from seniors
- ❖ Publish or perish system
- ❖ Faster
- ❖ Chances of getting caught or action being taken is slim

## How to avoid plagiarism?

- ❖ For short quotes, use quotation marks in the sentence.
- ❖ For longer quotes indent the entire passage
- ❖ If you have used a table, chart, diagram etc., cite the source directly below with a statement that permission has been obtained.
- ❖ "All sources should be disclosed and, if large amounts of other people's written or illustrative material are to be used, permission must be sought." COPE, 1999.

## ❖ How to avoid plagiarism?

- ❖ One way to avoid plagiarism is reading something and putting it into your own words
- ❖ Another way is to credit the author of what you read and not taking credit for it
- ❖ Using quotations is another way of avoiding plagiarism
- ❖ At the beginning of the first sentence in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea

[http://www.writing.northwestern.edu/avoiding\\_plagiarism.html](http://www.writing.northwestern.edu/avoiding_plagiarism.html)

# How to avoid plagiarism?

- ❖ attribute references
- ❖ describe all sources of information
- ❖ give acknowledgments
- ❖ provide footnotes
- ❖ use quotation marks wherever required
- ❖ paraphrase the original, attributed work
- ❖ for extensive quotations, obtain permission from the publisher of the original work
- ❖ avoid self-plagiarism by taking permission from the publisher of the previous article authored by you
- ❖ obtain permission for use of published drawings or other illustrations

## MLA Quotations

- ❖ **Indirect:** Some researchers note that "children are totally insensitive to their parents' shyness" (Zimbardo 62).
- ❖ **Direct:** Zimbardo notes that "children are totally insensitive to their parents' shyness" (62).
- ❖ **Paraphrasing:** Some researchers have observed that children seem unaware that their parents are considered bashful (Zimbardo 62).

## APA or Chicago Quotations

- ❖ **Indirect:** Some researchers note that "children are totally insensitive to their parents' shyness" (Zimbardo, 1977, p.62).
- ❖ **Direct:** Zimbardo (1977) notes that "Children are totally insensitive to their parents' shyness" (p. 62).
- ❖ **Paraphrasing:** Some researchers have observed that children seem oblivious to their parents' bashfulness (Zimbardo, 1977).

## What do I need to cite?

You should always provide references for

- ❖ Direct quotations
- ❖ Summaries, paraphrases
- ❖ Statistics
- ❖ Charts, graphs, diagrams
- ❖ Controversial interpretations
- ❖ Results of others' research

## Types of plagiarism Sources not cited

- ❖ "The Ghost Writer":
  - ❖ The writer turns in another's work, word-for-word, as his or her own.
- ❖ "The Photocopy":
  - ❖ The writer copies significant portions of text straight from a single source, without alteration.
- ❖ "The Potluck Paper":
  - ❖ The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing. Also known as "patch writing."

## Types of plagiarism Sources not cited

- ❖ "The Poor Disguise":
  - ❖ Although the writer has retained the essential content of the source, he or she has altered the paper's appearance slightly by changing key words and phrases.
- ❖ "The Labor of Laziness":
  - ❖ The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.
- ❖ "The Self-Stealer":
  - ❖ The writer "borrows" generously or "recycles" from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

## Types of plagiarism Sources are cited

- ❖ "The Forgotten Footnote":
  - ❖ The writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
- ❖ "The Misinformer":
  - ❖ The writer provides inaccurate information regarding the sources, making it impossible to find them.
- ❖ "The Too-Perfect Paraphrase":
  - ❖ The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

## Types of plagiarism Sources are cited

- ❖ "The Resourceful Citer":
  - ❖ The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.
- ❖ "The Perfect Crime":
  - ❖ Well, we all know the perfect crime doesn't exist. In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material.

# How to paraphrase

- ❖ Get the main idea of an article and use your own style of writing to cite it
- ❖ Always cite the paraphrase
  - ❖ It is not enough to paraphrase and not citing the source

## Author Responsibilities

### -Preparation and Submission of Manuscripts:

#### Follow General Rules:

- Ensure work is new and original research
- All Authors listed on ms are aware of submission and agree with content and support submission
- Agree that the manuscript can be examined by anonymous reviewers.
- Provide copies of related work submitted or published elsewhere
- Obtain copyright permission if figures/tables need to be reproduced
- Include proper affiliation

## What can be Published

Journals like to publish papers that are going to be widely read and useful to the readers

- ❖ Papers that report “original and significant” findings that are likely to be of interest to a broad spectrum of its readers
- ❖ Papers that are well organized and well written, with clear statements regarding how the findings relate to and advance the understanding/development of the subject
- ❖ Papers that are concise and yet complete in their presentation of the findings

## What is not acceptable

- ❖ Papers that are routine extensions of previous reports and that do not appreciably advance fundamental understanding or knowledge in the area
- ❖ Incremental / fragmentary reports of research results
- ❖ Verbose, poorly organized, papers cluttered with unnecessary or poor quality illustrations
- ❖ Violations of ethical guidelines, including plagiarism of any type or degree (of others or of oneself)

## Plagiarism Tools : Dupli Checker

### Pros

- ❖ **Free Of Charge**  
You don't have to pay anything. Whether you are a one-time user or plan to make the most of this free plagiarism detection tool on a daily basis, you are not required to pay for subscription.
- ❖ **Ease Of Use**  
You are presented with a very basic, functional layout that does not require for any previous experience with plagiarism detection tools.
- ❖ **2 Ways To Check For Plagiarism**  
Duplichecker enables you to either copy and paste your text in the field and then check it for plagiarisms, or upload a Docx or Text file from your computer.
- ❖ **50 Plagiarism Scans Per Day For Registered Users**  
If you sign up for free, Duplichecker allows you to do 50 plagiarism checks in a single day.

