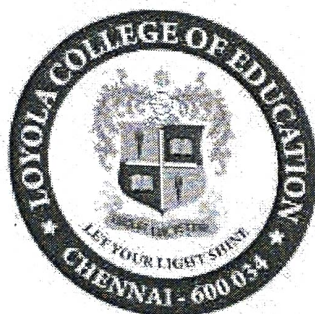


Loyola College of Education, Chennai - 34.

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Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

LOYOLA RESEARCH FORUM (LRF)

REPORT

ACADEMIC YEAR (2024 – 25)

INDEX

S.No	CONTENT	Page No.
1.	Loyola Research Forum Committee	
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3.	Plan of Action – LRF	
4.	Action plan of LRF	
5.	Report on Orientation for Case Study	
6.	Report on Orientation on Action Research	
7.	Report on Psycho Social Needs of Special Children	
8.	Report on Orientation on SCERT Project	
9.	Report on DIET Project Yennum Ezhuththum -2024	
10.	Report on Sign Language – Certificate Programme	
11.	Report on In-house Project Initiative	
12.	Report on Book Publication	
13.	ISBN Number Details	

Loyola College of Education, Chennai - 34.

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ACADEMIC YEAR (2023 – 2024)

LRF Committee Members Detail

S.No	Name	Designation	Members
1.	Dr. L. Kulandai Theresal	Principal	Chairperson
2.	Dr. Y Elin Shibi	Asst. Prof. of Physical Science Education	Co-ordinator
3.	Dr. C Beulah Jayarani	Asst. Prof. of Biological Science Education	Members
4.	Dr. Amala Jansi	Asst. Prof. of Computer Science Education	Members
5.	Dr. V.Mary Hilda	Asst. Prof. of Physical Science Education	Members
6.	Dr. A.JasmineChristy	Asst. Prof. of Mathematics Education	Members
7.	Dr. H.A.Anbuselvi	Asst. Prof. of Commerce Education	Members
8.	Dr. S Pondyselvi	Asst. Prof. of History Education.	Members
9.	Dr. J. Antony Joseph	Asst. Prof. of Perspective in Education	Members
10.	Dr. T Ponmalini	Asst. Prof. of Perspective in Education	Members
11.	Dr. E Karthikeyan	Asst. Prof. of English education	Members
12.	Dr.V.Ajantha	Asst.Prof. of Perspective in Education	Members
13.	Dr. M.Venmani	Asst. Prof. of Tamil education	Members
14.	Dr. T.Komalavalli	Asst.Prof. of Perspectives in Education	Members
15.	Dr. M.Nandhini	Asst.Prof. of Perspectives in Education	Members



Coordinator

Loyola College of Education
Nungambakkam, Chennai-600 034
Chennai - 600 034



Principal

PRINCIPAL

Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Aim :

The college with an aim to promote and imbue a spirit of research has set up the Loyola Research Forum (LRF). The forum aims to help the faculty in their research endeavors and to conduct minor or major research projects in the field of education also seeks to develop and promote interdisciplinary research.

Objectives:

- To create a conducive environment for research and innovative activities.
- To strengthen the interaction between schools and the College of Education by promoting consultancy, experimentation, and need-based research and innovation activities within the institute.
- To expand the research endeavours and portfolio of the faculty.
- To manage minor and major research projects effectively.
- To initiate and foster collaborative research initiatives.

Plan of Action

- ✓ **Promote Research Articles:** Encourage and support the publication of research articles focused on Pedagogy and Perspectives of Education and Facilitate promotion of research articles related to Journals and Academic Writing.
- ✓ **Organize Academic Events:** Conduct seminars and workshops on writing research papers, publication of articles, and project proposals.
- ✓ **Information Dissemination:** Inform faculty and students about various research programs relevant to pedagogy.
- ✓ **Publishing Support:** Promote and assist in publishing articles in reputed journals like Sage, Scopus-indexed journals, UGC-approved journals (CARE List), Peer-reviewed journals etc.,
- ✓ **Research Funding:** Initiate an in-house project funding scheme and also motivate faculty members to undertake research projects. Submit project proposals to external funding agencies.
- ✓ **Action Research:** Encourage prospective teachers to do action research within respective pedagogical areas. Identify problematic areas faced during their internship and develop strategies to overcome them.
- ✓ **Reporting and Documentation:** Prepare the Research Committee's annual report for inclusion in the College Report and Magazine and maintain comprehensive records and correspondence for smooth transition to the next coordinator.

Action Plans

The Research Forum (LRF) decided to organize the following programme for the Academic Year 2022 – 2023.

Action Plan for the Academic Year 2022 – 2023

S. No.	Activity	Tentative Month
1.	Orientation for Case Study	July
2.	Orientation on Action Research	July
3.	Psycho Social Needs of Special Children	August
4.	Orientation on SCERT Project	November
5.	DIET Project Yennum Ezhuththum -2024	December
6.	Sign Language – Certificate Programme	December
7.	In-house Project Initiative	January
8.	Book Publication	March

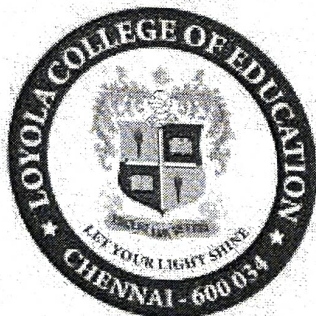

Signature of the Co-ordinator
Loyola College of Education
Nungambakkam Campus
Chennai - 600 034


Signature of the Principal
PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Loyola College of Education, Chennai - 34.

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Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

**REPORT ON ORIENTATION FOR
CASE STUDY**



LOYOLA COLLEGE OF EDUCATION

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[Re-accredited (2nd Cycle) at 'A' Grade by NAAC]
Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

Report on Orientation for Case Study

Details of the Programme/Activity:

Name of the Programme/Activity:	Orientation for Case Study
Date of the Programme/Activity:	11.07.2024
Time of the Programme/Activity:	10.15 a.m. – 12.15 a.m.
Target Audience of the Programme/Activity:	B.Ed. II Year Student Teachers
No. of participants in the Audience:	85
Objectives of the Programme/Activity:	To help the student community by identifying the problem
Name of the Resource Person/Chief Guest:	Dr. T. Ponmalini
Brief note about the Resource Person/Chief Guest:	Assistant Professor of Perspectives in Education
Few insights given by the Resource Person/Chief Guest (2 lines max.):	Types of Case Study, Data collection, and how to help the students identify their solutions for their problems.
Learning Outcomes of the Programme/Activity:	Identifying the Problems and guiding the students to find the solutions through their own

Feedback Analysis		
Sl. No.	Parameters	Effectiveness of the session in percentage
1	Usefulness of the input session given by the resource person.	93%
2	Clarity of content provided by the resource person.	93%
3	The presentation was concise and informative	92%
4	Time management of the session by Resource Person	93%
5	Level of your knowledge gaining from the session	93%
6	Interaction of Resource person with participants for clarification	92%
7	Overall, I would rate this presentation as	93%
Overall Impact of the Programme/Activity:		92.8%(Excellent)
Any other remarks on the Programme/Activity:		Informative

Details of the Committee which organized the event:

Name of the Committee:	Research Forum
Name of the Organizer:	Dr. T. Ponmalini LCERF Coordinator Asst. Professor of Perspectives in Education Loyola College of Education, Chennai Dr. A Jasmine Christy LCERF Asst. Coordinator Asst. Professor of Pedagogy of Mathematics Loyola College of Education, Chennai
Name of the Co-organizers:	1) Dr. C. Beulah Jayarani, LCERF Member, Asst. Professor of Pedagogy of Biological Science, Loyola College of Education, Chennai. 2) Dr. V. Mary Hilda, LCERF Member, Asst. Professor of Pedagogy of Physical Science, Loyola College of Education, Chennai. 3) Dr. H. A. Anbuselvi, LCERF Member, Asst. Professor of Pedagogy of Commerce, Loyola College of Education, Chennai. 4) Dr. Y. Elin Shibi, LCERF Member Asst. Professor of Pedagogy of Physical Science, Loyola College of Education, Chennai. 5) Dr. S. Pondyselvi, LCERF Member,

Asst. Professor of Pedagogy of History,
Loyola College of Education, Chennai.

6) Dr. E. Karthikeyan,

LCERF Member,

Asst. Professor of Pedagogy of English,
Loyola College of Education, Chennai.

7) Dr. V. Ajantha,

LCERF Member,

Asst. Professor of Perspectives in Education,
Loyola College of Education, Chennai.

8) Dr. M. Venmani,

LCERF Member,

Asst. Professor of Pedagogy of Tamil,
Loyola College of Education, Chennai.

9) Dr. T. Komalavalli,

LCERF Member,

Asst. Professor of Perspectives in Education,
Loyola College of Education, Chennai.



Signature of the Principal

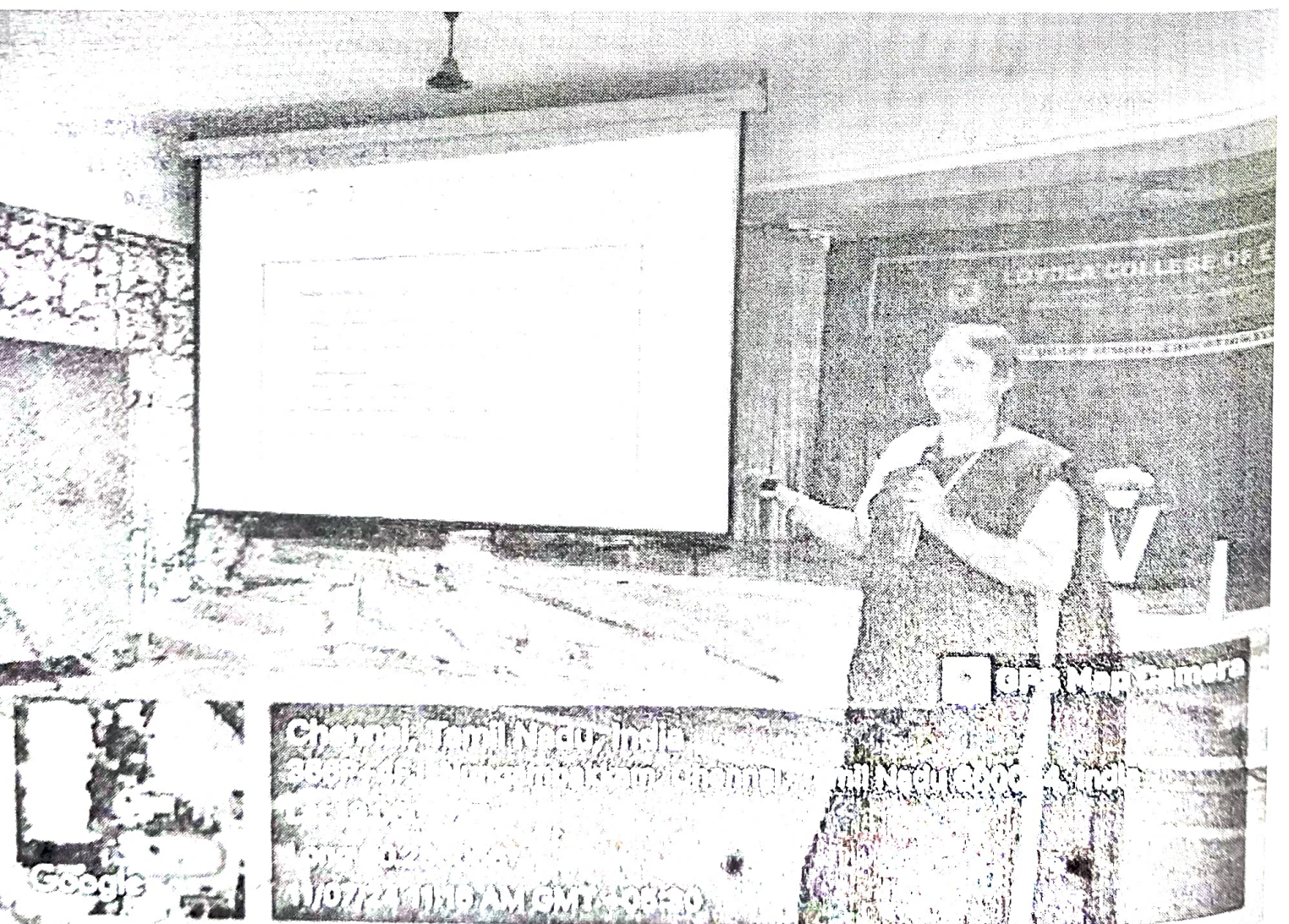
PRINCIPAL

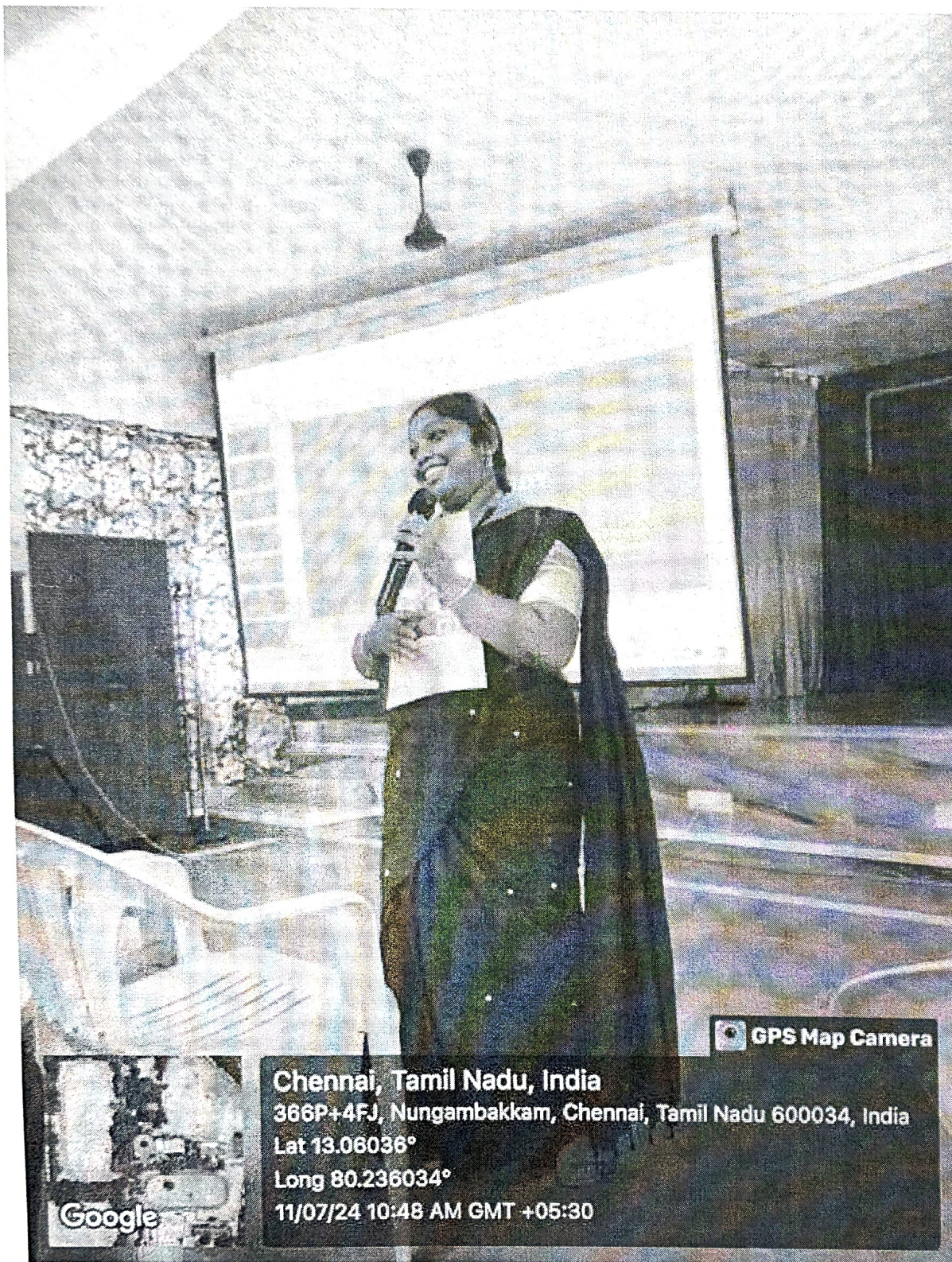
**Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34**



Signature of the Organizer

**Loyola College of Education
Loyola College Campus
Chennai - 600 034**





 GPS Map Camera

 Google

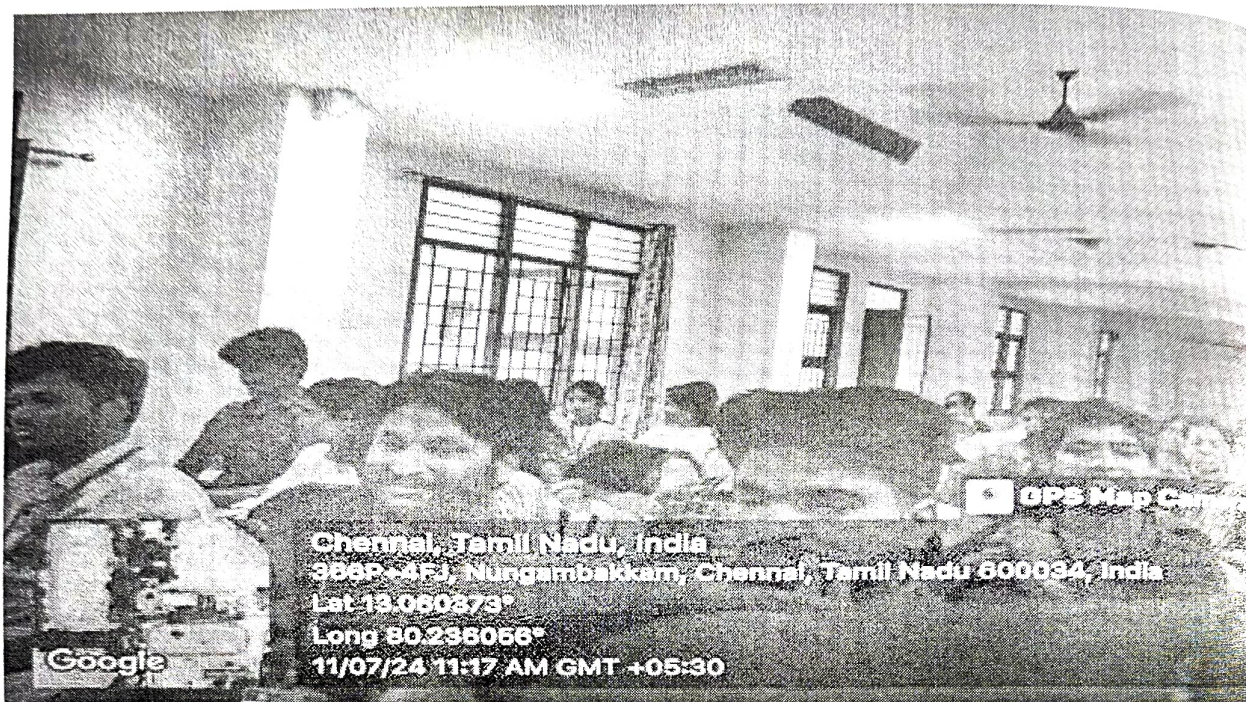
Chennai, Tamil Nadu, India

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Long 80.236034°

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LOYOLA COLLEGE OF EDUCATION
(Re-accredited at "A" Grade with CGPA by NAAC (II Cycle))
Loyola Campus, Chennai-34



Loyola College of Education Research Forum (LCERF)

Organises

Special Talk on

"Orientation on Case Study & Record Writing- 2024"

Date: 11.07.2024

Time: 10.15 am to 12.15 pm

Venue: Arrupe Auditorium

REPORT

Loyola College of Education Research Forum (LCERF) organised a fruitful session titled 'Orientation on Case Study & Record Writing- 2024' on **11th July 2024**, for **first-year students** of the batch 2023-25.

The orientation started at 10:15 am. with a prayer song creating peaceful and enlightened minds among student teachers. **DR. T. PONMALINI**, ASST. PROFESSOR, PERSPECTIVES IN EDUCATION- LOYOLA COLLEGE OF EDUCATION, CHENNAI-34 was the resource person for the Programme. Her enthusiasm and depth of knowledge were evident throughout the session, creating a motivating and dynamic learning environment.

The resource person started the session as an interactive one by engaging student teachers and succeeded in building a rapport. The entire session was divided into two major parts, based on the topics case study and record writing. The initial part dealt with the discussion on definitions for case studies, followed by the case study's uses, pros and cons. Students were given ideas on different types of case studies identified and insights into data required for the same, as well as its applications and usages. The second part of the session described the record writing activity, the teacher's approaches and methodologies and the importance of record writing.

The orientation session was engaging and informative, with clear communication and effective use of visual aids. She maintained a professional demeanour and was approachable,

encouraging active participation from attendees. The seminar concluded at 12:15 pm. Google Feedback Form was sent to the students through WhatsApp to receive their feedback. To give an overview, the entire session was infectious and successful, fostering a positive, informative, effective and engaging environment.