### Cons

- ❖ **1 Search Per Day For Unregistered Users**  
If you choose not to indulge in a free sign-up then you are limited to only 1 plagiarism check per day.
- ❖ **Plans And Pricing** No paid version is available.

## Plagiarism Tools : Copyleaks

### Pros

- ❖ **For Education And Business**  
Different sections on the platform for educational and business purposes. The business section addresses to publishers and SEO agencies, while the education section to schools, students and universities.
- ❖ **Multiple File Formats And Languages**  
Copyleaks is able to scan content in various file formats and all Unicode languages.
- ❖ **Variety Of Tools**  
Copyleaks allows you to use the API tool to search for plagiarized eLearning content all over the Internet. It also offers a mobile app along with an MS Office add-on, which you can use to check for plagiarisms as you are writing a document on MS Word.

### Cons

- ❖ **You Can Use It Only After You Sign Up**  
Unfortunately, you need to create an account for free first, in order to search for plagiarized eLearning content.
- ❖ **Free Page Restriction**  
Only the first 10 pages are for free.

## Plagiarism Tools : PaperRater

### Pros

- ❖ **3 Tools In 1: Proofreader & Grammar Check, Vocabulary Builder, Plagiarism Checker**  
If you need to check your text for grammar mistakes, have it proofread with suggestions for different wording, or have it checked for plagiarism, this is the tool.
- ❖ **Developed By Industry Experts**  
Developed by a team of computational linguists and subject matter experts.
- ❖ **Fast Results**  
PaperRater boasts accurate results in seconds.

### Cons

- ❖ **No Ability To Save Reports**  
If you are looking to store result report, then you are out of luck here.
- ❖ **Plans And Pricing**
- ❖ **Basic**  
Free of charge, submissions of up to 5 pages, grammar and spelling check, writing suggestions tool and automated scoring.

## Plagiarism Tools : Plagiarisma

### Pros

- ❖ **Basic and easy-to-use, multi-purpose plagiarism detection tool that is used by students, teachers, writers, as well as various members of the literary industry.**
- ❖ **190+ Languages Supported**  
There is virtually no language excluded from the list.
- ❖ **Plagiarism Check By URL, Online Or File Upload**  
Copy and Paste or Type your text in the appropriate field, provide a URL, or upload a file from your computer. Supported file types include: TXT, HTML, RTF, DOC, DOCX, XLS, XLSX, PDF, ODT, EPUB, FB2, PDB.
- ❖ **Firefox And Chrome Extensions**  
Have your text quickly checked by downloading the add-ons.

### Cons

- ❖ **Limited Plagiarism Checks Per Day**  
If you are looking for a tool for extensive use then look somewhere else. The free version has a limited number of plagiarism checks.
- ❖ **Plans And Pricing**
- ❖ **Variety Of Plans**  
Free version of Plagiarisma offers all the aforementioned benefits. If registered, you can upgrade to Premium Members hip. Pricing plans start from \$5 for one day for up to 100 searches. For unlimited searches, there is a \$25 or \$30 subscription for 3 or 6 months, respectively. For up to 25 users, there is a fixed monthly subscription of \$25 for unlimited number of searches.

## Plagiarism Tools: Plagiarism Checker

### Pros

- ❖ User-friendly, entirely free plagiarism detection tool to check whether content is plagiarized.
- ❖ **Detailed Guidelines**  
One of the easiest to use free plagiarism detection tools due to its step-by-step approach on how to use it.
- ❖ **Check If Others Have Plagiarized Your Online Content**  
Click on the "For authors" option to check whether they have plagiarized your content and posted it on the Internet. You may also get a notification by email.
- ❖ **Entirely Online**  
No downloads required.

### Cons

- ❖ **Supports Only Google Or Yahoo Browsers**  
If you are using none of those 2 browsers then you might want to look elsewhere
- ❖ **Plans And Pricing**  
Free of charge.

## Plagiarism Tools: Plagium

### Pros

- ❖ Basic but fully functional free plagiarism detection tool with different levels of search.
- ❖ **Easy to use**  
You basically copy-paste text. It features 2 types of searches, quick search and deep search.
- ❖ **Free For Up To 5,000 Characters Each Time**  
For up to 5,000 characters per search you don't have to pay any fee.

### Cons

- ❖ **Limited Free Features**  
Only if you sign up you can upload your file, have it checked, and receive a word usage report on it.
- ❖ **Plans And Pricing**
- ❖ **Quick Search And Deep Search Offers**  
If you are a frequent user of the platform, Plagium urges you to pay for a subscription. For \$9,99 per month you can do 287 Quick Searches and 143 Deep Searches.

# Plagiarism Tools: PlagScan

## Pros

- ❖ Plagiarism detection tool for both individuals and businesses that checks texts against online content, scientific journals and the user's documents as well.
- ❖ **Fully Online**  
No download required.
- ❖ **3 Ways To Do Plagiarism Checks**  
You can select from: a) directly pasting you text into the appropriate field, b) importing the file from the web by entering its URL at the indicated area, or uploading it from a cloud storage area such as Dropbox, Google Drive, or OneDrive, c) uploading a file from your desktop.
- ❖ **No Subscriptions For Private Users**  
The user pays on-demand according to their respective needs.
- ❖ **Integration Features**  
Businesses can integrate Plagscan into several Content and Learning Management Systems (CMS/LMS).

## Cons

- ❖ **Relatively Complicated Interface**  
As opposed to competitive platforms the interface seems quite advanced.
- ❖ **Plans And Pricing**
- ❖ **Private Users**  
Starts from \$5,99 per month with online storage time for up to 6 months.
- ❖ **Organizations**  
Accounts for schools, universities or companies start from \$19,99 per month with unlimited online storage time along with a variety of administration and cloud features.