The Organizing Members were:

LCERF Coordinator

Dr. T. Ponmalini, Asst. Professor of Perspectives in Education

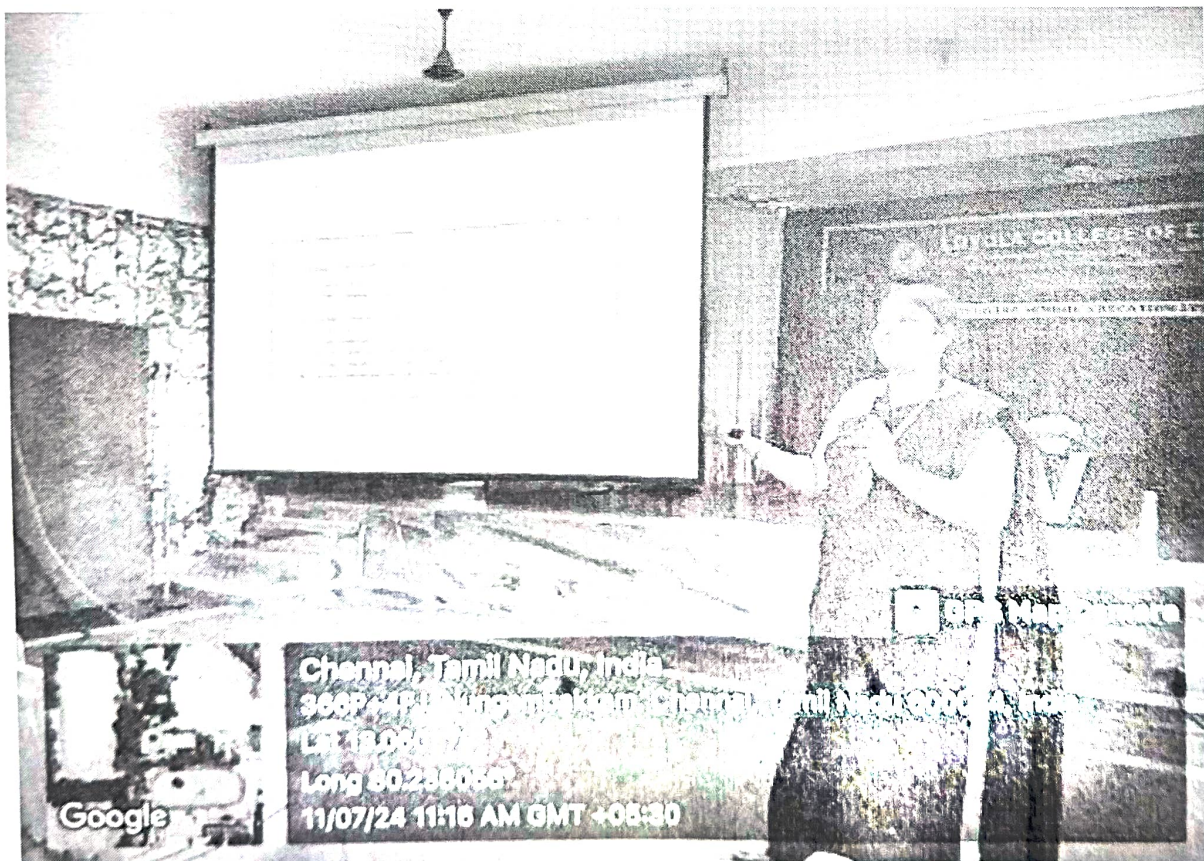
LCERF Asst. Coordinator

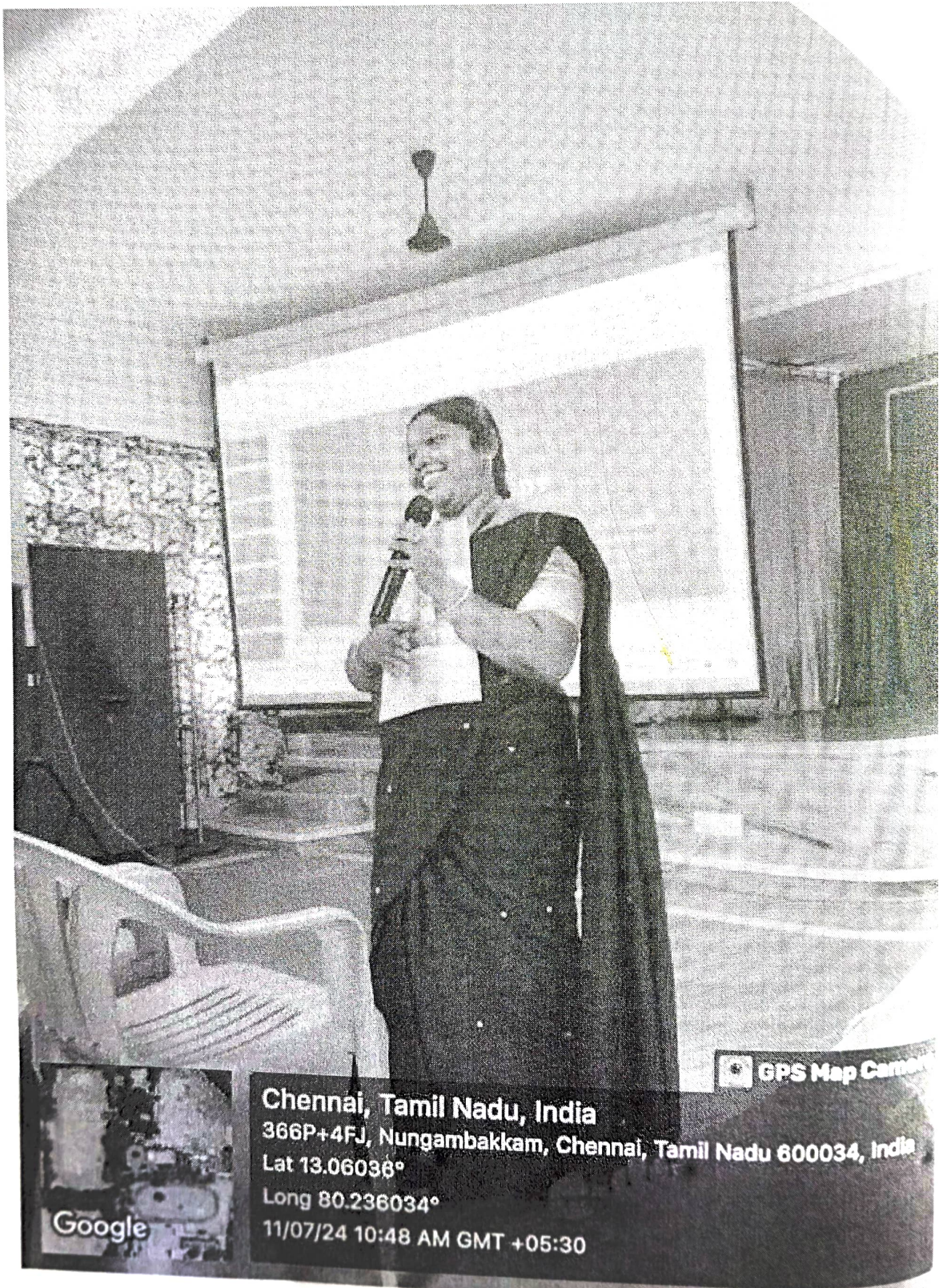
Dr. A Jasmine Christy, Asst. Professor of Pedagogy of Mathematics

LCERF Members

1. **Dr. C. Beulah Jayarani**, Asst. Professor of Pedagogy of Biological Science
2. **Dr. V. Mary Hilda**, Asst. Professor of Pedagogy of Physical Science
3. **Dr. H. A. Anbuselvi**, Asst. Professor of Pedagogy of Commerce
4. **Dr. Y. Elin Shibi**, Asst. Professor of Pedagogy of Physical Science
5. **Dr. S. Pondyselvi**, Asst. Professor of Pedagogy of History
6. **Dr. E. Karthikeyan**, Asst. Professor of Pedagogy of English
7. **Dr. V. Ajantha**, Asst. Professor of Perspectives in Education
8. **Dr. M. Venmani**, Asst. Professor of Pedagogy of Tamil
9. **Dr. T. Komalavalli**, Asst. Professor of Perspectives in Education

PHOTOS

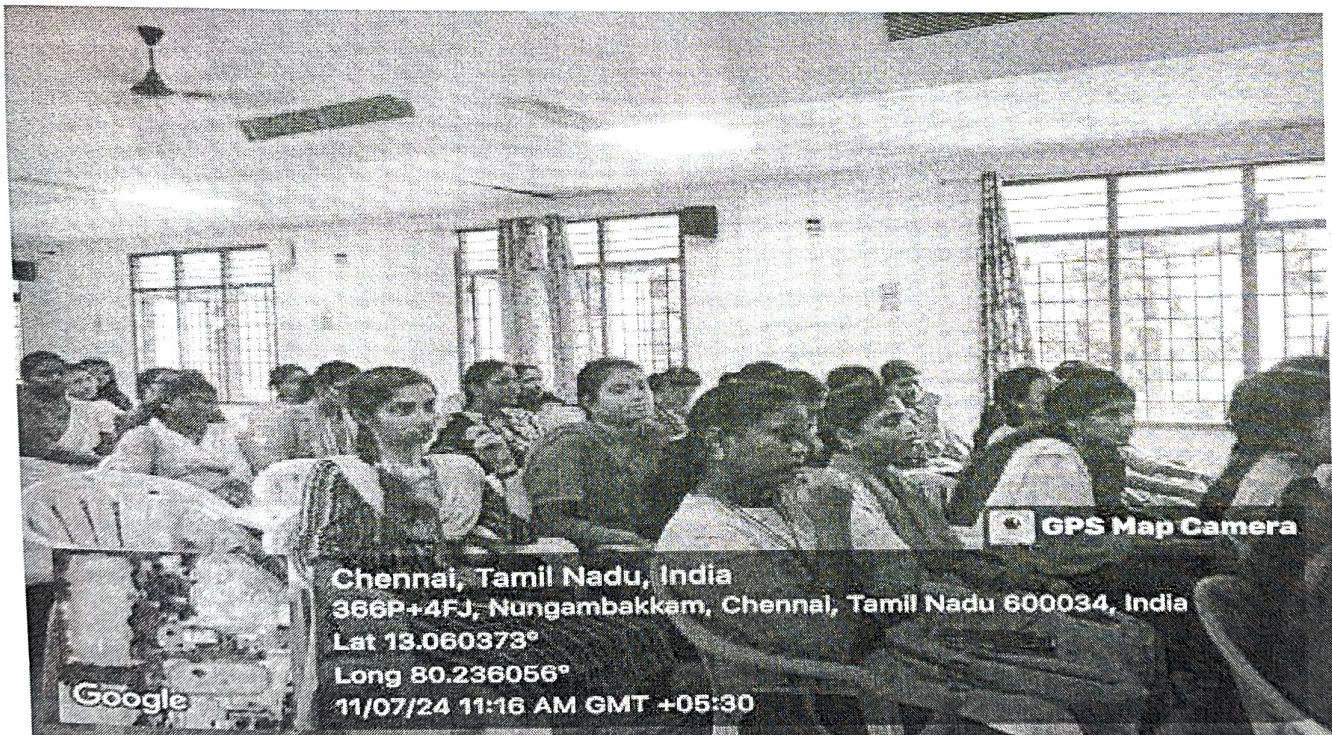
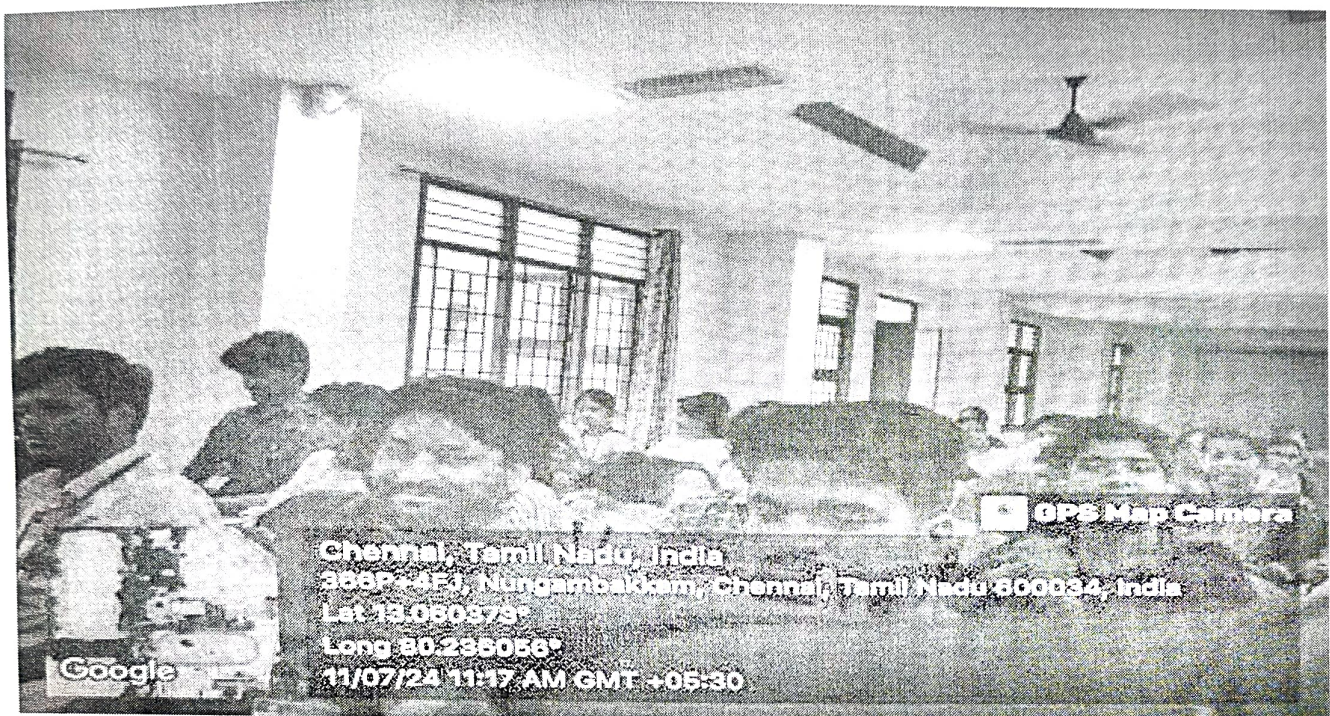




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Google





 **GPS Map Cam**

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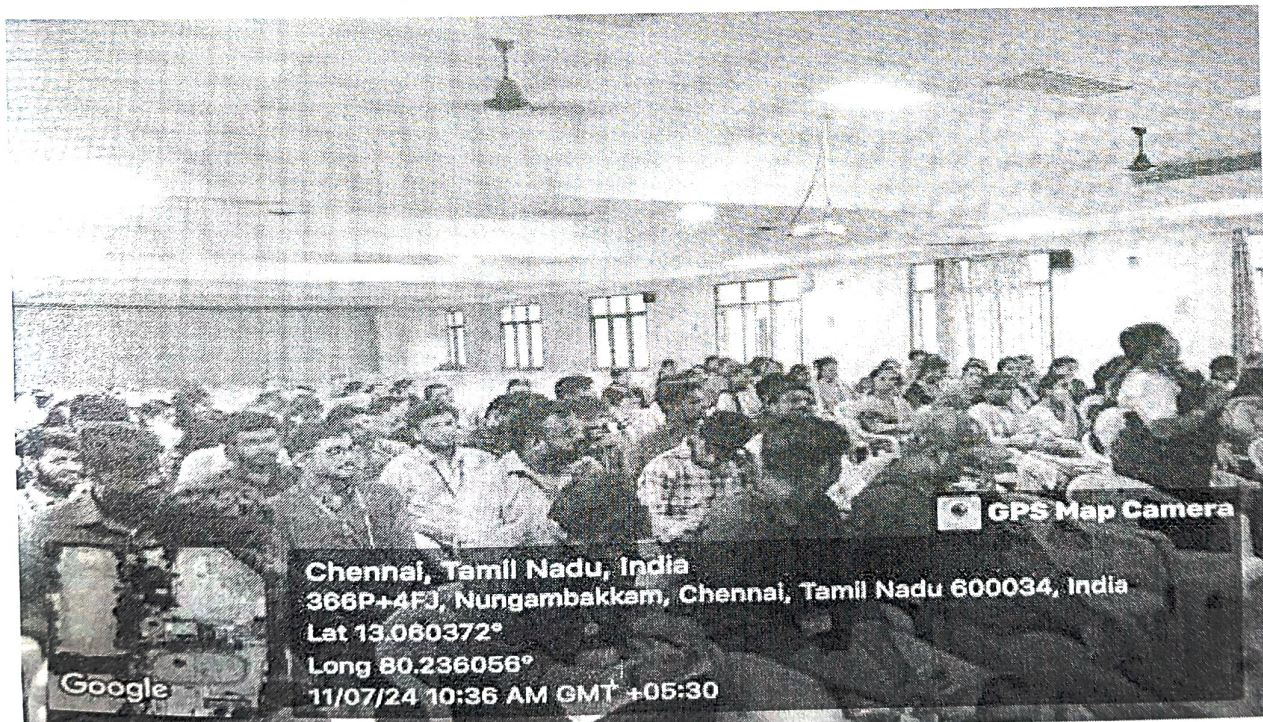
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Google





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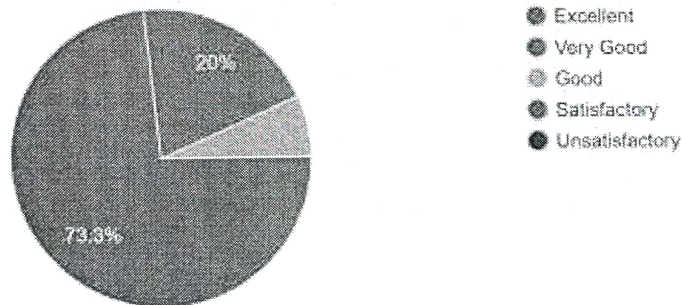
 **GPS Map Camera**

ANALYSIS REPORT

Feedback Analysis		
Sl. No.	Parameters	Effectiveness of the session in percentage
1	Usefulness of the input session given by the resource person.	93%
2	Clarity of content provided by the resource person.	93%
3	The presentation was concise and informative	92%
4	Time management of the session by Resource Person	93%
5	Level of your knowledge gaining from the session	93%
6	Interaction of Resource person with participants for clarification	92%
7	Overall, I would rate this presentation as	93%
Overall Impact of the Programme/Activity:		92.8%(Excellent)
Any other remarks on the Programme/Activity:		Informative

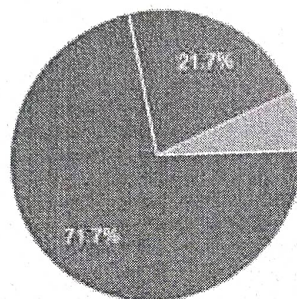
1. Usefulness of the input session given by the resource person.

60 responses



2. Clarity of content provided by the resource person.

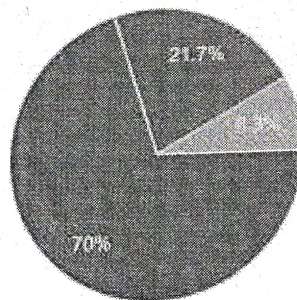
60 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

3. The presentation was concise and informative

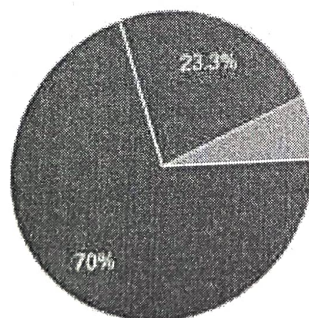
60 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

4. Time management of the session by Resource Person

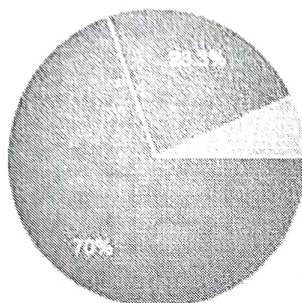
60 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

5. Level of your knowledge gaining from the session

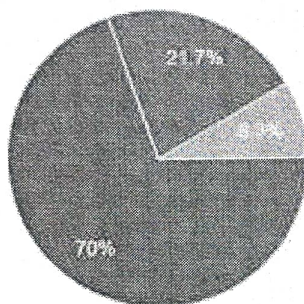
60 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

6. Interaction of Resource person with participants for clarification

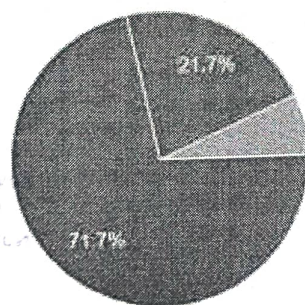
60 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

7. Overall, I would rate this presentation as

60 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

8. Suggestions, if any

Excellent

It's a wonderful experience....

Got the knowledge about how to do a case study

Excellent

Good

Informative

"No suggestion, informative session

"

Good sessions

"Good

Excellent class

Very informative

It's very informative

Nothing much, it's Good

It was a useful session

Good

The session is fantastic

Signature of the Coordinator

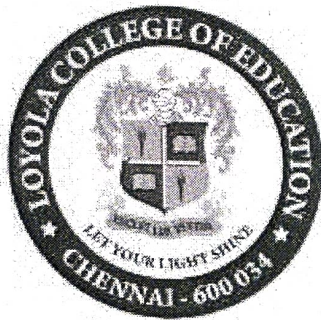
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Chennai - 600 034

Signature of the Principal
PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai

Loyola College of Education, Chennai - 34.

Accredited (3rd Cycle) at 'A' Grade with CGPA 3.06 by NAAC

Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

**REPORT ON ORIENTATION ON
ACTION RESEARCH**



LOYOLA COLLEGE OF EDUCATION

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Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

Orientation on Action Research – Website Report

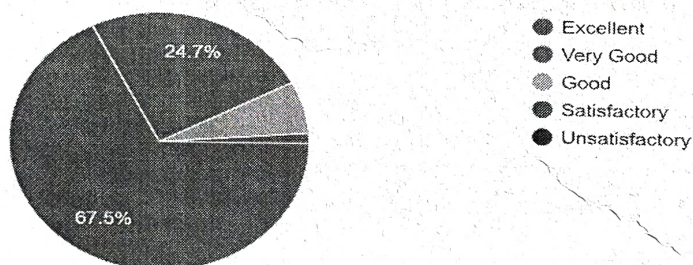
Details of the Programme/Activity:

Name of the Programme/Activity:	Orientation on Action Research
Date of the Programme/Activity:	23/07/2024
Time of the Programme/Activity:	01.15 p.m. – 02.30 p.m.
Target Audience of the Programme/Activity:	B.Ed. II yr. Student Teachers
No. of participants in the Audience:	79
Objectives of the Programme/Activity:	• To inculcate the research culture among students • To promote innovation in the teaching-learning process.
Name of the Resource Person/Chief Guest:	Dr. T. Ponmalini
Brief note about the Resource Person/Chief Guest:	Working as an Assistant Professor of Perspectives in Education, Loyola College of Education
Few insights given by the Resource Person/Chief Guest (2 lines max.):	• To improve the classroom teaching strategies and teaching aids. • Developing attitude and values of the students towards studies. • Dealing with the problems relating to discipline and code of conduct. etc...
Learning Outcomes of the Programme/Activity:	• Student Teachers know how to identify the problem in their own classroom • Student Teachers understood how to do action research in their own classroom • Student Teachers understood how to plan for the action research in their own classroom

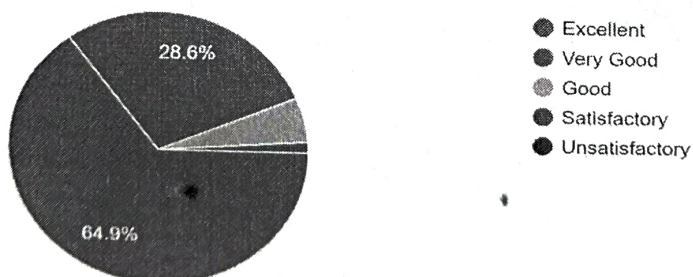
ANALYSIS REPORT

Feedback Analysis		
Sl. No.	Parameters	Effectiveness of the session percent
1	Usefulness of the input session given by the resource person.	92%
2	Clarity of content provided by the resource person.	92%
3	The presentation was concise and informative	92%
4	Time management of the session by Resource Person	93%
5	Level of your knowledge gaining from the session	91%
6	Interaction of Resource person with participants for clarification	93%
7	Overall, I would rate this presentation as	93%
Overall Impact of the Programme/Activity:		92%(Excellent)
Any other remarks on the Programme/Activity:		Informative

1. Usefulness of the input session given by the resource person.
77 responses

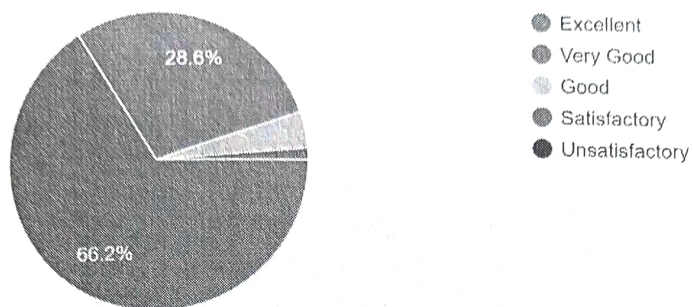


2. Clarity of content provided by the resource person.
77 responses



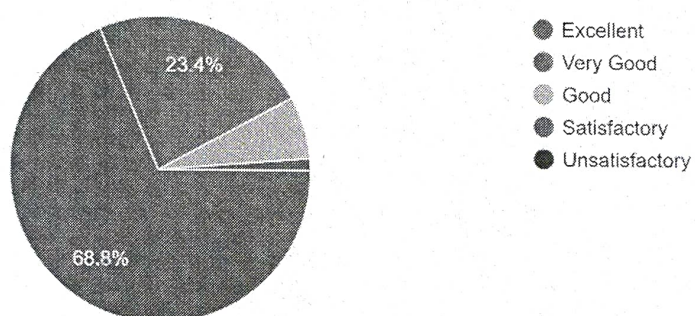
6. Interaction of Resource person with participants for clarification

77 responses



7. Overall, I would rate this presentation as

77 responses



8. Suggestions, if any

Overall it was good

Very informative

The session is amazing

Good session

Able to understand the structure of action research

I had a great time to know about the Action research Thank you

Good

Had a great session and got the knowledge about the action research and how to write the report.

Good

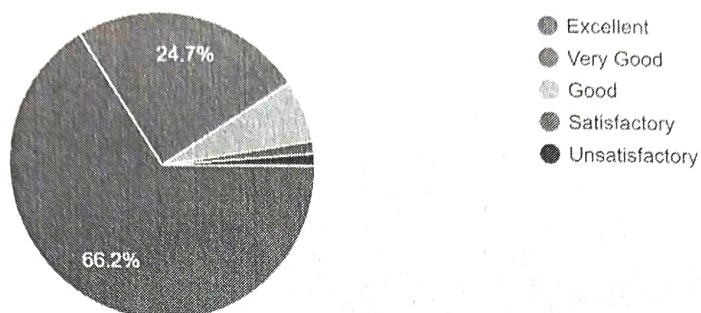
Good

Good

Good

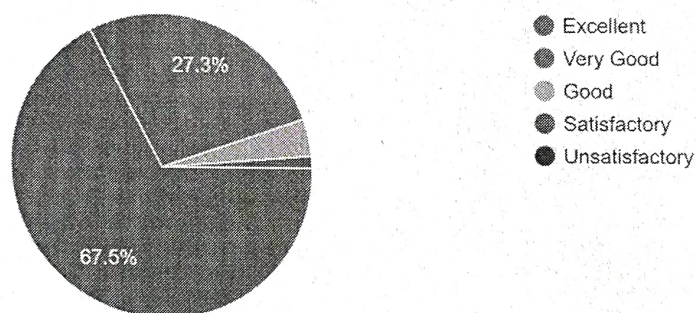
3. The presentation was concise and informative

77 responses



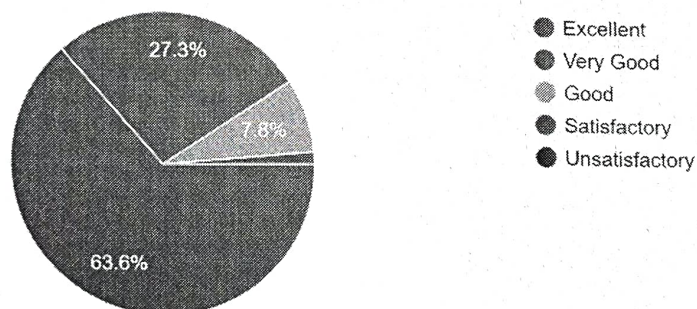
4. Time management of the session by Resource Person

77 responses



5. Level of your knowledge gaining from the session

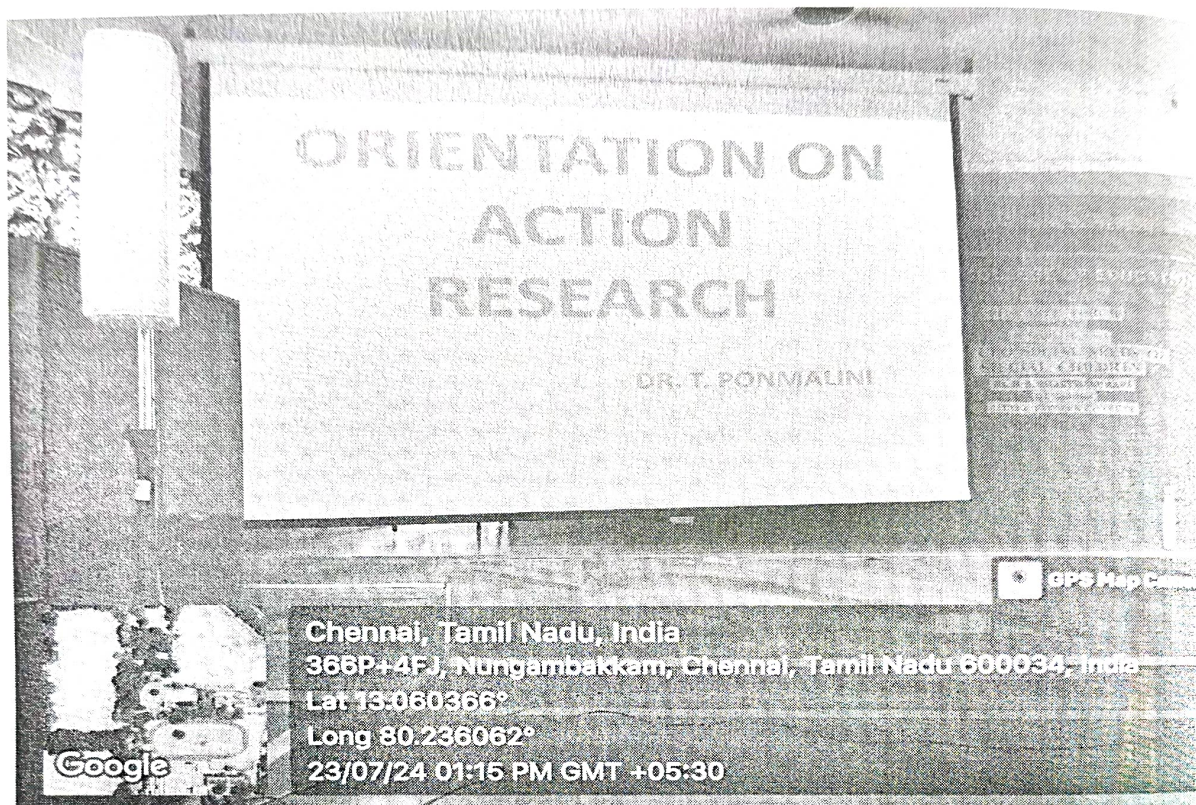
77 responses

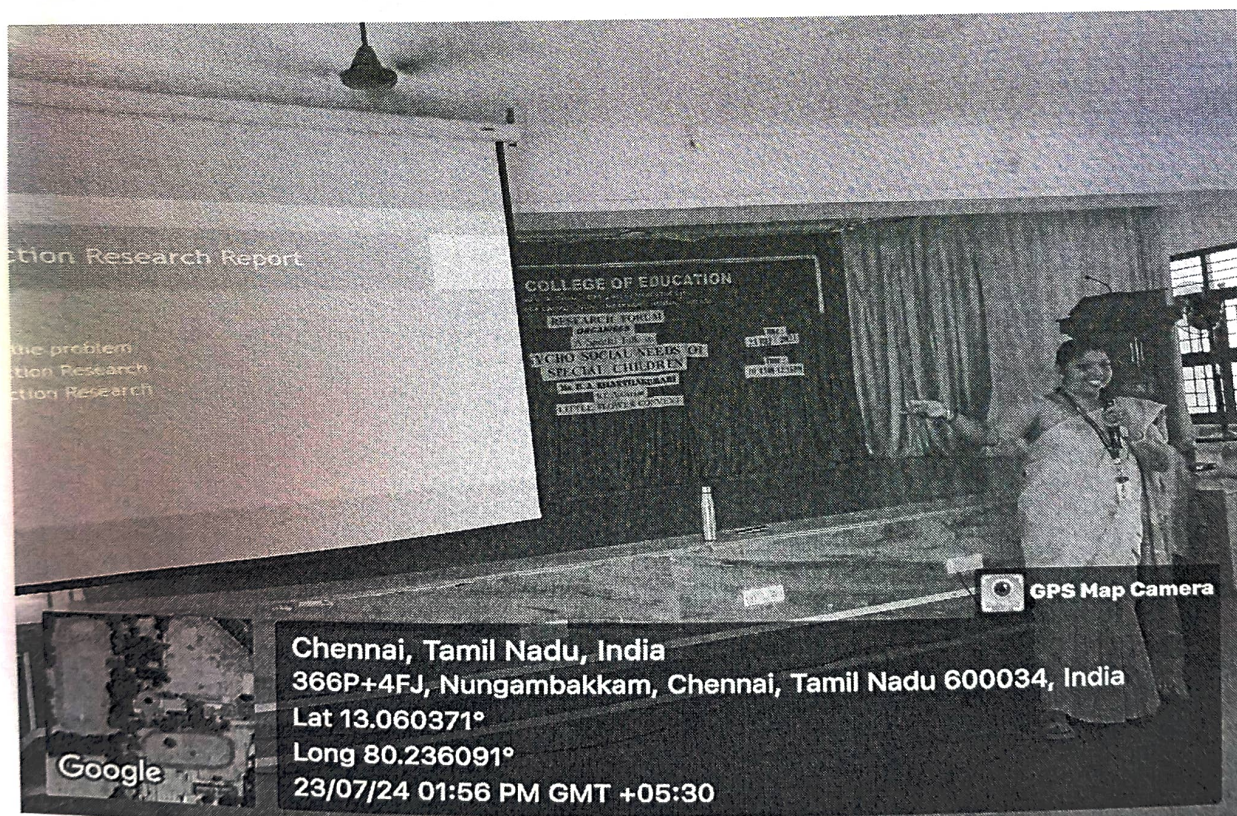


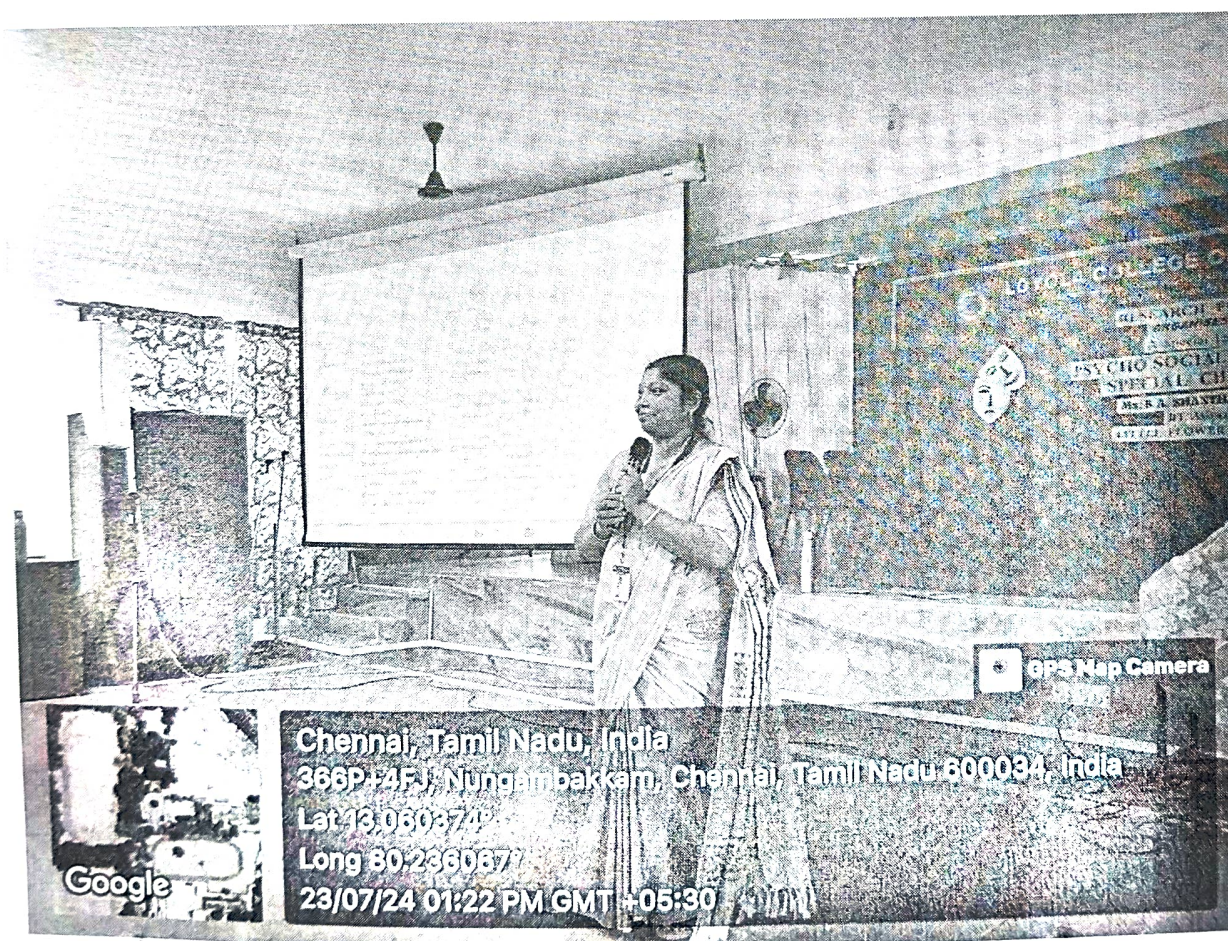
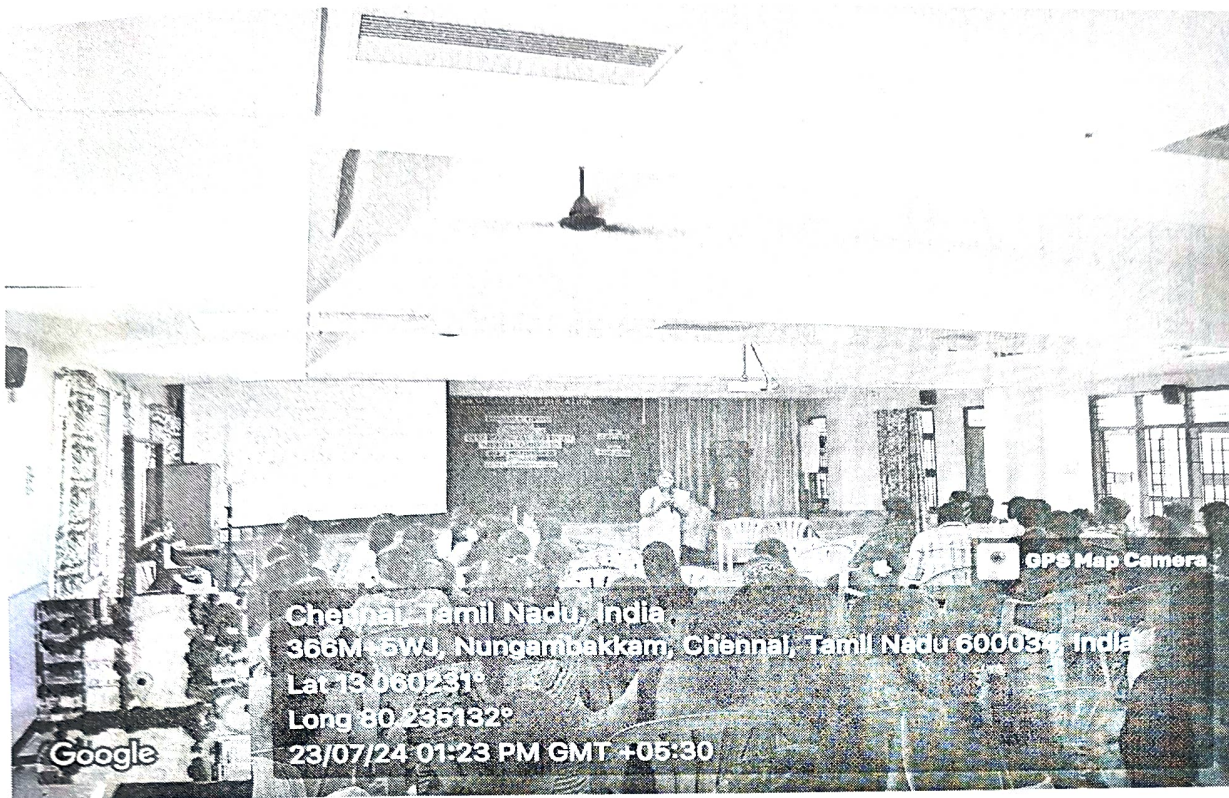
Details of the Committee which organized the event:

Name of the Committee:	LCE Research Forum
Name of the Organizer:	Dr. T. Ponmalini LCERF Coordinator Asst. Professor of Perspectives in Education Loyola College of Education, Chennai Dr. A Jasmine Christy LCERF Asst. Coordinator Asst. Professor of Pedagogy of Mathematics Loyola College of Education, Chennai
Name of the Co-organizers:	1) Dr. C. Beulah Jayarani, LCERF Member, Asst. Professor of Pedagogy of Biological Science, Loyola College of Education, Chennai. 2) Dr. V. Mary Hilda, LCERF Member, Asst. Professor of Pedagogy of Physical Science, Loyola College of Education, Chennai. 3) Dr. H. A. Anbuselvi, LCERF Member, Asst. Professor of Pedagogy of Commerce, Loyola College of Education, Chennai. 4) Dr. Y. Elin Shibi, LCERF Member Asst. Professor of Pedagogy of Physical Science, Loyola College of Education, Chennai. 5) Dr. S. Pondyselvi, LCERF Member, Asst. Professor of Pedagogy of History, Loyola College of Education, Chennai. 6) Dr. E. Karthikeyan, LCERF Member, Asst. Professor of Pedagogy of English, Loyola College of Education, Chennai. 7) Dr. V. Ajantha, LCERF Member, Asst. Professor of Perspectives in Education, Loyola College of Education, Chennai. 8) Dr. M. Venmani, LCERF Member, Asst. Professor of Pedagogy of Tamil, Loyola College of Education, Chennai. 9) Dr. T. Komalavalli, LCERF Member, Asst. Professor of Perspectives in Education, Loyola College of Education, Chennai.