# Plagiarism Tools: PlagTracker

## Pros

- ❖ Fast free plagiarism detection tool that searches both websites and academic databases by copying and pasting text, or file uploading.
- ❖ **Addressing To Different User Groups**  
Students, teachers, publishers and site owners can take advantage of Plagtracker.
- ❖ **Detailed Reports**  
The user gets informed as to what parts need to be cited and a list of sources to be used.
- ❖ **6 Languages Supported**  
Check your eLearning content in English, French, Spanish, German, Romanian and Italian.

## Cons

- ❖ **No File Upload In Free Version**  
You have to purchase a premium package to have your file uploaded and checked.
- ❖ **Plans And Pricing**
- ❖ **One Premium Offer**  
For \$7,49 per month you can upload and check larger files with faster processing times, grammar checks and unlimited checking volume for multiple documents.

## Plagiarism Tools: Quetext

### Pros

- ❖ Basic layout and functional interface that checks against the Internet, as well as various databases.
- ❖ **No Subscriptions**  
Quetext is entirely free.
- ❖ **Unlimited Usage**  
No account, registration or downloads needed.

### Cons

- ❖ **No File Uploading**  
Users can only copy and paste text in the designated area.
- ❖ **Plans And Pricing**
- ❖ Free of charge. No premium memberships. No subscriptions available.

## Plagiarism Tools: Viper

### Pros

- ❖ A 3-step free plagiarism detection tool with user-friendly interface.
- ❖ **100% Free**  
All features are available to everyone on the Internet.
- ❖ **Extensive Plagiarism Check Range**  
Your document will be checked against more than 10 billion online resources including journals, books and websites.

### Cons

- ❖ **Limited Target Group**  
Mostly targeted to academic students as it is widely used for evaluating student papers.
- ❖ **Plans And Pricing**
- ❖ No subscriptions available. Entirely free platform.

# Plagiarism Tools: Turnitin

Turnitin provides instructors with the tools to engage students in the writing process, provide personalized feedback, and assess student progress over time. Turnitin is used by more than 30 million students at 15,000 institutions in 150 countries.

## iThenticate

- ❖ iThenticate is the leading provider of professional plagiarism detection and prevention technology used worldwide by scholarly publishers and research departments to ensure the originality of written work before publication.
- ❖ iThenticate helps editors, authors and researchers prevent misconduct by comparing manuscripts against its database of over 45 billion web pages and 130 million content items, including 38 million published works from over 530 scholarly publisher participants of CrossCheck, a service offered by CrossRef® and powered by iThenticate software.
- ❖ iThenticate is developed by Turnitin, the leader in plagiarism and originality checking for educational institutions worldwide. The company is headquartered in Oakland, California with international offices in Newcastle, United Kingdom.

## Plagiarism Tools:URKUND

- ❖ URKUND offers a fully-automated system for handling plagiarism. In short, the students send their documents to their teachers by e-mail. Along the electronic route between student and teacher, the documents are checked against three central source areas: Internet, published material and student material.
- ❖ **Easy to use**  
URKUND does not require any software installation, no use of complex interfaces and no login to any website; neither for the student nor the teacher. This means that the service is very easy to use and introduce into an organisation.
- ❖ **Integrated system**  
It is important to differentiate between URKUND's e-mail based system and other tools, whereby the teacher needs to log in to a website and upload the students' documents for checking.

## Punishment for Plagiarism

- ❖ Plagiarism may result in serious sanctions, including
- ❖ public disclosure,
- ❖ loss of research funding,
- ❖ loss of professional stature and
- ❖ termination of employment
- ❖ legal action against the individual's committing plagiarism

## Further Resources

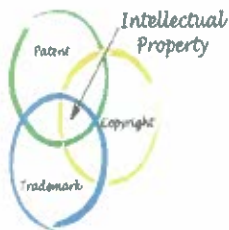
- ❖ Davis, Martha (2005) "Scientific Papers and Presentations", 2<sup>nd</sup> Edition. Academic Press (ISBN 0-12-088424-0)
- ❖ Grossman, Michael (2004) "Writing and Presenting Scientific Papers", 2nd edition, Nottingham University Press, (ISBN 1-897676-12-3).
- ❖ Clare, J & Hamilton, H (2003) "Writing research transforming Data into Text", Churchill Livingstone (ISBN 0443071829).
- ❖ HINARI Publishing Skills Web-bibliography 11 2007
- ❖ Essential Health Links/Publishing Skills
- ❖ <http://www.healthnet.org/essential-links/publishing-skills.html>

Thank U

# INTELLECTUAL PROPERTY RIGHTS



J Arumugam  
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Mobile: 9965220665



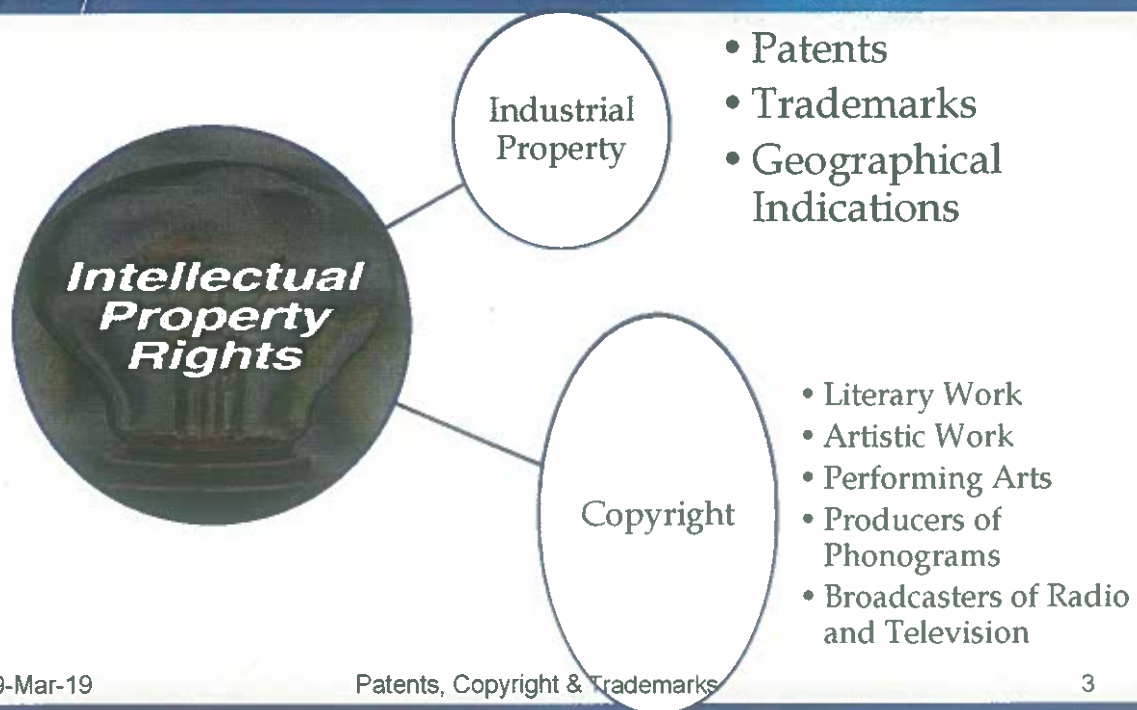
## IPR (Intellectual Property Rights)

Intellectual property refers to creations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce.

Fundamental conditions for a subject to be protected by IPR : The work must be original, the work must be man made, the work must be recorded / fixed.



# IPR Category



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Patents, Copyright & Trademarks

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# Genesis of IPR

- ❖ World's first copyright act was passed in England in 1709
- ❖ **Berne convention** concerns with copyright. Adopted in 1886. It protects literary and artistic works. (Berne, Switzerland).
- ❖ 1952 - **Universal copyright convention** at Geneva, Switzerland. Gave copyright symbol 'C'.
- ❖ 1961 - **The Rome convention** - Concerns with protection of performers, producers of phonograms and broadcasting organizations.
- ❖ 1971 - **Geneva convention** for protection of producer of phonograms against unauthorized duplication of their phonograms
- ❖ 1974 - **Brussels convention** - relates to the distribution of programme-carrying signals transmitted by satellite

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# Genesis of IPR

- ❖ **1995 January - TRIPS** -Trade Related Intellectual Property Rights - an international agreement administered by WTO.
- ❖ **WIPO** - World Intellectual Property Organization - part of UNO - **WIPO copyright treaty (WCT) was held in Geneva in 1996** - provides additional protection for copyright deemed necessary due to advances in IT - ensures that computer programs are protected as literary works
- ❖ **WPPT** - WIPO Performances and Phonograms Treaty - held at Geneva in 1996
- ❖ **WCT and WPPT = 'The internet treatise'.**
- ❖ **2012- Beijing Treaty** - held at Beijing - provides protection of audiovisual performances
- ❖ **2013 - Marrakesh Treaty** - to facilitate access to published works for persons, who are blind, visually impaired or otherwise print disabled

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# Genesis of IPR

- ❖ **Information Technology act** - enacted in India in 2000
- ❖ **Digital Millennium Copyright Act (DMCA)** - enacted in 1998 - United States Copyright Act
- ❖ The **Stop Online Piracy Act (SOPA)** is an anti-piracy bill, a United States bill introduced by U.S. Representative Lamar S. Smith (R-TX) to expand the ability of U.S. law enforcement to fight online trafficking in copyrighted intellectual property and counterfeit goods.
- ❖ **PIPA** (Preventing Real Online Threats to Economic Creativity and Theft of Intellectual Property Act, or PIPA)
- ❖ The **PROTECT IP Act** is a proposed law with the stated goal of giving the US government and copyright holders additional tools to curb access to "rogue websites dedicated to infringing on counterfeit goods", especially those registered outside the U.S.

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# Patents

- ❖ Patent act – enacted in India in 1970
- ❖ Patent tenure – 20 years
- ❖ Patents in India are granted by Controller of Patents
- ❖ Patents head office located in India at Kolkata
- ❖ Branches of Patent office : New Delhi, Madras, Mumbai
- ❖ Office of Patent Information System in India – at Nagpur
- ❖ Indian patents on all areas are published in Gazette of India,

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## Why We need Patents?

- ❖ Patents provide incentives to individuals by recognizing their creativity and offering the possibility of material reward for their marketable inventions. These incentives encourage innovation, which in turn enhances the quality of human life.
- ❖ Source of recognition for the inventor(s)
- ❖ Incentive to develop a commercial product
  - ❖ License to an existing company
  - ❖ Start up a new company
- ❖ Protection against imitators

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## What Can Be Patented?

### ❖ Must be:

- ❖ Novel: not previously known or used by others
- ❖ Useful: have a known use or produce a concrete and tangible result
- ❖ Non-obvious:
  - ❖ Is it obvious to PHOSITA (Person Having Ordinary Skill In The Art)?
  - ❖ Can not be found in a single or reasonable combination of patents that would yield a predictable result

### ❖ Can not be:

- ❖ Idea
- ❖ Law of Nature
- ❖ Scientific Principle

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## What kind of protection do patents offer?

- ❖ Patent protection means an invention cannot be commercially made, used, distributed or sold without the patent owner's consent.
- ❖ Patent rights are usually enforced in courts that, in most systems, hold the authority to stop patent infringement.

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## What rights do patent owners have?

- ❖ A patent owner has the right to decide who may - or may not - use the patented invention for the period during which it is protected.
- ❖ Patent owners may give permission to, or license, other parties to use their inventions on mutually agreed terms.
- ❖ Once a patent expires, protection ends and the invention enters the public domain.