PHOTOS







Signature of the Organizer

Loyola College of Education
 Loyola College Campus
 Chennai - 600 034

Signature of the Principal

PRINCIPAL
 Loyola College of Education
 Loyola College Campus
 Nungambakkam, Chennai-34

**LOYOLA COLLEGE OF EDUCATION**

[Re-accredited (2nd Cycle) at 'A' Grade by NAAC]
Recognized by NCTE & Affiliated to TNTEU
Nungambakkam, Chennai - 600 034, Tamil Nadu, India.



Loyola Research Forum (LRF)

Action Research Name List -2024

Dr. L. Kulandai Theresal			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-32	ASVITHA K	
2.	23-EDE-33	HARIPRIYA L RAJEEV	Unlocking Maths Potential : Overcoming challenges in Subtraction and Division.

Name of the Staff: Dr. C. Beulah Jayarani			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-22	ADHIRAI S	
2.	23-EDM-08	ASWINI K	Difficulties Faced in Solving Multiplication in Mathematics
3.	23-EDE-49	I ANGEL KATHERIN	Students Problems in Speaking English
4.	23-EDE-26	KAVIYA C	
5.	23-EDP-15	NAVNEETHA JAYARAJ	Simple Method to Teach Periodic Table
6.	23-EDP-12	SANGEETHA K	

Name of the Staff: Ms. R. Sridevi

S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDP-06	AGNEL JOSE ANTONY A	Equation Enlightenment :Unraveling the mysteries of Physics Equation.
2.	23-EDM-11	BALA YOGI A	Unlocking Maths Potential : Overcoming challenges in Subtraction and Division.
3.	23-EDP-13	INFANT GNANAPRAGASH B	Techniques for Better Formula Recall for late Bloomers.
4.	23-EDP-02	KOKILA.J	Enhancing Engagement and Understanding : An Action Research study on Interactive Visual Aids.
5.	23-EDE-35	NEEL NIXON SEBASTIAN	Overcoming Noun Learning Obstacles : 9 grade perspectives.
6.	23-EDT-02	SARAVANAKUMAR L	மாணவர்களுக்கு தமிழை பிழையின்றி எழுதுவதில் ஏற்படும் சிக்கல்கள்

Name of the Staff: Mrs. M. Amala Jansi

S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDH-01	AJOIN GEORGE	Enhancing Learning with mind map learning in History.
2.	23-EDCS-02	BENCY ANTLYX	Elimination of Rote Learning in C++ Programming.
3.	23-EDE-04	IRENE SARAH RAJU	Enhancing Punctuation Patterns in 7 grade writing.
4.	23-EDE-23	KRISHNAPRIYA N	Promoting the usage of appropriate conjunctions.
5.	23-EDP-05	NITHIYA D	Overcoming digramming difficulties.
6.	23-EDE-27	SHEENA JACOB	Role of grammar in effective communication.

S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-31	ALLAN JOSEPH T	Enhancing Speaking Skills through story telling.
2.	23-EDE-02	BENISON J	Improving Hand writing in English.
3.	23-EDE-29	IRIN M	Promoting Reading skill through Repeated Reading.
4.	23-EDE-17	LEENA D	Enhancing the reading ability of students.
5.	23-EDB-06	NIVEDHA S	Enhancing Students learning and understanding by Conceptualization and mind Mapping.
6.	23-EDE-21	SHERLIE BHARATHI K	Peer teaching to enhance fluency in Spoken English.

Name of the Staff: Dr. A. Jasmine Christy			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDM-01	AMBIGA J	Enhancing understanding in Algebraic Identity for 7 std.
2.	23-EDE-10	BLESSLIN D	Enhancing English Proficiency through Innovative Strategies and technology.
3.	23-EDB-02	JACOB P	Collaborative study on exploring the effectiveness of 5E Model in teaching Economic Biology.
4.	23-EDCS-01	MADHANAKRISHNAN M	Addressing to Programming difficulty to oops
5.	23-EDB-05	PAVITHRA M	Implementing interactive methods to enhance conceptual Understanding.
6.	23-EDE-05	SHREE KAMATCHI J S	Impact of Contextual grammar teaching on sentence construction.

Name of the Staff: Dr. H. A. Anbu Selvi

S.No.	Dept. No.	Name of the Student	Title of the Paper
1..	23-EDE-47	AMIIAKA LYNGWA	Mastering Direct and Indirect Speech: A Key to Unlocking Effective Communication and Enhanced Speaking Skills in Children.
2.	23-EDC-02	CHANDRU SHREE S M	Promoting Active learning in Commerce by adapting Activity Based Instruction
3.	23-EDE-44	JASHWANTH S	Improving speaking skills through role play activities in English classroom
4.	23-EDP-14	MADHUMITHA M	Investigating the Effectiveness of Inquiry-Based Learning on Student Understanding of Chemical Reactions
5.	23-EDE-08	PAVITHRA S	"Enhancing Students' Understanding and Usage of Active and Passive Voice Through Interactive Learning Strategies"
6.	23-EDE-20	SNEHA J	

Name of the Staff: Dr. Y. Elin Shibi

S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-43	ANFI MARIA M J	The Anxiety of Speaking in English: A Qualitative Analysis
2.	23-EDE-39	CHRISTINA SWETHA R	Investigating the Impact of Capital Letter Usage at Sentence Beginnings on Student Writing Skills
3.	23-EDE-09	JAYASAKTHI KIRUBHAA V	From Thoughts to Text : Developing English Writing Skill through Daily Journal Writing
4.	23-EDE-13	MADHUSREE S	A Comparative Study on The Effects of Error Correction Techniques on Learning
5.	23-EDP-11	PAVITHRA V	
6.	23-EDB-08	SOURAB SARKAR	Comparative Analysis of Teaching Methods for <i>Diagram-Based Biology Concepts</i>

Name of the Staff: Dr. S. Pondyselvi			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-15	ANGEL JOY	Improving Life Skills Through Active Learning Strategies
2.	23-EDP-01	DEENA RAKSHI I	
3.	23-EDM-02	JAYASHREE S	
4.	23-EDCS-03	MAHALAKSHMIN	The Effect of Interactive Whiteboards on Student Engagement and Learning
5.	23-EDB-10	POORNASHRI K G	Effectiveness of Multimodal Teaching Strategies in Biological Concept.
6.	23-EDP-03	SOWMIYA M	

Name of the Staff: Mr. J. Antony Joseph			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDM-04	ANGEL SELCIYA S	Difficulties faced by students in performing basic Decimal operations
2.	23-EDC-04	DHARSHINI S M	An action research to improve accounting standards of students.
3.	23-EDM-13	JEAN PERK J R	Enhancing Problem-Solving Skills in Mathematics Through Cooperative Learning
4.	23-EDM-10	MALATHI M	Difficulties faced by students in performing basic fraction
5.	23-EDM-06	PRATHIKA JOY I	Difficulties faced by the students in Fundamental mathematics
6.	23-EDE-07	SRI SHANMATHI R	Learning without limits : An Action Research Study on supporting students with ADHD.

Name of the Staff: Dr. T. Ponmalini

S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDB-03	ANGELIN OVIYA A	Enhancing Scientific Diagram Skills through Structured Learning Techniques in 7th Grade Science
2.	23-EDE-45	DIVYA B	Enhancing Students Creative Writing through the use of Figures of Speech
3.	23-EDE-30	JEEVA DHARSHINI P J	From Rote Learning to Proficiency: Implementing Targeted Teaching Strategies in Grammar Instruction
4.	23-EDE-24	MEENATCHI P	Homophone Mastery: An Action Research to enhance and improve the Vocabulary of Students through Homophones
5.	23-EDP-20	PRINCY EVANGELINE CHANDRA	A Sensory-Integrated Instructional Paradigm for deep-rooted comprehension of Magnetism
6.	23-EDE-16	STEFFY EVANGELINE V	Integrating Language Development - Strategies to Enhance Subject Mastery

Name of the Staff: Mr. K. Nandha

S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDB-01	ANGELINE BLESSY A	
2.	23-EDB-04	DIVYA V	

5.	23-EDE-01	PRIYADHARSHINI SELVAJOTHY J	
6.	23-EDP-10	SUCHITRA V	

Name of the Staff: Dr. E. Karthikeyan			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-46	ANGELINGLORY A	A study on problem of Grammartical Mistake.
2.	23-EDE-19	DIVYASHREE V	Mastering the act of cursive techniques for improved handwriting.
3.	23-EDM-18	JOE AAKASH J	Beyond Memorization : Improving student Understanding of Algebraic Identities.
4.	23-EDP-04	MONICA NANCY T	Emphasizing the meaningful learning in understanding the derivations among higher secondary students
5.	23-EDE-11	RACHEAL SWEATHA N	Read to Lead : The Impact of Reading Habits on Vocabulary Expansion among Late blooms
6.	23-EDE-51	SWALIHA ABDUL KALAM	A personalized approach to reading instruction.

Name of the Staff: Mrs. S. Catherine Nithya			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDP-18	ANN MARY S	The role of study materials in academic success.
2.	23-EDE-41	EIOMIATLANG LYNGWA	The role of peer-assisted learning in the development of communication skills among

3.	23-EDC-03	JOHN BOSCO Y	Effective Teaching Strategies for Commerce Education
4.	23-EDM-17	MONICA SREE M	Strategies for involving Multiplication Tables Fluency in high School Students
5.	23-EDE-48	RAGULA R	Fostering Basic Spelling & Grammar Skills Using Effective Teaching Strategies
6.	23-EDE-14	TIRISHONA S	A Study on Use of Effective Techniques for Improving Vocabulary Acquisition

Name of the Staff: Dr. V. Ajantha			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-50	ANNIE PRETTINA J	Implementation of Techniques to help Students Learn Effectively : Active Voice and Passive Voice
2.	23-EDE-37	FELIXYA A	A Survey on Learning Disabilities in English Language Acquisition and Vocabulary
3.	23-EDM-07	JOSTERILO ROSARY J	Difficulties in Solving Basic Arithmetic Operations
4.	23-EDE-25	MOUNA D	Problems Faced by Govt. School Students While Learning English and Methods to Improve their Languages
5.	23-EDE-38	REBECCA DOMINIQUE HAWKES	From Speech to Script : Addressing Writing Challenges in English for Intermediate Speakers
6.	23-EDP-17	VENIS MANO J	Exploring the Impact of Conceptual Understanding on Solving Physics Numerical Problems.

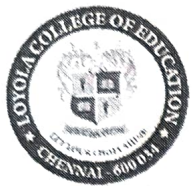
Name of the Staff: Dr. M. Venmani			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDM-16	APILA A	

3.	23-EDT-01	JUDSON WESLY P	
4.	23-EDP-21	MUGUNTHAN B	
5.	23-EDP-07	ROHITH C	
6.	23-EDH-05	VIVEK K	

Name of the Staff: Dr. T. Komalavalli			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDB-09	APSARA JAYAPRAKASH	Exploring the Intricacies of Menstrual Cycle among VIII Std. Students
2.	23-EDP-19	GAYATHRI R	Enhancing the retention of Physics Formulas among High School Students
3.	23-EDH-04	KARTHICK SUNDAR R	Learning Historical Events Using Spaced Retention Strategies
4.	23-EDC-01	NANCY SELVA RANI I	Enhancing Student Engagement in the Commerce Classroom
5.	23-EDH-02	S RANJINI	Effectiveness of Leitnea System in Learning History among VIII Std. Students
6.	23-EDM-15	YOGESHWARAN P	Manifesting Numerical Skills Using Split Strategy for VIII Std. Students.

Name of the Staff: Dr. M. Nandhini			
S.No.	Dept. No.	Name of the Student	Title of the Paper
1.	23-EDE-28	ARTHI J	Promoting Critical Thinking Skills Through debates
2.	23-EDE-03	GEO THOMAS KARIMPANNUR	Enhancing Vocabulary Development of Higher Secondary School students.
3.	23-EDM-09	KARTHIK S	Building Knowledge Gap in Mathematics

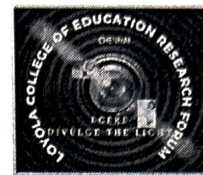
4.	23-EDM-12	NANDHITHA K	Difficulties Faced in Differentiating Different Identities in Maths
5.	23-EDP-09	SAMSTEPHEN S	Effective Use of Lab Equipment and Teaching Learning Materials in Promoting Active Learning in Science Class
6.	23-EDH-03	YOSUVA GLARANCE P	Improving Historical Understanding Through Story Telling



**LOYOLA COLLEGE OF
EDUCATION**

(Re-accredited at "A" Grade with CGPA by NAAC (II Cycle)

Loyola Campus, Chennai-34



Loyola College of Education Research Forum (LCERF)

Organises

Special Talk on

"Orientation on Action Research"

Date: 23.07.2024

Time: 01.15 pm to 02.30 pm

Venue: Arrupe Auditorium

REPORT

Loyola College of Education Research Forum (LCERF) organised a fruitful session titled 'Orientation on Action Research' on **23rd July 2024**, for **second-year students** of the batch 2023-25.

The orientation started at 10:15 am. with a prayer song creating peaceful and enlightened minds among student teachers. **DR. T. PONMALINI**, ASST. PROFESSOR, PERSPECTIVES IN EDUCATION- LOYOLA COLLEGE OF EDUCATION, CHENNAI-34 was the resource person for the Programme. Her enthusiasm and depth of knowledge were evident throughout the session, creating a motivating and dynamic learning environment.

The resource person began by stating that handling students is unique for each teacher. She highlighted the Etiquette of Action Research, areas, and characteristics of Action Research to deal with students with various difficulties. Dr. Ponmalini emphasized multiple types of Action Research and benefits such as professional development, reflection and proficient communication. She also discussed the format and structure of Action Research.

Moreover, valuable insights on probable problems in school children were listed for deeper understanding. The talk concluded with the model of Action Research of an alumnus. The orientation was highly efficient in identifying the students with learning

difficulties and developing an instructional strategy to meet the learning outcomes.

The Organizing Members were:

LCERF Coordinator

Dr. T. Ponmalini., Asst. Professor of Perspectives in Education

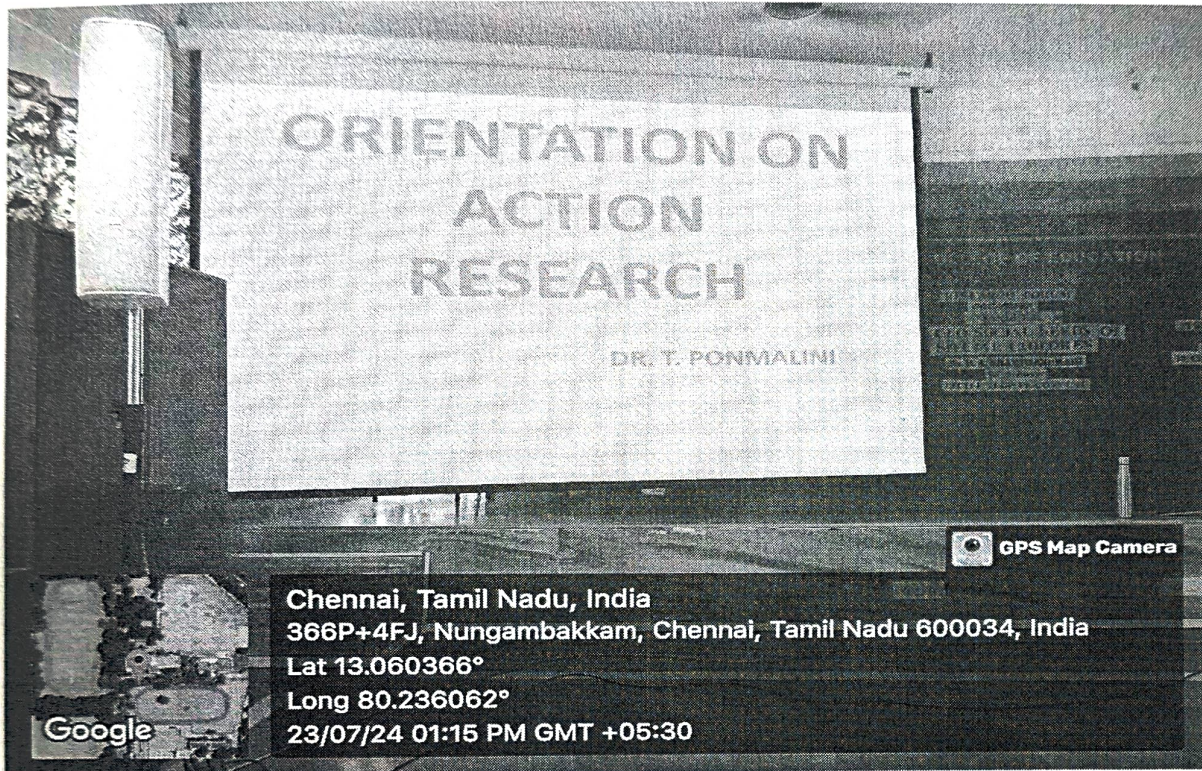
LCERF Asst. Coordinator

Dr. A Jasmine Christy., Asst. Professor of Pedagogy of Mathematics

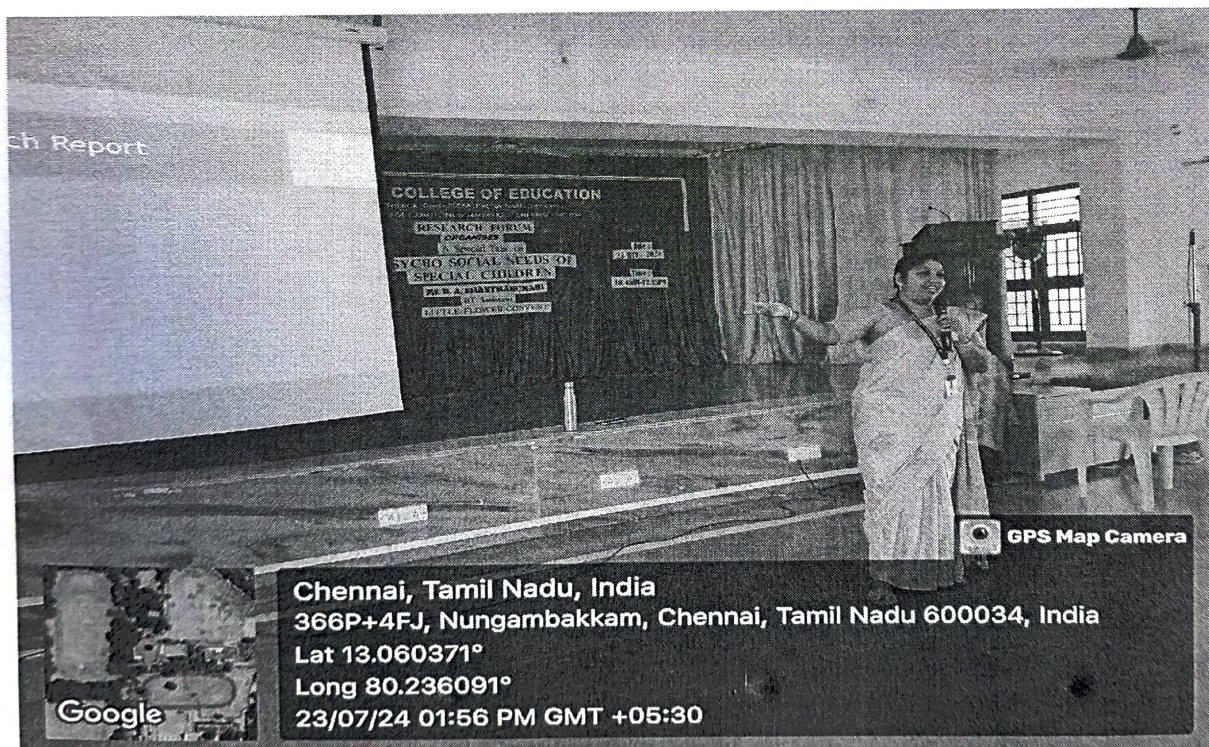
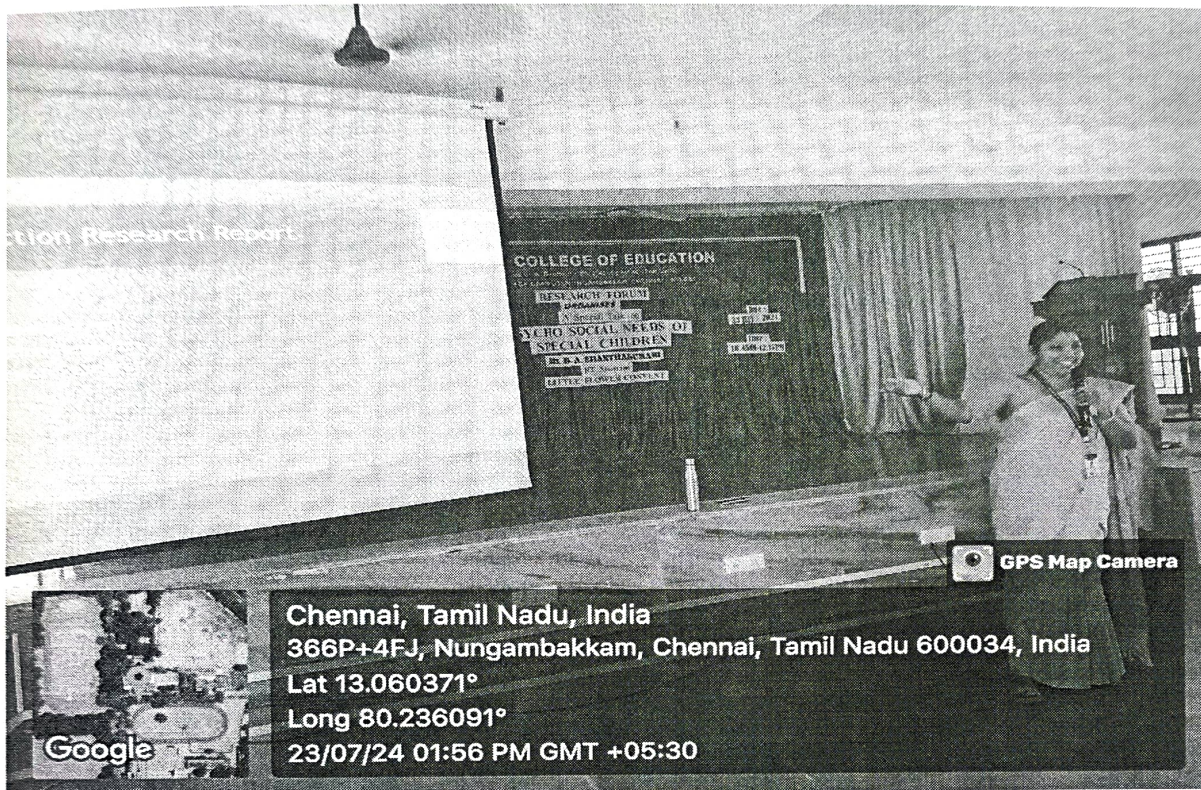
LCERF Members