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## Notable Events in US Patent History

- ❖ **1790:** 1<sup>st</sup> US Patent Act entitled "An act to promote the progress of useful arts"
- ❖ **1850:** Introduction of the concept that an invention must be non-obvious as well as new and useful
- ❖ **1978:** Patent Cooperation Treaty put into effect; allows single worldwide filing
- ❖ **1980:** Bayh-Dole Act - Universities retain title to results of Federally funded research

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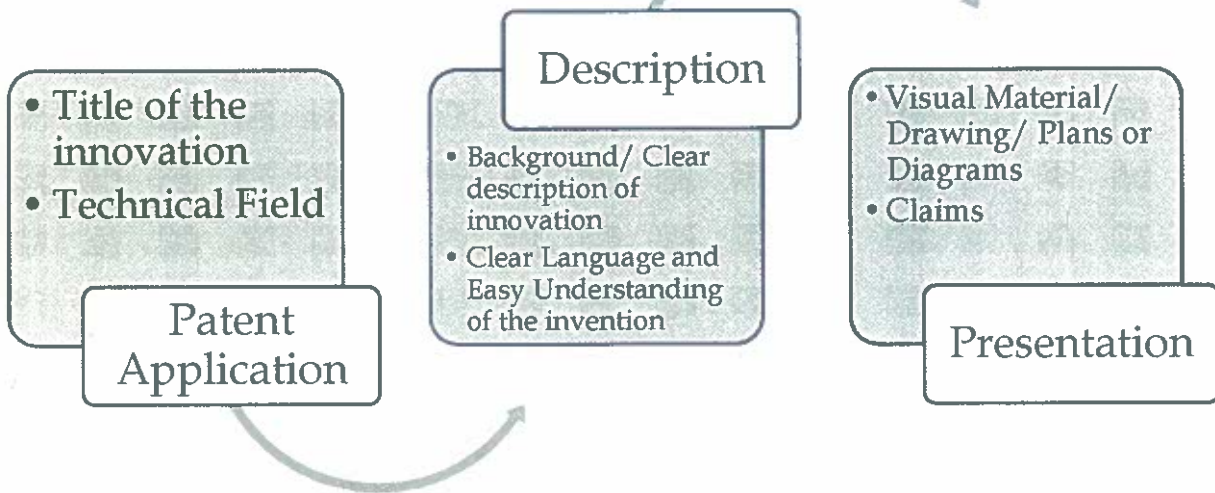
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# How is a patent granted?

❖ The first step in securing a patent is to file a patent application.



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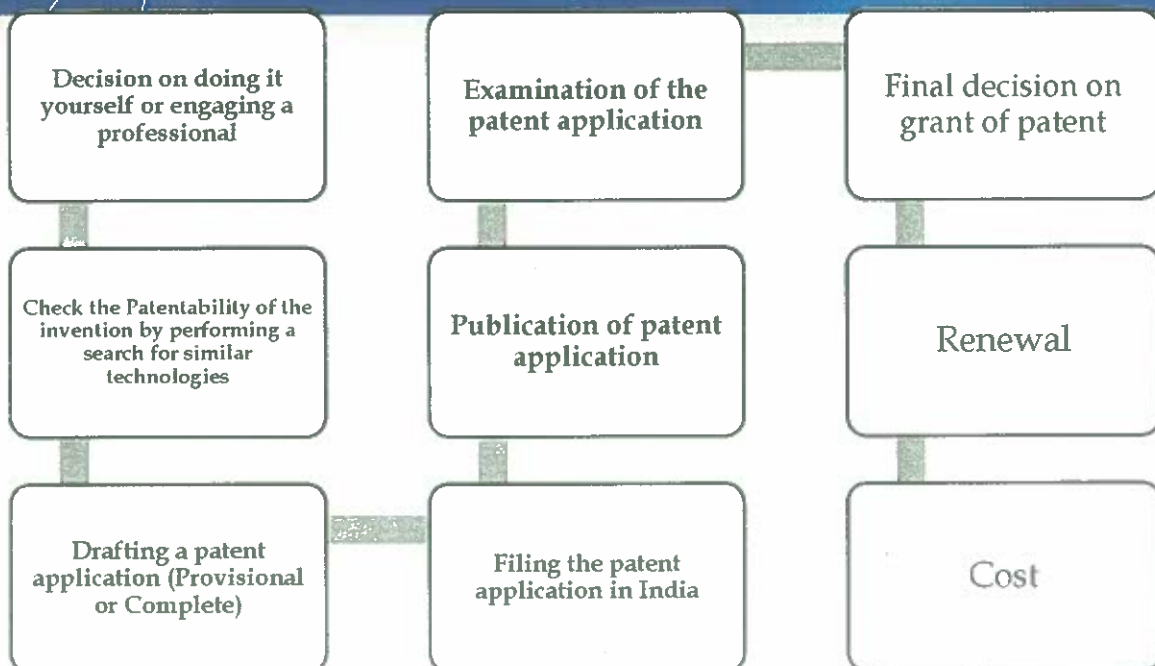
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# Patent Registration Process in India



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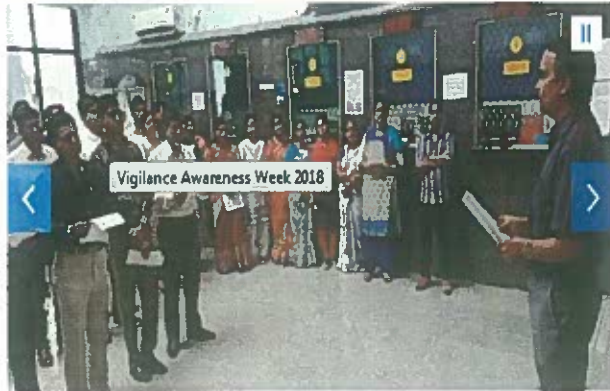
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Office of the Controller General of Patents, Designs & Trade Marks  
 Department of Industrial Policy & Promotion,  
 Ministry of Commerce & Industry,  
 Government of India



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Controller General of Patents,  
 Designs & Trade Marks



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Administration

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- Address of Patents Offices

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Publication Type:

Published

Granted

Application Date (National)

From:

mm/dd/yyyy

To:

mm/dd/yyyy

AND

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Title



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## Indian Patent Data now Available in PATENTSCOPE

March 14 2018

The national patent collection of India is now available in WIPO's global patent search system PATENTSCOPE.