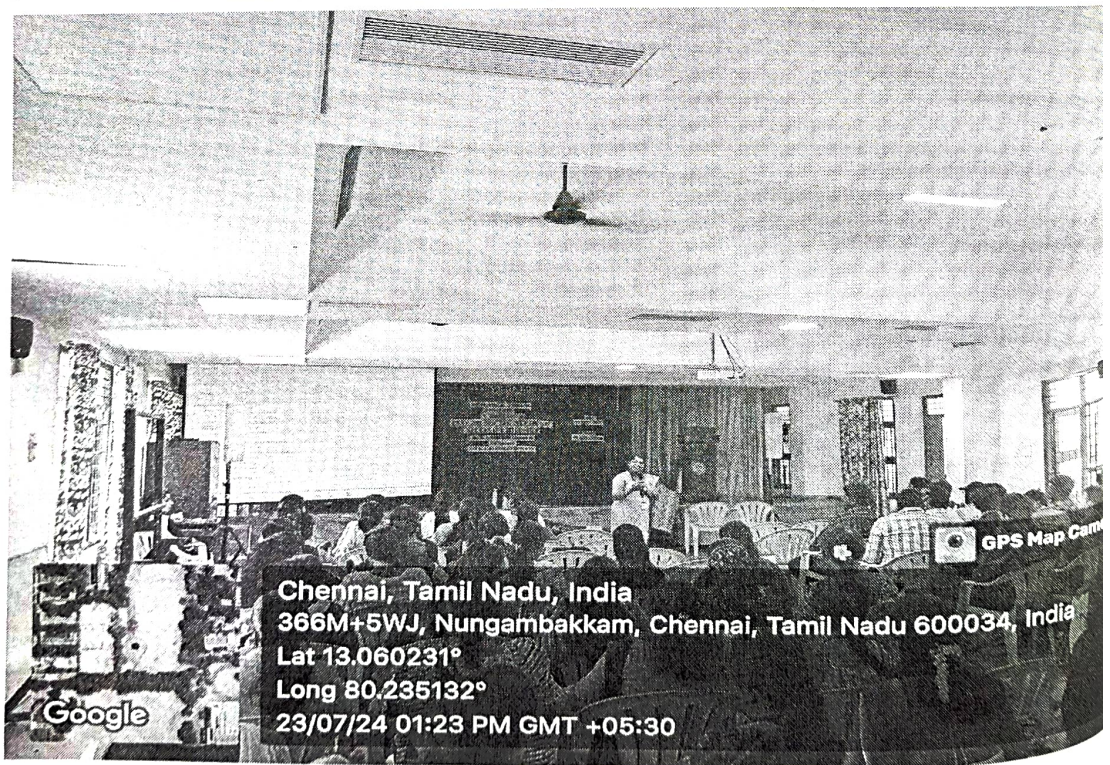
1. **Dr. C. Beulah Jayarani,** Asst. Professor of Pedagogy of Biological Science
2. **Dr. V. Mary Hilda,** Asst. Professor of Pedagogy of Physical Science
3. **Dr. H. A. Anbuselvi,** Asst. Professor of Pedagogy of Commerce
4. **Dr. Y. Elin Shibi,** Asst. Professor of Pedagogy of Physical Science
5. **Dr. S. Pondyselvi,** Asst. Professor of Pedagogy of History
6. **Dr. E. Karthikeyan,** Asst. Professor of Pedagogy of English
7. **Dr. V. Ajantha,** Asst. Professor of Perspectives in Education
8. **Dr. M. Venmani,** Asst. Professor of Pedagogy of Tamil
9. **Dr. T. Komalavalli,** Asst. Professor of Perspectives in Education

PHOTOS









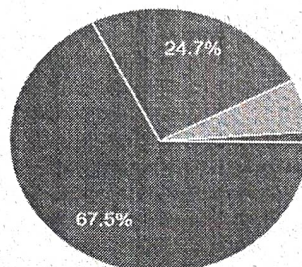


ANALYSIS REPORT

Feedback Analysis		
Sl. No.	Parameters	Effectiveness of the session in percentage
1	Usefulness of the input session given by the resource person.	92%
2	Clarity of content provided by the resource person.	92%
3	The presentation was concise and informative	92%
4	Time management of the session by Resource Person	93%
5	Level of your knowledge gaining from the session	91%
6	Interaction of Resource person with participants for clarification	93%
7	Overall, I would rate this presentation as	* 93%
Overall Impact of the Programme/Activity:		92%(Excellent)
Any other remarks on the Programme/Activity:		Informative

1. Usefulness of the input session given by the resource person.

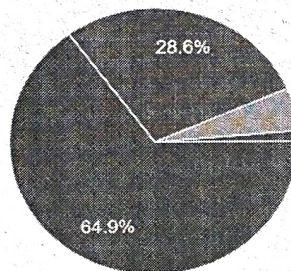
77 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

2. Clarity of content provided by the resource person.

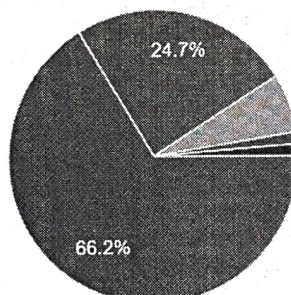
77 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

3. The presentation was concise and informative

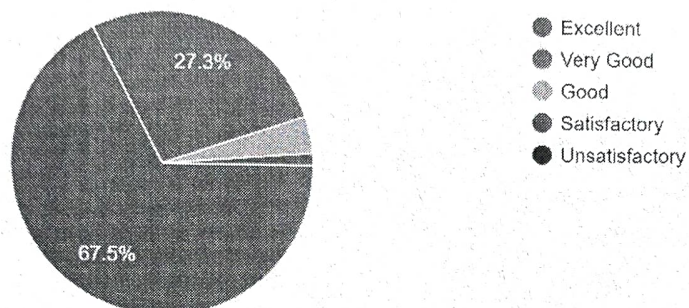
77 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

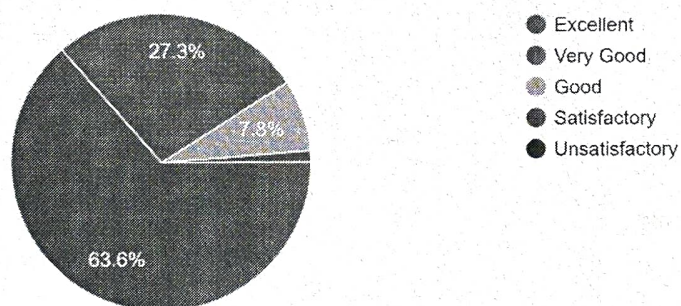
4. Time management of the session by Resource Person

77 responses



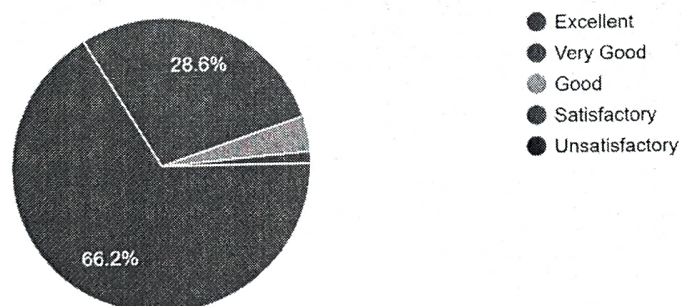
5. Level of your knowledge gaining from the session

77 responses



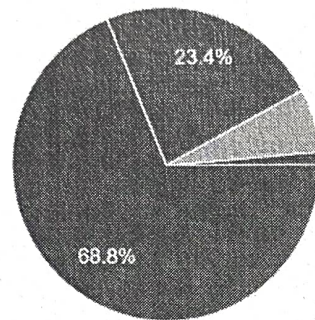
6. Interaction of Resource person with participants for clarification

77 responses



7. Overall, I would rate this presentation as

77 responses



- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

8. Suggestions, if any

Overall it was good

Very informative

The session is amazing

Good session

Able to understand the structure of action research

I had a great time to know about the Action research Thank you

Good

Had a great session and got the knowledge about the action research and how to write report.

Good

Good

Good

Good



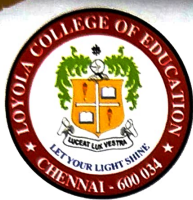
Signature of the Coordinator

Loyola College of Education
Loyola College Campus
Chennai - 600 034



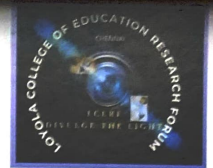
Signature of the Principal

PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34



LOYOLA COLLEGE OF EDUCATION, CHENNAI - 34

Accredited (II Cycle) by NAAC at "A" Grade with CGPA 3.48



CERTIFICATE OF APPRECIATION

Presented to _____ for
the successful completion of an Action Research Project under the guidance of
_____ undertaken by Loyola College of
Education Research Forum (LCERF) during the Academic year 2021 - 2022.

.....
Dr. T. Ponmalini
LCERF Coordinator

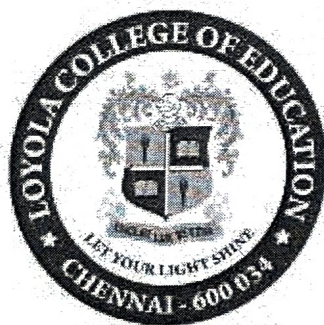
.....
Dr. L. Kulandai Theresal
Principal

.....
Rev. Dr. S. Sebastian. SJ
Secretary

Loyola College of Education, Chennai - 34.

Accredited (3rd Cycle) at 'A' Grade with CGPA 3.06 by NAAC

Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

REPORT ON
PSYCHO SOCIAL NEEDS OF
SPECIAL CHILDREN



LOYOLA COLLEGE OF EDUCATION

Recognized by NCTE & Affiliated to TNTEU

[Re-accredited (2nd Cycle) at 'A' Grade by NAAC]

Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

RESEARCH FORUM

ORGANISES

A Special Talk on

PSYCHO SOCIAL NEEDS OF SPECIAL CHILDREN

Ms. B. A. SHANTHAKUMARI

BT Assistant

**LITTLE FLOWER CONVENT HIGHER SECONDARY SCHOOL FOR
THE BLIND**

23rd JULY, 2024 at 10.45 a.m.

Venue: Arrupe Auditorium

Dr. D. Thomas Alexander, S.J
Patron

Dr. L. Kulandai Theresa
Convenor



**LOYOLA COLLEGE OF
EDUCATION**

(Re-accredited at "A" Grade with CGPA by NAAC (II Cycle)

Loyola Campus, Chennai-34



Loyola College of Education Research Forum (LCERF)

Organises

Special Talk on

"Psycho-Social Needs of Special Children"

Date: 23.07.2024

Time: 10.45 am to 12.15 pm

Venue: Arrupe Auditorium

REPORT

Loyola College of Education Research Forum (LCERF) organised a Special Talk on 'Psycho-Social Needs of Special Children' on **23rd July 2024**, for **Second-year students** of the batch 2023-25.

The orientation started at 10:45 am. with a prayer song creating peaceful and enlightened minds among student teachers. **Ms. B. A. Santhakumari**, B T Assistant, Little Flower Convent Higher Secondary School for the Blind, G. N. Road, Chennai, was the resource person for the Programme. Her enthusiasm and depth of knowledge were evident throughout the session, creating a motivating and dynamic learning environment. The programme aim was to inform aspiring teachers about the difficulties and demands faced by children with special needs

A student teacher delivered a welcome speech to start the programme, and the principal honoured the resource person. Mrs. Santhakumari discussed types of Special Children (ASD, ADHD, etc.....) Understanding the needs of special children to foster self-esteem and the expectations of the special children. She also recommended several tactics and the need to offer more resources and care. She also emphasized the need to provide job opportunities as a long-term goal and motivated the student teachers to adapt and build trust with students. She is currently working with visually impaired children, she briefly explained Braille, Nemeth code, and Embossed map and also displayed the teaching devices specially

made for visually challenged children which was interesting. The student teachers gain insights and provided positive feedback. The event was well organised and paved the way inclusive education awareness among student teachers.

The Organizing Members were:

LCERF Coordinator

Dr. T. Ponmalini., Asst. Professor of Perspectives in Education

LCERF Asst. Coordinator

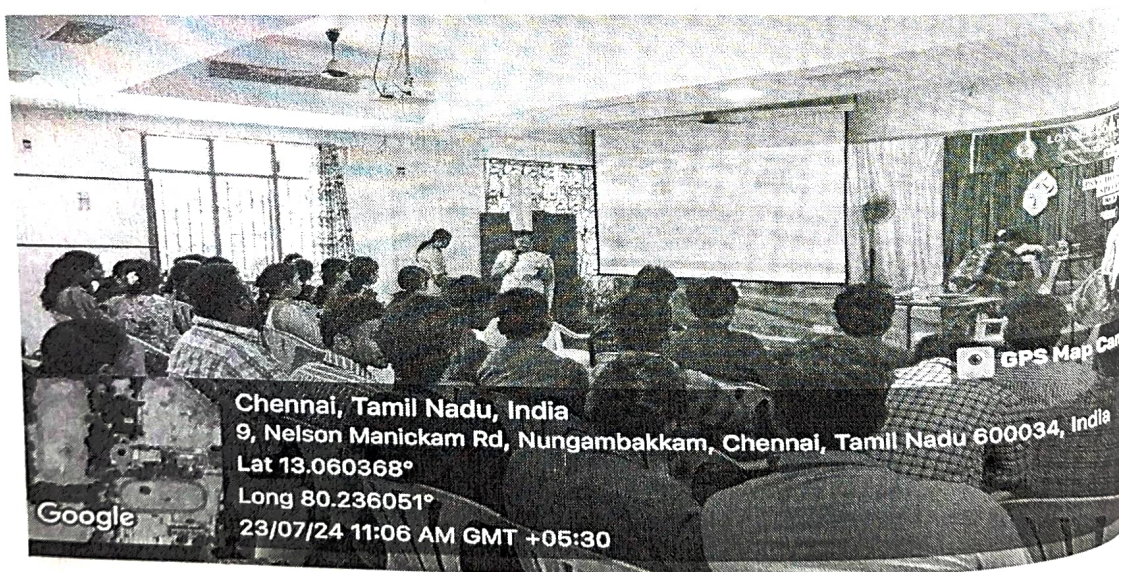
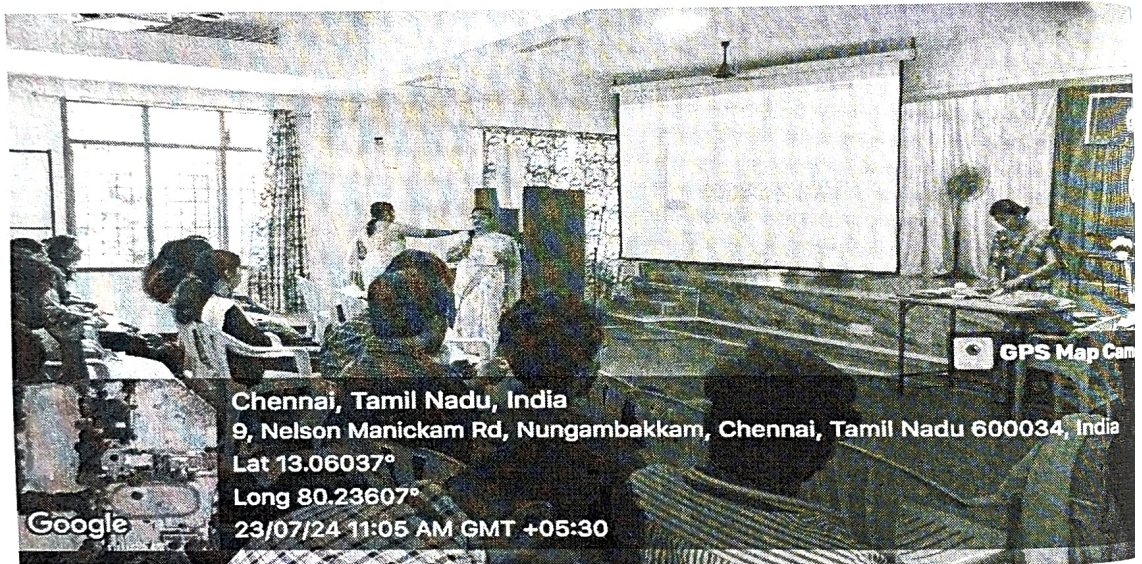
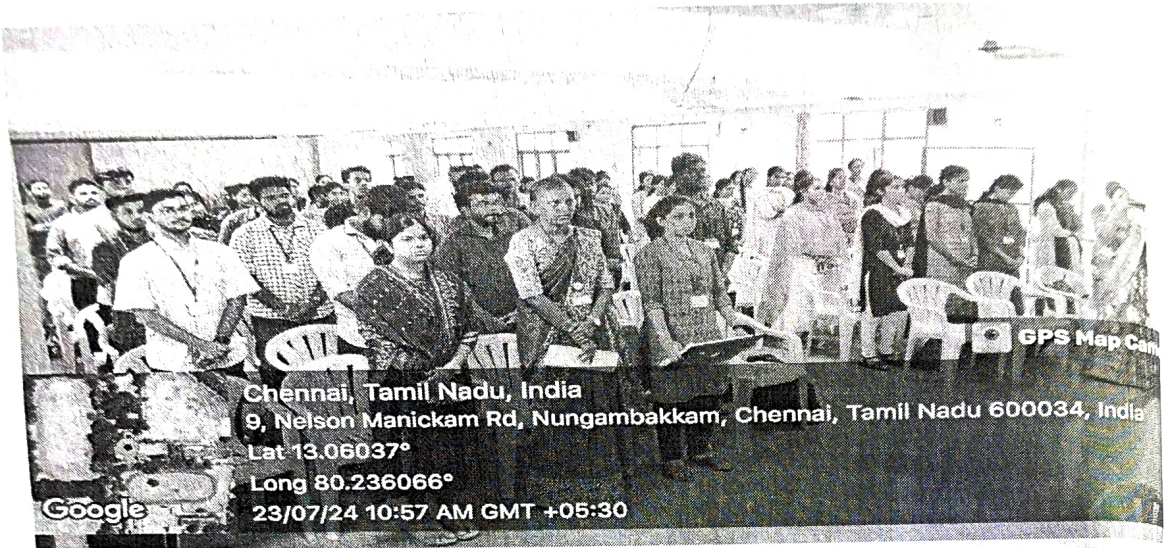
Dr. A Jasmine Christy., Asst. Professor of Pedagogy of Mathematics

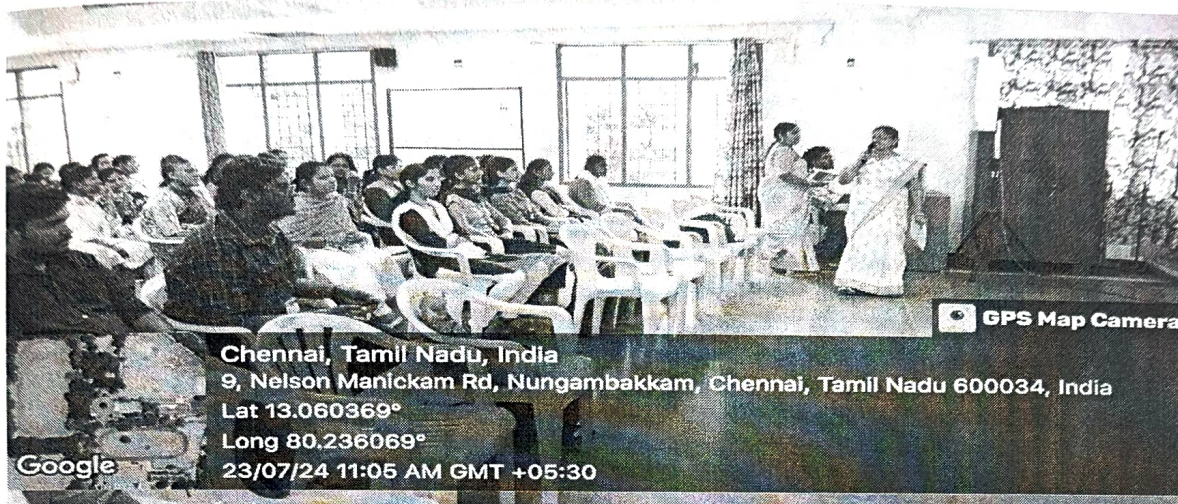
LCERF Members

1. **Dr. C. Beulah Jayarani,** Asst. Professor of Pedagogy of Biological Science
2. **Dr. V. Mary Hilda,** Asst. Professor of Pedagogy of Physical Science
3. **Dr. H. A. Anbuselvi,** Asst. Professor of Pedagogy of Commerce
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8. **Dr. M. Venmani,** Asst. Professor of Pedagogy of Tamil
9. **Dr. T. Komalavalli,** Asst. Professor of Perspectives in Education