This brings to 52 the number of national/regional offices whose data is available in the PATENTSCOPE search system.

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## Patent Filing Agencies in India

### Derwent Innovation: Patent Information System

- ❖ Derwent Innovation is a proprietary patent research application that provides access to globally trusted, curated patent intelligence and scientific literature.
- ❖ Built by IP leaders for IP leaders, our software drives informed decision making at the world's most innovative institutions including Freedom to Operate (FTO) and patent litigation decisions.

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## Benefits of Patents

- ❖ Reducing the number of competitors in the market
- ❖ Revenue Generation
  - ❖ Licensing,
  - ❖ Assignment,
  - ❖ Technology Transfer,
  - ❖ Merger and Acquisition,
  - ❖ IP Auction, etc.
- ❖ Confidence for venture capitalists or other investors
- ❖ Increase the value of the company
- ❖ Company can sell the IP portfolio Separately
- ❖ Continued monopoly of the Patent results in establishing goodwill

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# Copyright

- ❖ set of exclusive rights granted by law to the creators and producers of forms of creative expressions ;
- ❖ protection of original literary, dramatic, artistic or musical works ;
- ❖ protection of recording, films and broadcasts works ;
- ❖ protection of typographical arrangement of published editions of works ;
- ❖ Literary works = a table or compilation other than a database, a computer program, preparatory design material for a computer program, a database
- ❖ Registrar of copyrights – grants copyrights in India
- ❖ Head office for Copyright in India is located at New Delhi

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# Indian copyright law

- ❖ copyright is granted for – the life time of the author plus 60 years after the death of the author
- ❖ Computer generated works – 50 years from the date of creation of the work
- ❖ Sound recordings work -50 years from the end of the year in which it was made or published
- ❖ Broadcast work – 50 years from the end of year of broadcast
- ❖ Typographical arrangement of published editions work – 20 years from the year of first publications
- ❖ Fair use is a term most relevant to Copyright
- ❖ URL for copyright clearance centre (CCC), the major source for permissions for print and electronic material is [www.copyright.com](http://www.copyright.com)

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## Prohibited under Copyright

- ❖ Downloading a document, printing multiple copies
- ❖ Placing a copyright protected document on web server
- ❖ Downloading a document with licence to use and emailing it
- ❖ Copyright clearance centre Inc. was established in 1978 at Danvers, Massachusetts to facilitate compliance with US Copyright Law ; world's largest licensing agent for text reproduction rights and the foremost provider of copyright licensing solutions.

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## Copyright Infringement case against Delhi University

- ❖ Cambridge University Press (CUP), Oxford University Press and Taylor & Francis launched a lawsuit last year against Delhi University (DU) and a reprographics shop near its campus for producing "course packs" -- bound collections of photocopied extracts from books and journals that are sold for much cheaper than textbooks. The publishers claim the practice infringes on copyright, and that they and their authors are losing money as a result.
- ❖ Publishers are demanded over \$110,000 in damages for this alleged infringement.
- ❖ In this case say that "publishers are not charity house" and questions the system "why publishers should be giving out their works for free" as they have also paid the authors of the books enough money to sell their written material

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# What is a Trade Mark?

Trade marks are symbols that differentiate goods and services in the market place (like brand names and logos). They can be used as marketing tools so that customers can recognize particular products or services.

It gives protection on the basis of

First Adoption

First User

First Inventor

First Invention / Adoption/ User is superior then the Registration

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# Pakistani Basmati

- ❖ Basmati is a variety of rice originally grown in Punjab and Himalayan foothills.
- ❖ Post 1947, Punjab was divided between India and Pakistan, so now both nations claim GI tag for Basmati rice.
- ❖ After much negotiations, India and Pakistan decided to get a Joint GI for Basmati globally.
- ❖ But the talks came to a halt soon after 26/11 attack in Mumbai.
- ❖ Now Bangladesh also wants to be part of this joint GI for Basmati.
- ❖ In the meantime, Philippines etc. are selling their rice as "Basmati" in EU and USA (despite the fact that Basmati is native to Indian subcontinent).

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# Madurai Malli\_GI Tag

http://www.thehindu.com/society/the-jasmine-with...  
 SOCIETY | LATEST | HISTORY & CULTURE | WATCH IN UK, I...  
 SOCIETY

**FIELD NOTES SOCIETY**

## The jasmine with a GI tag

Beulah Rose

MAY 26, 2018 16:22 IST  
 UPDATED: MAY 26, 2018 16:33 IST

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**Trending in Society**

**Society** When home is more unsafe than public space

**Society** Matters of the heart

**History & Culture** 'This (pseudo) spirituality made dance boring' - Srividya Narayanan

**History & Culture** For a sustainable life

**History & Culture** Losing the past in search of a future

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# GI Tag Products in Tamilnadu

Product Name	Category	State
<a href="#">Chennai Handloom Silk</a>	Handicraft	Tamil Nadu
<a href="#">Bhavani Jamakkalam</a>	Handicraft	Tamil Nadu
<a href="#">Madurai Sungudi</a>	Handicraft	Tamil Nadu
<a href="#">Coimbatore Wet Grinder</a>	Manufactured	Tamil Nadu
<a href="#">Thanjavur Paintings</a>	Handicraft	Tamil Nadu
<a href="#">Thanjavur Art Plate</a>	Handicraft	Tamil Nadu
<a href="#">Swamimalai Bronze Icons</a>	Handicraft	Tamil Nadu
<a href="#">Temple Jewellery of Nagercoil</a>	Handicraft	Tamil Nadu
<a href="#">Arani Silk</a>	Handicraft	Tamil Nadu
<a href="#">Kovai Kora Cotton Sarees</a>	Handicraft	Tamil Nadu
<a href="#">Salem Silk</a>	Handicraft	Tamil Nadu
<a href="#">East India Leather</a>	Manufactured	Tamil Nadu
<a href="#">Thanjavur Doll</a>	Handicraft	Tamil Nadu
<a href="#">Fathomezhv Tall Coconut</a>	Agricultural	Tamil Nadu
<a href="#">Nilgiri (Orthodox)</a>	Agricultural	Tamil Nadu

29-Mar-19

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*[Signature]*

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# Thank You

29-Mar-19

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Dear sumangala vaidharani,

This is a reminder that you need to verify your primary email address before you can begin adding information such as your affiliation, biography, or keywords manually to your ORCID record. Click the following link and sign into your ORCID record to verify your email address. If you can't click on the link, copy and paste it into your browser's address bar:

<https://orcid.org/verify-email/RS9zKzBXYUc2LzEwa2Nwd0t0N3poQilXUFJQdS9SZ3pVODVIT2I0bmNBWXQ3ZEJxbFZVTXdxOEU2L2tsSDI1aw>

Your 16-digit ORCID identifier is 0000-0002-2542-9239, and your full ORCID iD and the link to your public record is <https://orcid.org/0000-0002-2542-9239> (primary email address: [vaidh77@gmail.com](mailto:vaidh77@gmail.com)).

If you did not add this email address to your ORCID record, please contact us immediately by replying to this email.

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Warm Regards, The ORCID Team <https://orcid.org/>

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Dear Anitha Devi,

Thank you for creating your ORCID identifier. Please verify your email address to complete your registration and gain access to manually edit your record: click the following link and sign into your ORCID record. If you can't click the link, copy and paste it into your browser's address bar.

Verify your email address

<https://orcid.org/verify-email/SzFyVFhTeGFzZEJZMUs3bFZGSwNHwUJGZytobWRWRXhrOGdWTUViMzY2YlVUUIZ2a05RbmRXbHpCdHBZVGg3MQ>

Your 16-digit ORCID identifier is 0000-0002-3351-5954, and your full ORCID iD and the link to your public record is <https://orcid.org/0000-0002-3351-5954>

### Next steps:

#### 1. Add more information to your ORCID Record


Access your ORCID record at <https://orcid.org/my-orcid> and add more information to your record. If you haven't already done so, we strongly recommend that you add more than one email address to your account, since our system checks names and email addresses to prevent the creation of duplicate records.

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See our tips for six things to do now that you have an ORCID iD. For tips on adding information to your ORCID record see: <https://support.orcid.org/hc/articles/360006896894>

#### 2. Use your ORCID iD when publishing, applying for grants, and more

Many systems ask for your ORCID iD in order to create a link between you and your research outputs and affiliations. Using your ORCID iD, and granting organizations permission to update your record whenever they request this will help you get credit for your work and reduce time spent on future record-keeping.

  
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Dear Uma Vj,

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Verify your email address

<https://orcid.org/verify-email/VU1INFRPVHdSdkZQMFdsS0E3QIA0OUICYUdHN2prUnQ1RDAvanZPWTdaeE1zZnpWYmlyckkxZkRNa1JJK1ZMcg>

Your 16-digit ORCID identifier is 0000-0003-0479-9158, and your full ORCID iD and the link to your public record is <https://orcid.org/0000-0003-0479-9158>

## Next steps:

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Access your ORCID record at <https://orcid.org/my-orcid> and add more information to your record. If you haven't already done so, we strongly recommend that you add more than one email address to your account, since our system checks names and email addresses to prevent the creation of duplicate records.

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See our tips for six things to do now that you have an ORCID iD. For tips on adding information to your ORCID record

see: <https://support.orcid.org/hc/articles/360006896894>

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# Glimpses





*[Handwritten signature]*

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**UGC SPONSORED**  
**ORIENTATION AND RE-TRAINING OF TEACHERS**  
**WORKSHOP ON ENHANCING CYBER COMPETENCIES OF**  
**TEACHER EDUCATORS AND PROSPECTIVE RESEARCH SCHOLARS**  
**28<sup>th</sup> and 29<sup>th</sup> January, 2019**

**VALEDICTORY**

- 4.45 – 4.50 p.m. : Prayer
- 4.50 – 5.05 p.m. : Report of the Two Day Workshop  
Day – 1: Mrs. A.H.Komala  
Day – 2: Dr.T.Sahaya Saila
- 05.05 – 5.20 p.m. : Feedback by the Participants  
Teacher Educators: Mrs.T.Anitha Devi  
Mrs.A.Enid Ruth  
Research Scholar: Mrs.V.Praneetha
- 5.20 – 5.30 p.m. : Distribution of Certificates
- 5.30 – 5.35 p.m. : National Anthem



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**N.K.T. National College of Education for Women  
(Autonomous)**

**UGC AUTONOMOUS GRANT**

**EXAMINATION REFORMS WORKSHOP ON  
DEVELOPMENT OF QUESTION BANK**

25<sup>th</sup> September to 27<sup>th</sup> September 2019

&  
**13<sup>th</sup> February to 15<sup>th</sup> February 2019**

**Participants: 26**

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TRIPPLICANE, CHENNAI-600 005.**

## Report on Examination Reforms Workshop on Development of Question Bank

The Preliminary Workshop on the Development of Question Bank for Semesters I and III was organized on 5<sup>th</sup> and 6<sup>th</sup> February, 2019, followed by the UGC Autonomous Grant Examination Reforms- Workshop on Development of Question Bank from the 13<sup>th</sup> to 15<sup>th</sup> February, 2019.



Likewise, a Preliminary Workshop on Development of Question Bank for Semesters II and IV was organized from 19<sup>th</sup> to 23<sup>rd</sup> September, 2019, followed by the UGC Autonomous Grant Examination Reforms- Workshop on Development of Question Bank from 25<sup>th</sup> to 27<sup>th</sup> September, 2019. The same was discussed in the IQAC meeting on 4<sup>th</sup> July, 2019. The need for better Academic Performance of students was presented in the Faculty Meetings held on 7<sup>th</sup>, 25<sup>th</sup>, 30<sup>th</sup> January and 12<sup>th</sup> February, 2019 for Semesters I and III and 9<sup>th</sup> May, 16<sup>th</sup> August, 5<sup>th</sup> September and 3<sup>rd</sup> October, 2019 for Semesters II and IV respectively. Based on the Need Analysis, the preparation of the Question Bank was followed in a two - step process (Preliminary and Final) respectively for all the four Semesters. The compiled Question Banks are placed in the College Library for the benefit of student-teachers.

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Affiliated to Tamil Nadu Teachers Education University

**In Collaboration with**  
*Thamizha Thamizh Padi*

**A Seminar on**  
**Teaching of Thamizh -**  
**Child Friendly**  
**Approach**  
**4<sup>th</sup> March 2019**

**Dr. Kokila. S Thangasamy**  
Former VC  
TNTEU

**Dr. S. Chamundeswari**  
Principal

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TRIPPLICANE, CHENNAI-600 005.



2018 - 2019

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*in Collaboration with*  
**Transcend**   
Centre for Personal Excellence

**A Workshop on**  
**Office Etiquette**  
**1<sup>st</sup> to 6<sup>th</sup> October 2018**

**Srividya Sudharson**  
Psychologists & CEO

**Dr. S. Chamundeswari**  
Principal

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**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**  
**EFFECTIVE TEAM WORK**  
**8<sup>th</sup> DECEMBER 2018**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
Principal

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2017 - 2018



**N.K.T. National College of Education for Women  
(Autonomous)**

**Report on International Conference on School Boards and Teacher Education  
Chennai Institute of Educational Technology and Research**

In collaboration with

**NKT National College of Education for Women, Chennai,**

**Thamizhaga Institute of Educational Research and Advancement**

&

**The SITU Council of Educational**

on

**8<sup>th</sup> & 9<sup>th</sup> December 2017**

**Participants: 26**

**PRINCIPAL  
N.K.T. NATIONAL COLLEGE OF EDUCATION  
FOR WOMEN (AUTONOMOUS),  
TRIPPLICANE, CHENNAI-600 005.**

## **International Conference on School Boards and Teacher Education**

Since the world is more globalised than ever before, it has become essential to equip children with 'global skills.' In order to provide such skills to children, there are different boards in India and a School Board manages affairs, personnel and properties pertaining to schools for the overall development of students.

The most important responsibility of school boards is to improve student achievement. And, in order to attain student achievement, the department of Teacher Education comes to the forefront. Teachers have an important role to play, leading to effective growth and development of students and in order to perform their job duties, it is vital for them to enhance their skills and abilities through teacher training or Teacher Education.

Hence, to analyse the link and correlation between School Boards and Teacher Education, during the meeting of the Internal Quality Assurance Cell of the College, held on 3<sup>rd</sup> October 2017, the Committee decided to conduct an International Conference on 'School Boards and Teacher Education' in collaboration with Thamizhaga Institute of Educational Research and Advancement and The SITU Council of Educational Research.

Accordingly, an International Conference on 'School Boards and Teacher Education' was organised on 8<sup>th</sup> and 9<sup>th</sup> December 2017. And, during the meeting of the Internal Quality Assurance Cell held on 4<sup>th</sup> January 2018, the Committee appreciated the College for conducting the conference relating the link between School Boards and Teacher Education.



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**TRIPPLICANE, CHENNAI-600 005.**



An International Conference on School Boards and Teacher Education was organized by Chennai Institute of Education Technology & Research in Collaboration with N.K.T. National College of Education for Women, Chennai, Thamizhaga Institute of Educational Research & Advancement and the SITU Council of Educational Research, Chennai, on 8<sup>th</sup> & 9<sup>th</sup> December 2017

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2017 - 2018



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**TRAINING PROGRAMME FOR**

**NON - TEACHING STAFF**

**EFFECTIVE USE OF BIOMETRIC**

**TECHNOLOGIES**

**7<sup>th</sup> APRIL 2018**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
Principal

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**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**  
**SAFETY AND PROTECTION AT**  
**WORKPLACE**

**25<sup>th</sup> NOVEMBER 2017**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
IQAC Co-Ordinator

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**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**  
**LEARNING TO EXCEL WITH**  
**EXCELLENCE**

**5<sup>th</sup> AUGUST 2017**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
IQAC Co-Ordinator



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2016 - 2017

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**Orientation  
Programme on  
Academic Software  
20<sup>th</sup> July 2016**

**T.R. Sivasubramanian**  
Educationalist  
MAPERZ

**Dr. S. Chamundeswari**  
Principal

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2016 - 2017



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**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**  
**IMPROVING INTERPERSONAL**  
**RELATION COMPETENCY**

**11<sup>th</sup> FEBRUARY 2017**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
IQAC Co-Ordinator

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**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**  
**MANAGE AND REDUCE STRESS**  
**5<sup>th</sup> NOVEMBER 2016**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
IQAC Co-Ordinator

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**TRAINING PROGRAMME FOR**  
**NON - TEACHING STAFF**

**LEARNING TO LEAD**

**10<sup>th</sup> SEPTEMBER 2016**

**Mr. V. Ramaswami**  
Certified National Trainer  
J.C.I. India

**Dr. S. Chamundeswari**  
IQAC Co-Ordinator

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