PHOTOS







Chennai, Tamil Nadu, India

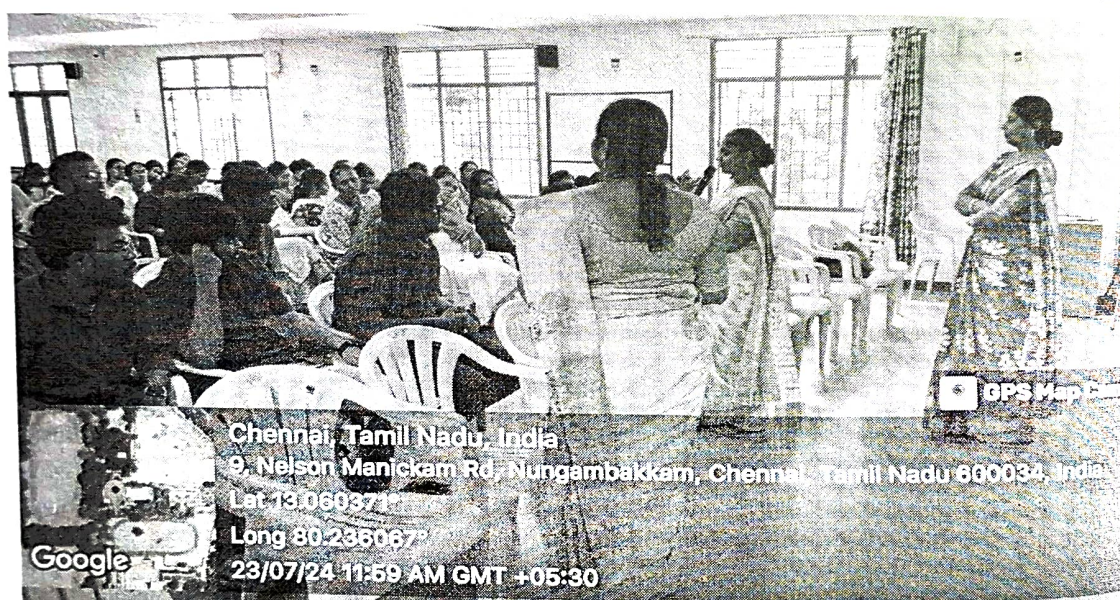
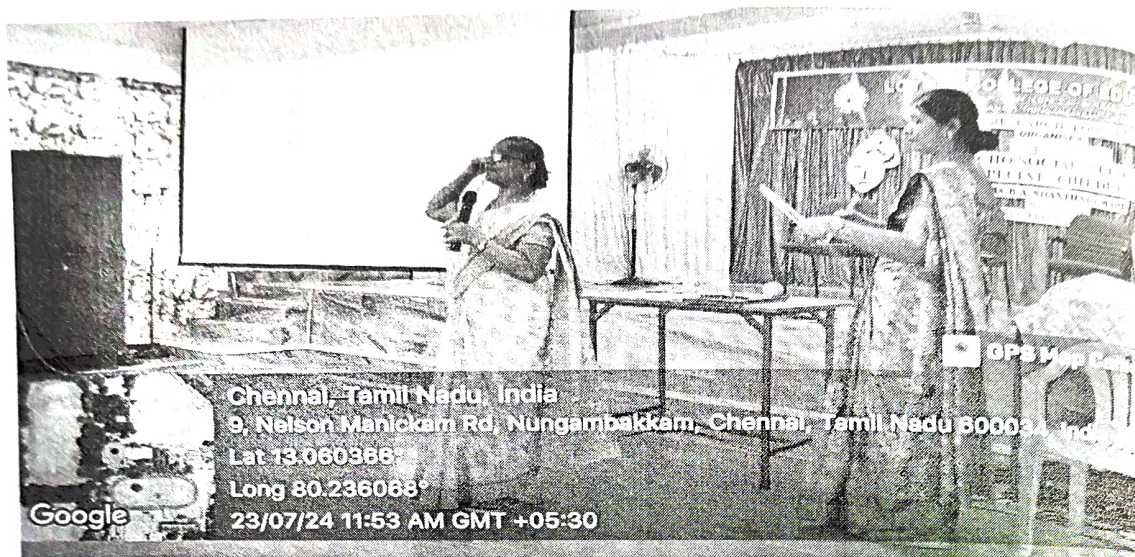
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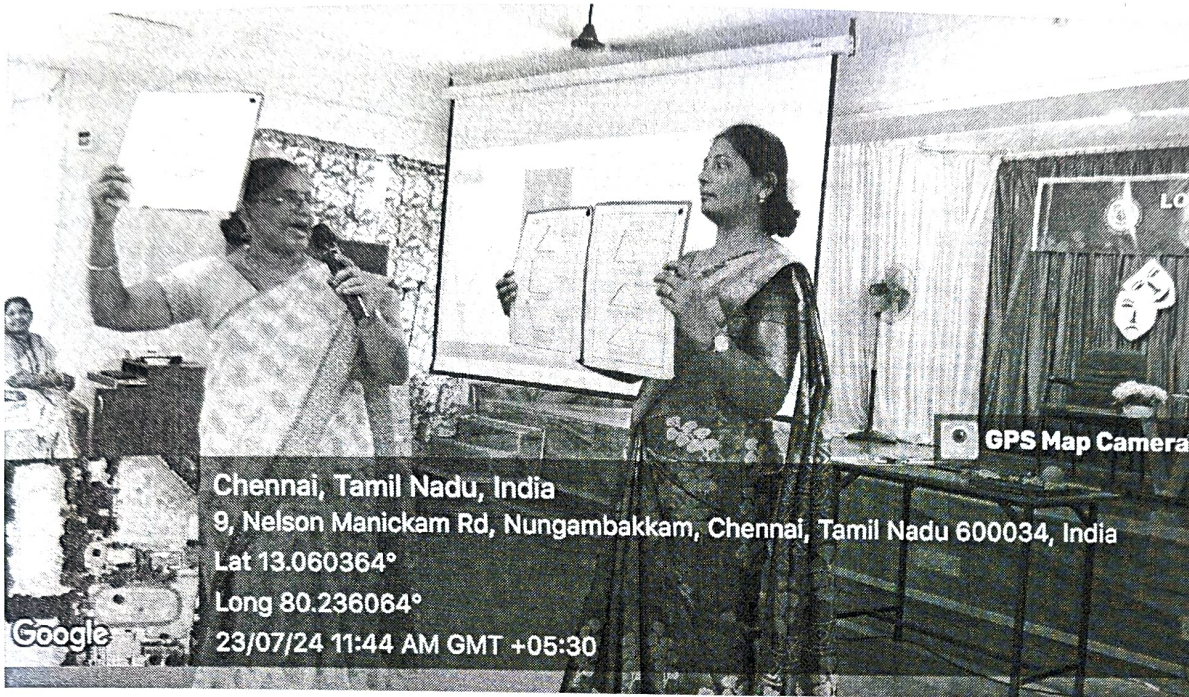
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Long 80.236069°

23/07/24 11:05 AM GMT +05:30

Google





ANALYSIS REPORT

Resource Person: Ms. B. A. Shanthakumari

BT Assistant

LITTLE FLOWER CONVENT HIGHER SECONDARY SCHOOL FOR
THE BLIND, G. N. Road, Chennai - 06

Date: 23.07.2024; Time: 10.45 a.m.

Feedback Analysis

Sl. No.	Parameters	Effectiveness of the session in percentage
1	Usefulness of the input session given by Ms. B. A. Shanthakumari.	94%
2	Clarity of content provided by Ms. B. A. Shanthakumari	93%
3	The presentation was concise and informative	93%
4	Time management of the session by Ms. B. A. Shanthakumari	94%
5	Level of your knowledge gaining from the special talk	92%
6	Interaction of Ms. B. A. Shanthakumari with participants for clarification	93%
7	Overall, I would rate this special talk as	93%
Total Effectiveness of the Session in percentage		93% (Excellent)

Analysis done by Dr.A.Jasmine Christy, Asst Prof of Pedagogy of Mathematics

Learning outcome of this special talk (Min 2)
Able to learn more things, Understanding all the students
Came to know about braille language for special children.
Know about braille language
To know about Special Children
Studied more about psycho social needs of special children.
Learned new information's about braille
More knowledge about differently abled children
I have learned about how the special children learn using materials
Very good learn new things it is very useful for us ma'am thank I do much
Got to know about different learning materials and aids

Learnt about the pattern of study about special children
Understanding the learning methodologies of special children
Was very informative
Know about the methods of teaching for special children
Understood the teaching methods of special children.
1)How to deal with children who have special needs. 2)How to be more sensitive, careful and knowledgeable when having to deal with special children.
It helped us to know how special children learn
Was able to understand how special children study and the methodology they use to study
Understood how to deal with blind children and what ways we should deal them.
Able to know the pattern of learning
Great
1. Learning patterns 2. Learning strategies
To learning and understanding about the special Children
Came to know about braille and different teaching devices used for visually impaired
Learned many thoughtful insights and the challenges faced the by the special children
Understanding students
About braille and learning system of them
Know about Braille and other things used for teaching the differently child
Came to know about how the students learn and about how we should treat them with love.
Information about the ways and methods the special children learns and gains knowledge
I came to know the real world of visual impaired students. I am inspired by their hard work and their achievements in curriculum and co curriculum.
Known about their difficulties while learning and known about the special children
I gained knowledge about various methods by which the visually challenged students learn.

Braille language and it's uses

Special Education is something that is essential for every teacher to learn for them to be effective teachers.

Learn about special children

I had a great time to know about the special children and they learning and achievements

We came to know about the special children learning methods and their inventions that gain some information to handle those children

Learned about special children, learned how to treat the special children

Learnt about different ideas and perspective in handling special children.

I learned the importance of giving extra care to the psycho social needs of special children also understood the significance of Braille and the walking stick in integrating special children in the society

Informative and useful to know about special children learning methods

I've come to know the difficulties the differently abled children face and how they take it as a challenge and learn in life.

Learnt how differently abled children learn and still achieve in life despite all the odds they face.

Came to know about their learning patterns and syllabus.

Came to know about how the special children learn, do their daily activities. And how to help them in a lovable and understanding way.

different learning aids, difficulties of special children

With this special talk we gain and known more information about special children

Use of Braille

Their talents and confidents and using method things

Nice experience by know their learning methodology

Got basic ideas about Braille system, came to know about the learning equipment's of Special children

Knowledge about Braille system and understanding about different tools strategies used in

special schools
Understanding about visual impairment
Need for committed special education teachers. Equipping special children with experiences as much as other children
Methods to teach all types of students in a inclusive class, the better understanding on special children and ways to be with them in all manner and make a understandable classroom
Learner about blind school education system
Various equipment and techniques used by special children,
I was able to know the Braille. I also learned about the alphabets and the mobility system
I can able to learn different methods and aids for teaching special children
Understood the techniques used for teaching visually challenged students
Get to know about Braille and mobility system.
I've learned about the difficulties faced by special children
I specifically learned about how the visually challenged do mathematics
How to use special methods to teach special children, how to take special attention
Learnt how to help differently abled students
Learnt how to teach blind students in my class
Learned about how to help or teach them
Learner about how the special children using their own writing language and their special equipment's

Suggestions, if any
Great and informative session
I had the great time to know about the special child and their hardships in their life
The time allotted was not sufficient to discuss more

It's really excellent

Great

This session was excellent and I personally came to know more about the special children and they work's and also this session was useful. Thank You

Programmes could be bilingual.

Looking forward for more informative sessions

Organise programs in future, it was a informative Session.

God is blessed us to have this session thankyou

Could be bilingual

The session is very good



Signature of the Coordinator

Loyola College of Education
Loyola College Campus
Chennai - 600 034



Signature of the Principal

PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai

Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

RESEARCH FORUM

ORGANISES

A Special Talk on

*PSYCHO SOCIAL NEEDS OF SPECIAL
CHILDREN*

Programme Schedule

Prayer Song

Welcome Address

Resource Person Address

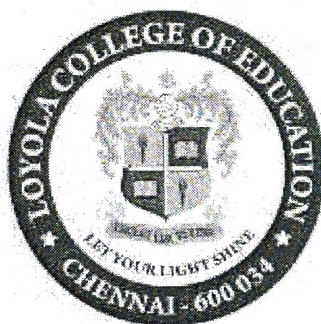
Vote of Thanks

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Loyola College of Education, Chennai - 34.

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Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

REPORT ON ORIENTATION ON SCERT PROJECT



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Nungambakkam, Chennai - 600 034, Tamil Nadu, India.



Orientation on SCERT Project – Yennum Ezhuthum – EE Midline Assessment – Website Report

Details of the Programme/Activity:

Name of the Programme/Activity:	Orientation on SCERT Project – Yennum Ezhuthum – EE Midline Assessment
Date of the Programme/Activity:	28/11/2024 & 29/11/2024
Time of the Programme/Activity:	9 a.m. to 4 p.m.
Target Audience of the Programme/Activity:	B.Ed. I yr. Student Teachers
No. of participants in the Audience:	59
Objectives of the Programme/Activity:	• To understand the current scenario of the Tamilnadu State Education System • To conduct the survey • To handle the application designed exclusively for Yennum Ezhuthum Project • To interact with the students from Std. I to III
Name of the Resource Person/Chief Guest:	Dr. Sathya Kumari, Project Coordinator
Brief note about the Resource Person/Chief Guest:	Working as a Professor in SCERT
Few insights given by the Resource Person/Chief Guest (2 lines max.):	• The purpose of the survey • How to conduct the survey • How to interact with the students from Std. I to III

Learning Outcomes of the Programme/Activity:

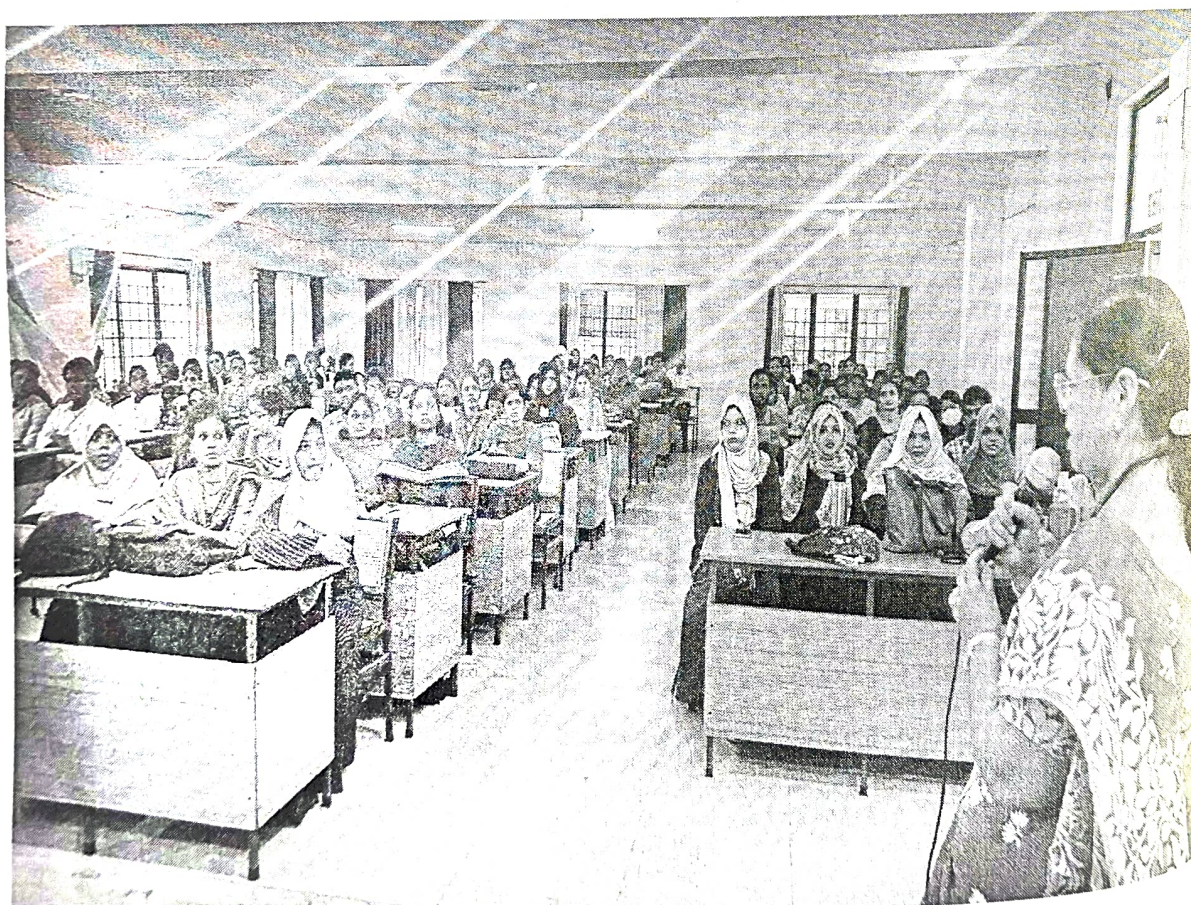
- Student Teachers understood the current scenario of the Tamil Nadu State Education System.
- Student Teachers know how to conduct the survey.
- Student Teachers understood how to handle the application exclusively designed for Yennum Ezhuthu Project.
- Student Teachers gained confidence to interact with students from Std. I to III

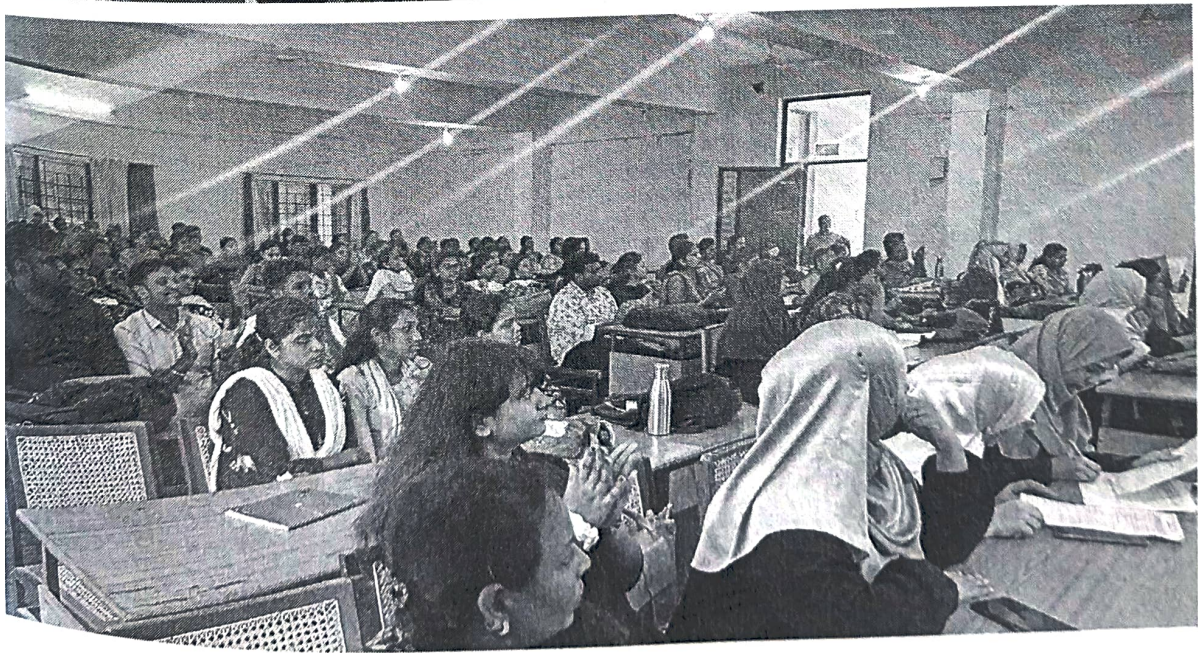
Details of the Faculty, who organized the event:

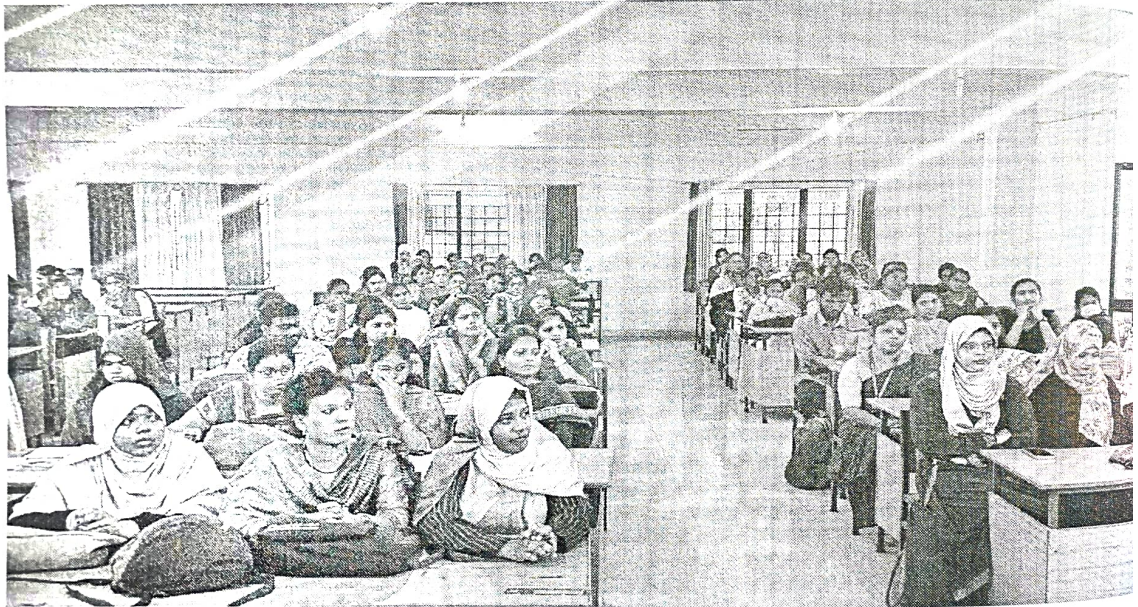
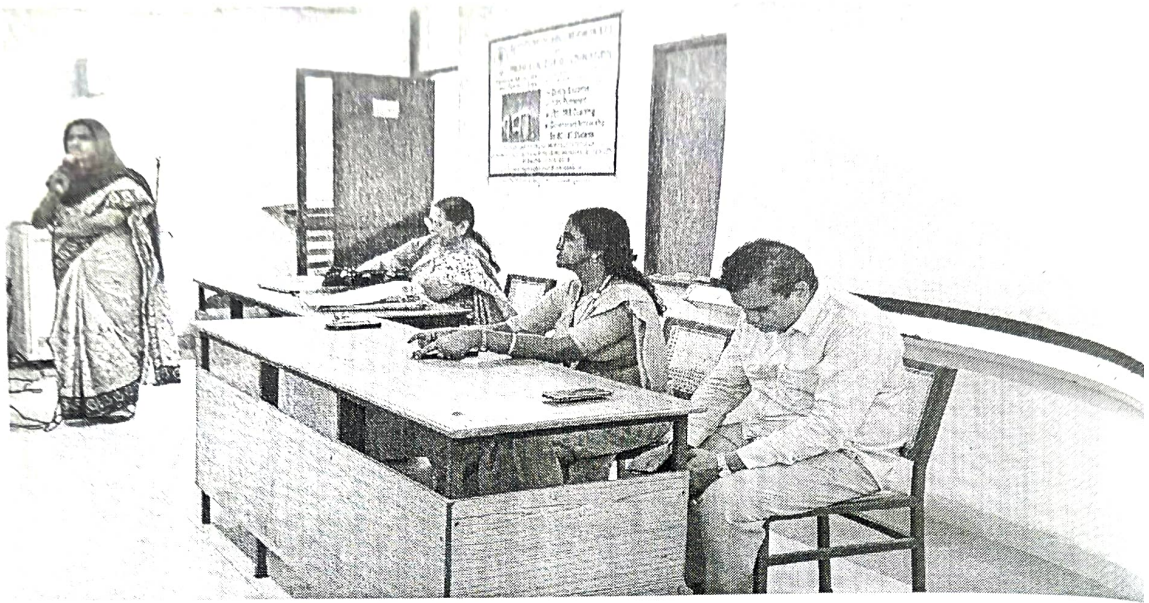
Name of the Organizer:

Dr. T. Ponmalini
LRF Member
Asst. Professor of Perspectives in Education
Loyola College of Education, Chennai

PHOTOS









[Handwritten Signature]

Signature of the Organizer

Loyola College of Education
Loyola College Campus
Chennai - 600 034

[Handwritten Signature]

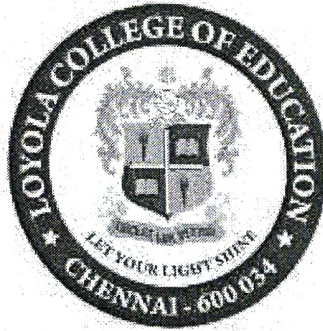
Signature of the Principal

PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Loyola College of Education, Chennai - 34.

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Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

REPORT ON DIET PROJECT
YENNUM EZHUTHTHUM -2024

DIET PROJECT – Yennum Yezhuthum Project – 2024

The District Institute of Education and Training (DIET) officials approached Loyola College of Education (LCE) to participate in the “Yennum Yezhuthum” project by involving student teachers in conducting surveys across different zones in Chennai.

Orientation and Preparation

On **28th and 29th November 2024**, Dr. Sathya Kumari, Project Coordinator and Professor at SCERT, conducted an orientation session at LCE. She explained the purpose of the “Yennum Yezhuthum” project and provided detailed instructions on how to interact with students studying in classes 1 to 3 during the survey. Following the orientation, student teachers willing to participate in the survey were invited to raise their concerns and clarify doubts.

The names of interested prospective teachers were collected, and a final list of **59 student teachers** was prepared. This list was submitted to the Loyola Research Forum coordinator, who then provided further instructions to the participants.

Inaugural Session and Survey Execution

The project’s inaugural session was held at the DIET campus, Chennai, on **5th December 2024** at 10:00 a.m. Key participants included:

- Principal of DIET
- Dr. T. Ponmalini, Loyola College of Education
- Dr. Sathya Kumari, Project Coordinator
- Dr. Ruby, Project Coordinator

After the inauguration, from **5th to 13th December 2024**, student teachers were accompanied by Loyola Research Forum members to the DIET campus and allotted to various schools across different zones in Chennai for field survey work.

Completion and Certification

On **13th December 2024**, the student teachers completed the survey and returned to the college. They were awarded attendance certificates and remuneration by DIET as recognition for their contribution to the project.



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SCERT Project Survey – Yennum Ezhuthum – EE Midline Assessment – Website Report

Details of the Programme/Activity:

Name of the Programme/Activity:	SCERT Project Survey – EE Midline Assessment – Yennum Ezhuthum
Date of the Programme/Activity:	05.12.2024 – 13.12.2024
Time of the Programme/Activity:	9 a.m. to 4 p.m.
Target Audience of the Programme/Activity:	B.Ed. I yr. Student Teachers
No. of participants in the Audience:	59
Objectives of the Programme/Activity:	• To understand the current scenario of the Tamilnadu State Education System • To conduct the survey • To handle the application designed exclusively for Yennum Ezhuthum Project • To interact with the students from Std. I to III
Name of the Resource Person/Chief Guest:	Dr. Sathya Kumari, Project Coordinator
Brief note about the Resource Person/Chief Guest:	Working as a Professor in SCERT
Few insights given by the Resource Person/Chief Guest (2 lines max.):	• The purpose of the survey • How to conduct the survey • How to interact with the students from Std. I to III
Learning Outcomes of the	• Student Teachers understood the

Programme/Activity:	current scenario of the Tamil State Education System. • Student Teachers know how to conduct the survey. • Student Teachers understood how to handle the application exclusively designed for Yennum Ezhum Project. • Student Teachers gained confidence to interact with students from Std. I to III
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Details of the Faculty, who organized the event:

Name of the Organizer:	Dr. T. Ponmalini LRF Member Asst. Professor of Perspectives in Education Loyola College of Education, Chennai
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PHOTOS





Chennai, Tamil Nadu, India
468j+jrc, Srp Koil St N, Maniyammai Nagar, Peravallur,
Perambur, Chennai, Tamil Nadu 600011, India
Lat 13.116538° Long 80.232016°
11/12/24 02:42 PM GMT +05:30



Ennore, Tamil Nadu, India
58r8+5qw, Netaji Nagar East, Ennore, Chennai, Tamil
Nadu 600057, India
Lat 13.190675° Long 80.316843°
11/12/24 12:17 PM GMT +05:30





Signature of the Organizer

Signature of the Principal



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Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

DIET Project - Elementary Education - Midline Assessment

B.Ed. Student Namelist

Attendance

Dept.No.	Name of the student	28-11-2024	29-11-2024
24-EDP-03	ANAGHA BABY	Anagha Baby	Anagha Baby
24-EDE-19	ANNE ANGEL R	Anne Angel R.	Anne Angel R.
24-EDM-13	ANTO SHARLI K	Anto Sharli K	Anto Sharli K
24-EDM-06	ASHIKHA A	Ashikha A	Ashikha A
24-EDE-21	BEENA MARY C J	Beena Mary C J	Beena Mary C J
24-EDB-06	CHRISTY EMY JENO V	Christy Emy Jeno V	Christy Emy Jeno V
24-EDC-03	DINESH KUMAR M	Dinesh Kumar M	Dinesh Kumar M
24-EDE-10	DIVYABHARATHI K	Divya Bharathi K	Divya Bharathi K
24-EDP-05	DIWAKAR S	Diwakar S	Diwakar S
24-EDM-02	EMIMA B	Emima B	Emima B
24-EDB-07	GANESH S	Ganesh S	Ganesh S
24-EDC-02	GEETHA K	Geetha K	Geetha K
24-EDC-09	KALAIVANI S	Kalaivani S	Kalaivani S
24-EDE-46	MAHALAKSHMI R	Mahalakshmi R	Mahalakshmi R
24-EDP-11	MERLIN ROSHINI V	Merlin Roshini V	Merlin Roshini V
24-EDB-09	PAUL SOUNDARYA A	Paul Soundarya A	Paul Soundarya A
24-EDE-54	RITHIKA D	Rithika D	Rithika D
24-EDP-06	SAHANA G	Sahana G	Sahana G
24-EDB-10	SHRUTHI A	Shruthi A	Shruthi A
24-EDE-34	SUJITHA S	Sujitha S	Sujitha S
24-EDE-49	SWATHY V	Swathy V	Swathy V
24-EDE-44	VAISHNAVI S	Vaishnavi S	Vaishnavi S
24-EDT-01	RAJKUMAR D	Rajkumar D	Rajkumar D

24-EDM-16	RAHINI R	Rahini	Rahini
24-EDB-11	AKSHAYA M	A.	A.
24-EDM-10	ANTHONY REX KUMAR A - Brother	A. Rex	A. Rex
24-EDE-33	ANTONY MATHAVADIYAN CHARLES A	A.A.M. Charles	A.A.M. Charles
24-EDE-09	ASLINE A J	Asline	Asline
24-EDE-08	BENISHA JOE J G	Benisha	Benisha
24-EDP-13	CITHRABANU MANNAN K	K. Mannan	K. Mannan
24-EDM-01	DEEPIKA A	Deepika A	Deepika A
24-EDB-03	DHARSHANA S	-	-
24-EDE-43	DIVYABHARATHI J	Divya	Divya
24-EDB-12	HARITHA K	K. Haritha	K. Haritha
24-EDE-12	HELAN NISHA P	P. Helan Nisha	P. Helan Nisha
24-EDP-09	INFANT ATCHAYA J	Atchaya	Atchaya
24-EDM-14	JAYAPRIYA K	Jayapriya K	Jayapriya K
24-EDP-01	JINOLIN J S	Jinolin	Jinolin
24-EDE-26	KEERTHANA Y K	Keerthana	Keerthana
24-EDE-17	MADHUMIDA B	B. Madhumida	B. Madhumida
24-EDE-07	MADHUMITHA N	Madhumitha N	Madhumitha N
24-EDM-05	MARIA GLADIS SWEETY L	Maria Gladis	Maria Gladis
24-EDE-52	RAKSHAYA R	R. Rakshaya	R. Rakshaya
24-EDP-04	RITHIKA J	Rithika	Rithika
24-EDE-32	ROSHINI V	Roshini V	Roshini V
24-EDP-12	SAIKUMAR M	M. Saikumar	M. Saikumar
24-EDE-58	SANTHANATHA KALAIYARASI R	Kalaiyarasi	Kalaiyarasi
24-EDE-57	SHALINI N	Shalini N	Shalini N
24-EDC-05	SHALINI T S	T.S. Shalini	T.S. Shalini
24-EDE-29	SIKKANDER MOUFICA T	Sikkander Moufica T	Sikkander Moufica T
24-EDE-37	SUJINA J	Sujina J	Sujina J
24-EDB-02	VAIDEGI A	Vaidagi A	Vaidagi A
24-EDM-15	VINODHINI B	Vinodhini B	Vinodhini B
24-EDT-02	BHARATHI E	E. Bharathi	E. Bharathi

24-EDT-03	NISHA G	<i>Nisha G</i>	<i>Nisha G</i>
24-EDT-04	PAVITHRA V	<i>Pavithra V</i>	<i>Pavithra V</i>
24-EDH-01	SUDHAMA KRISHNAN R	<i>R. Sudhama</i>	<i>R. Sudhama</i>
24-EDE-55	AMALA PRIYADHARSHINI M	<i>M. Amala Priyadharshini</i>	<i>M. Amala</i>
24-EDM-07	SIVASANKARI L	<i>L. Sivasankari</i>	<i>L. Sivasankari</i>
24-EDM-04	SYLVESTER GHANA RAJ L	<i>L. Sylvester</i>	<i>L. Sylvester</i>

சென்னை

முதல்வர், கல்வி, இளைஞர்

Dr. Sc. M.Phil. M.Ed. A.B.A. M.A. M.L.S. M.A. M.F.C. M.L.A. M.L.C.

முதல்வர்

மாண்புமிகு ஆகிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்

திருவள்ளிக்கேணி சென்னை - 05

ந. க. எண்: 243 / அ 1 / 2024

நாள்: 21.11.2024

பொருள்: சென்னை மாவட்டம் - எண்ணும் எழுத்தும் - 1 - 3 வகுப்பு மாணவர்களை மதிப்பீடு செய்தல் (Midline Assessment) - பணி - கள ஆய்வாளர்களாக (Enumerators) B.Ed கல்லூரி மாணவர்களை தெரிவு செய்து பெயர் பட்டியல் அனுப்பக் கோருதல் - சார்பு.

- பார்வை:
1. சென்னை 06 மாநிலக் கல்வியியல் ஆராய்ச்சி மற்றும் பயிற்சி நிறுவன இயக்குநரின் செயல்முறைகள் ந.க.எண்.2411/எஃப்2/2021 நாள்.14.11.2024
 2. சென்னை 97 தமிழ்நாடு ஆகிரியர் கல்வியியல் பல்கலைக் கழகம் ந.க.எண்.TNTEU/Admin/2024/01733 நாள்.15.11.2024

பார்வையில் காணும் செயல்முறைகளின்படி சென்னை மாவட்டத்தில் எண்ணும் எழுத்தும் கற்றல் திறன் சார்பு 1 - 3 வகுப்பு மாணவர்களை 02.12.2024 முதல் 13.12.2024 வரை (Excluding NAS Assessment day 03.12.2024 & 04.12.2024) மதிப்பீடு செய்யப்பட உள்ளது . தெரிவு செய்யப்பட்டுள்ள கள ஆய்வாளர்களுக்கு (Enumerators) குறித்த வழிகாட்டு நெறிமுறைகள் சார்பு பயிற்சி இரண்டு கட்டமாக கீழ்க்காணும் வகையில் நடைபெற உள்ளது.

இணைப்பில் கொடுக்கப்பட்டுள்ள கள ஆய்வாளர்களை (Enumerators) மேற்காண் பயிற்சி மற்றும் மதிப்பீடு (Field Midline Assessment) செய்ய விடுவிக்குமாறும் அவர்களின் விவரங்களை கொடுக்கப்பட்டுள்ள படிவத்தில் பூர்த்தி செய்து அனுப்புமாறு கல்லூரி முதல்வர்கள் கேட்டுக் கொள்ளப் படுகிறார்கள்.

கள ஆய்வாளர்களுக்கு (Enumerators) பயிற்சியின் போது நபர் ஒருவருக்கு Local Conveyance Rs.150x2 days = Rs.300/- வழங்கப்படும். கள ஆய்வின் போது நபர் ஒருவருக்கு Honorarium Rs.300x7 days = Rs.2100/- வழங்கப்படும். தேநீர் மற்றும் மதிய உணவு வழங்க நிதி ஒதுக்கீடு இல்லை என்பதும் தெரிவித்துக் கொள்ளப்படுகிறது.

வ. எண்	பயிற்சியில் கலந்து கொள்ளும் பங்கேற்பாளர்கள்	எண்ணிக்கை	பயிற்சி நடைபெறும் நாட்கள்	பயிற்சி மையம்
1	Meston College of Education Royapettah Chennai -14	56	Batch I 26.11.2024 27.11.2024	Meston College of Education Royapettah, Chennai -14
2	Loyola College of Education Nungambakkam Chennai - 34	40	Batch II 28.11.2024 29.11.2024	MEASI College of Education Choolai, Chennai- 112
3	MEASI College of Education Choolai, Chennai- 112	48		

இணைப்பு

1. கள ஆய்வாளர்களின் விவரம் கோருதல் படிவம்

முதல்வர்

மாவட்ட ஆகிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்
திருவள்ளிக்கேணி, சென்னை - 5

நகல்

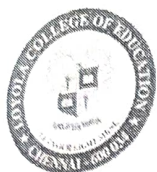
சென்னை - 6, மாநில கல்வியியல் ஆராய்ச்சி மற்றும் பயிற்சி நிறுவன இயக்குநரிடம் அவர்களுக்கும் பணிநது அனுப்பப்படுகிறது.

கள்ள ஆய்வாளர்களின் விவரப் படிவம்

Name of the College :

Name of the Incharge with Contact Number :

S.No	Name of Enumerator	First / Second Year	WhatsApp Number
1			
2			
3			
4			
5			
..			
..			
..			



LOYOLA COLLEGE OF EDUCATION

[Re-accredited (2nd Cycle) at 'A' Grade by NAAC]

Recognized by NCTE & Affiliated to TNTEU

Nungambakkam, Chennai - 600 034, Tamil Nadu, India.



Orientation on SCERT Project – Yennum Ezhuthum – EE Midline Assessment – Website Report

Details of the Programme/Activity:

Name of the Programme/Activity:	Orientation on SCERT Project – Yennum Ezhuthum – EE Midline Assessment
Date of the Programme/Activity:	28/11/2024 & 29/11/2024
Time of the Programme/Activity:	9 a.m. to 4 p.m.
Target Audience of the Programme/Activity:	B.Ed. I yr. Student Teachers
No. of participants in the Audience:	59
Objectives of the Programme/Activity:	• To understand the current scenario of the Tamilnadu State Education System • To conduct the survey • To handle the application designed exclusively for Yennum Ezhuthum Project • To interact with the students from Std. I to III
Name of the Resource Person/Chief Guest:	Dr. Sathya Kumari, Project Coordinator
Brief note about the Resource Person/Chief Guest:	Working as a Professor in SCERT
Few insights given by the Resource Person/Chief Guest (2 lines max.):	• The purpose of the survey • How to conduct the survey • How to interact with the students from Std. I to III

Learning Outcomes of the Programme/Activity:

- Student Teachers understood the current scenario of the Tamilnadu State Education System.
- Student Teachers know how to conduct the survey.
- Student Teachers understood how to handle the application exclusively designed for Yennum Ezhuthum Project.
- Student Teachers gained the confidence to interact with the students from Std. I to III

Details of the Faculty who organized the event:

Name of the Organizer:

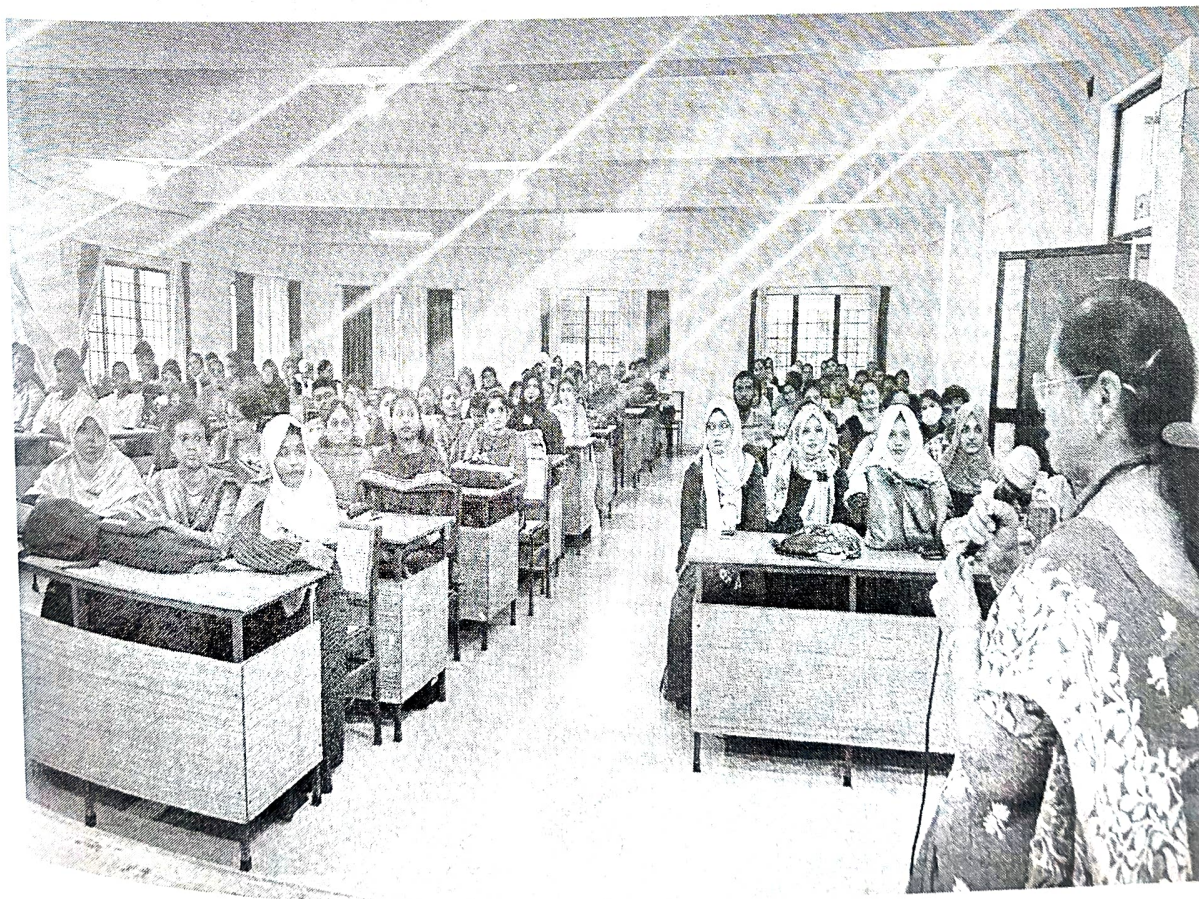
Dr. T. Ponmalini

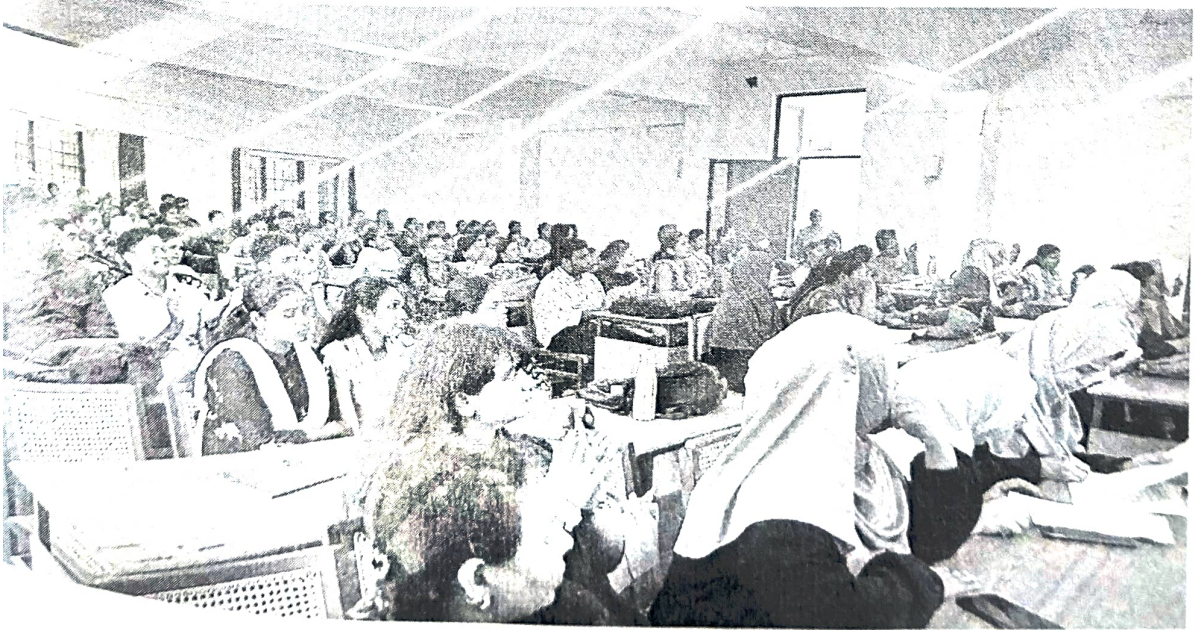
LRF Member

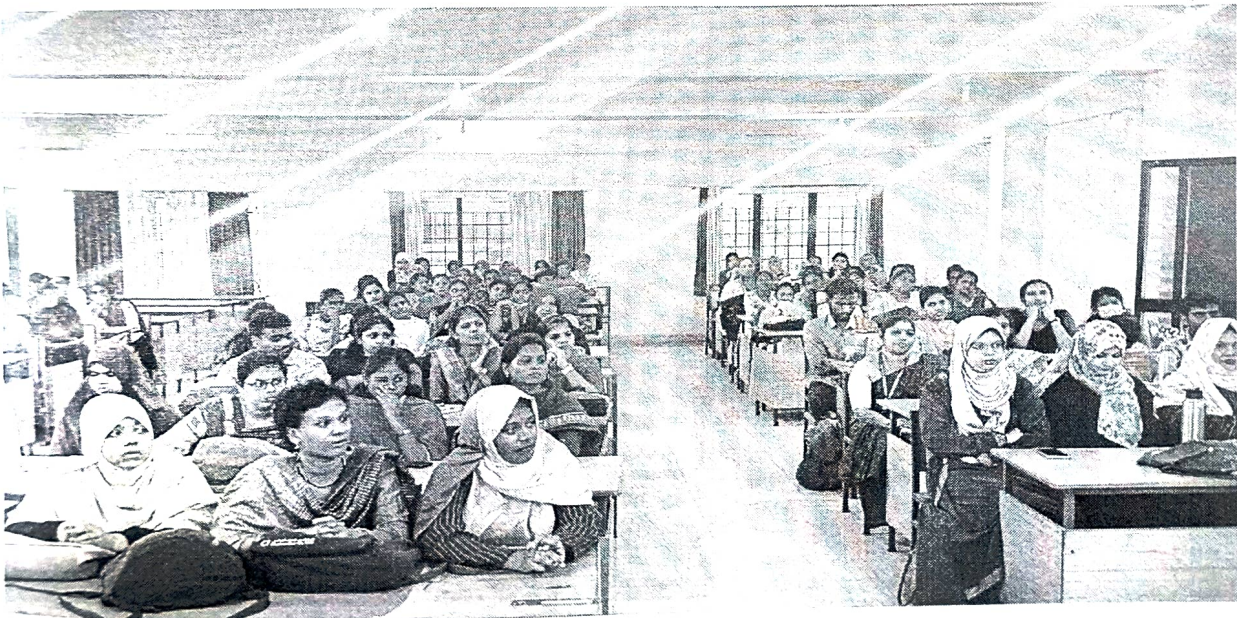
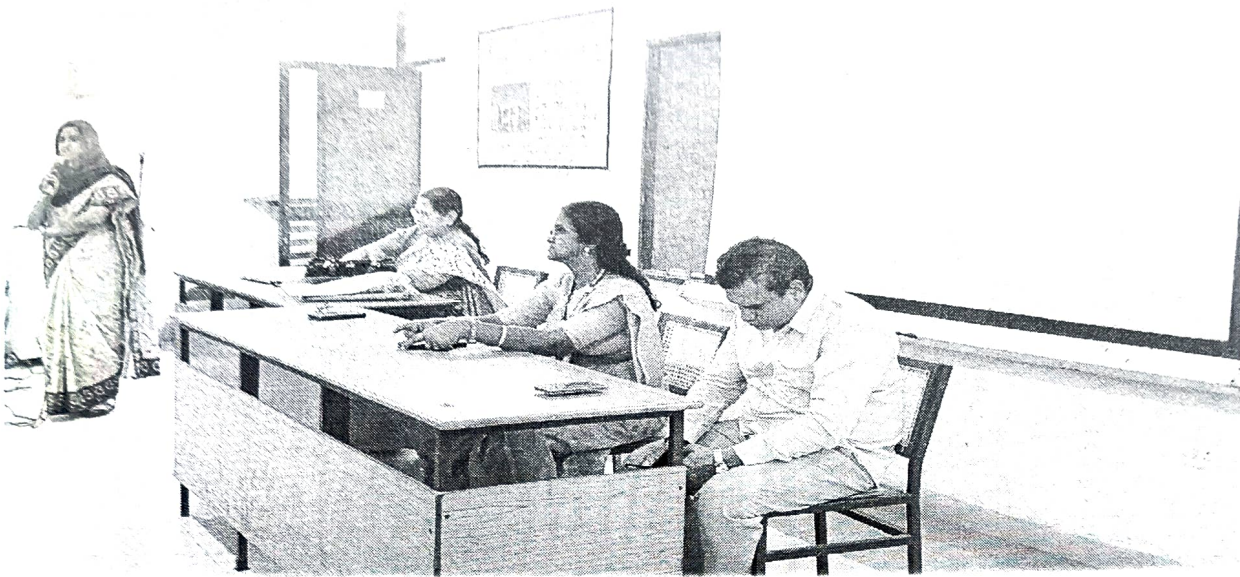
Asst. Professor of Perspectives in Education

Loyola College of Education, Chennai

PHOTOS









Signature of the Organizer

Loyola College of Education
Loyola College Campus
Chennai - 600 034

Signature of the Principal

PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34



LOYOLA COLLEGE OF EDUCATION

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC]
Recognized by NCTE & Affiliated to TNTEU
Nungambakkam, Chennai - 600 034, Tamil Nadu, India.



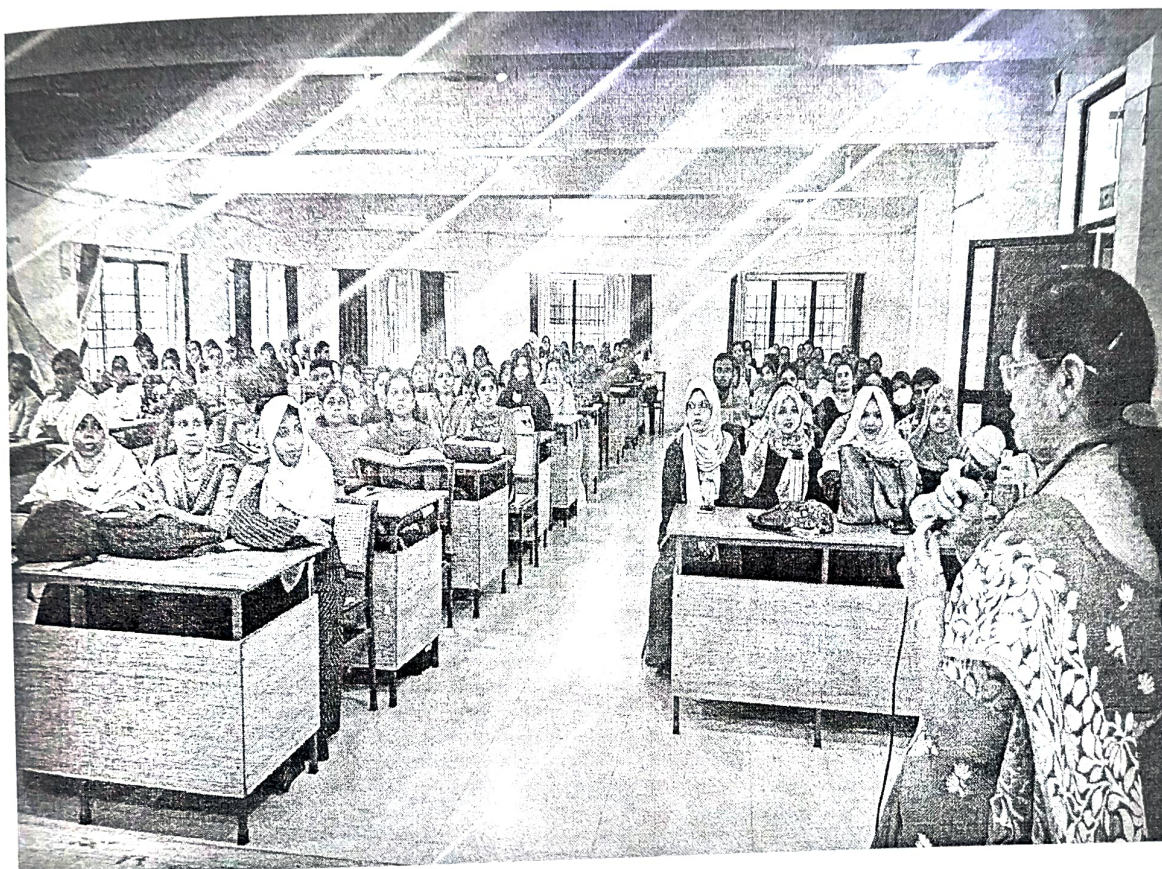
LOYOLA RESEARCH FORUM (LRF)

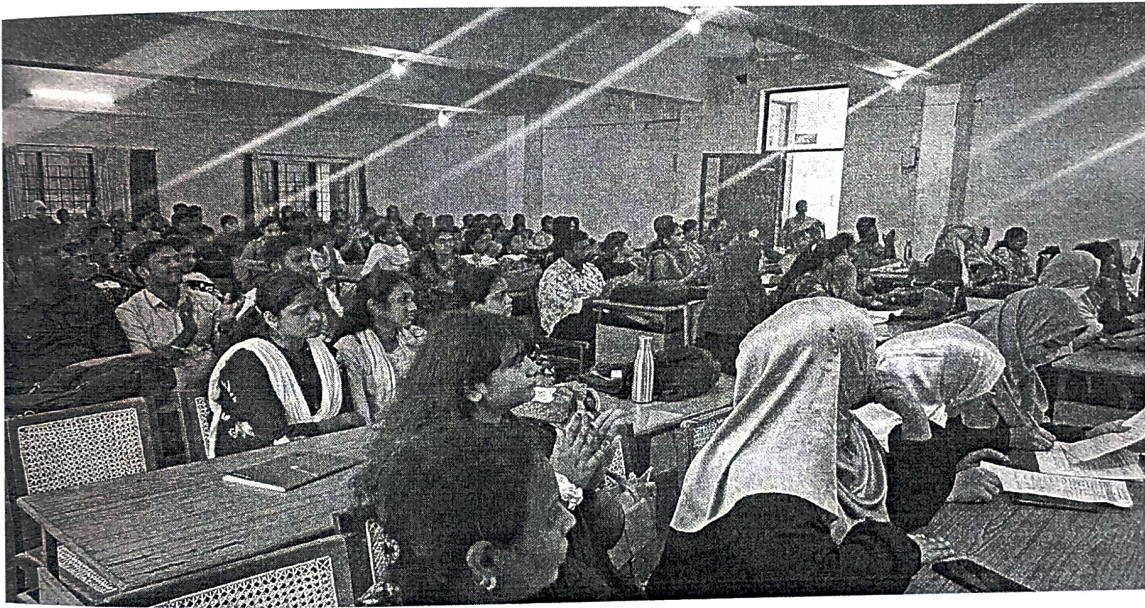
SCERT – YENNUM YEZHUTHUM PROJECT – 2024

DIET officials approached Loyola College of Education to complete the “Yennum Ezhuthum” project. They requested the management to send the student teachers of LCE to take the survey from different zones of Chennai. On 28/11/2024 & 29/11/2024, Dr. Sathya Kumari, Assistant Professor, DIET, Chennai, gave orientation to the student teachers of LCE in Measi College of Education about the project and survey. After the orientation about the project and survey, she asked for the concerns of the student teachers who were willing to take up the survey. The final name list was prepared and handed over to Dr. Sathya Kumari, Assistant Professor, DIET, Chennai by Dr. T. Ponmalini, Assistant Professor of Perspectives in Education. Totally 59 students were deputed from the college to SCERT for the Project “Yennum Yezhuthum” survey. Dr. T. Ponmalini had given the instructions to the students who had given the names for the survey. On 28/11/2024 & 29/11/2024, Dr. T. Ponmalini accompanied the student teachers to the MEASI College of Education. Both 28/11/2024 & 29/11/2024 students were given orientation about the project and survey and necessary materials were provided. Field Survey from 05/12/2024 to 13/12/2024. After the orientation, Student Teachers of LCE were allotted to different schools in different Zones for the survey. On 16/12/2024 student teachers reported to the college. On 19/12/2024, student teachers of LCE received the attendance certificate and got the instructions to receive the remuneration through their bank account from the SCERT.

PHOTOS

Orientation about the Project and Survey on 28/11/2024 & 29/11/2024







Survey – School Campus – 05/12/2024 – 13/12/2024







1 -3 Std- Ennum Ezthum Midline Assessment Training - 2024

	Group	College	Name of the student	Grade	Whatsapp No	28.11.2024	29.11.2024	Local Conveyance Amount Rs. 150/- per day	Signature
1	14	Loyola	Madhumitha.N	Grade 1	9884912967	x	x	300	Madhumitha.N
2			Asline.A.j		8870208004	x	x	300	Asline
3			Divyabharathi.K	Grade 2	6383139765	x	x	300	Divya
4			Divyabharathi.J		7010768256	x	x	300	J.D.Puaya
5			Diwakar.S	Grade 3	9360179654	x	x	300	S.D.H.
6			Emima.B		9080362227	x	x	300	Emima.B
7	15	Loyola	Rakshaya.R	Grade 1	8524970795	x	x	300	R.Rakshaya
8			Sikkander Moufica.T		8925118411	x	x	300	Sikkander Moufica.T
9			Shalini.N	Grade 2	7708315213	x	x	300	Shalini.N
10			Swathy.V		9123501819	x	x	300	Swathy.V
11			Deepika.A	Grade 3	9176323527	x	x	300	Deepika.A
12			Beena Mary.CJ		9789857294	x	x	300	Beena
13	16	Loyola	Ashikha.A	Grade 1	6380619557	x	x	300	Ashikha
14			Christy Emy Jenov.V		7358306508	x	x	300	Christy
15			Jinolin J.S	Grade 2	9786007782	x	x	300	Jinolin
16			Sahana.G		8939447257	x	x	300	Sahana
17			Rahini.R	Grade 3	9342631388	x	x	300	Rahini

Received
K. narsai

18			Jayapriya.K			x	x	300	
19	17	Loyola	Anagha Baby	Grade 1	6379017650	x	x	300	
20			Anto Sharli. K		7092077932	x	x	300	Anto
21			Rithika. J	Grade 2	9566232163	x	x	300	Rithika
22			Anne Angel. R		9094607769	x	x	300	Ann
23			Vaidegi. A	Grade 3	8825914453	x	x	300	Vaig A
24			Roshini. V		9176883637	x	x	300	Roshini V
25	18	Loyola	Sujitha S	Grade 1	9443561235	x	x	300	Sujitha S
26			Raj Kumar D		8122043822	x	x	300	Raj Kumar D
27			Shruthi A	Grade 2	7200486227	x	x	300	Shruthi A
28			Dinesh Kumar M		9176445490	x	x	300	Dinesh Kumar M
29			Geetha K	Grade 3	9094709998	x	x	300	Geetha K
30			Vaishnavi S		8015540351	x	x	300	Vaishnavi S
31	19	Loyola	Helan Nisha P	Grade 1	9025538730	x	x	300	Helan Nisha P
32			Sai Kumar M		9962105504	x	x	300	Sai Kumar M
33			Keerthana YK	Grade 2	9384332115	x	x	300	Keerthana YK
34			Mahalakshmi R		6381999451	x	x	300	Mahalakshmi R
35			Cithrabanumannan K	Grade 3	7397168455	x	x	300	Cithrabanumannan K
36			Pavithra. V		6379935071	x	x	300	Pavithra V
37			Sudhama Krishnan R	Grade 1	8667508575	x	x	300	Sudhama Krishnan R

38	20	Loyola	Sujina J	Grade 2	8667079170	x	x	300	<i>[Signature]</i>
39			Infant atchaya J		7904610542	x	x	300	<i>[Signature]</i>
40			Paul Soundarya	Grade 3	9363657008	x	x	300	<i>[Signature]</i>
41			Ganesh S		9345640254	x	x	300	<i>[Signature]</i>
42			Akshaya M		9087075881	x	x	300	<i>[Signature]</i>
43	21	Loyola	Haritha K	Grade 1	8925232446	x	x	300	<i>[Signature]</i>
44			Kalaivani S		8098934358	x	x	300	<i>[Signature]</i>
45			MadhuMida B	Grade 2	9551158147	x	x	300	<i>[Signature]</i>
46			Vinodhini B		9597357178	x	x	300	<i>[Signature]</i>
47			Anthony Rex Kumar A	Grade 3	9962713010	x	x	300	<i>[Signature]</i>
48			Sivasankari L		8248923690	x	x	300	<i>[Signature]</i>
49			Merlin Roshini V	Grade 1	7598447602	x	x	300	<i>[Signature]</i>
50	22	Loyola	Benisha Joe J G		9786357959	x	x	300	<i>[Signature]</i>
51			Maria Gladis Sweetty L	Grade 2	9363916614	x	x	300	<i>[Signature]</i>
52			Nisha. G		9884197515	x	x	300	<i>[Signature]</i>
53			Sylvester Ghana Raja L	Grade 3	7339298174	x	x	300	<i>[Signature]</i>
54			Antony Mathavadiyan Charle		8903270613	x	x	300	<i>[Signature]</i>
55			Shalini T S	Grade 1	9600108344	x	x	300	<i>[Signature]</i>
56			Amala priyadharshini. M		8056172830	x	x	300	<i>[Signature]</i>
57	23	Loyola	Santhanatha kalaiyarasi.	Grade 2					<i>[Signature]</i>

1-3 Std- Ennum Ezthum Midline Assessment- 2024													
	Group	College	Name of the student	Grade	Whatsapp No	05.12.2024	06.12.2024	09.12.2024	10.12.2024	11.12.2024	13.12.2024	Honorarium Amount Rs. 300/- per day	Signature
1	14	Loyola	Madhumitha.N	Grade 1	9884912967	x	x	x	x	x	x	1800	Madhumitha.N
2			Asline.A.j		8870208004	x	x	x	x	x	x	1800	Asline.A.j
3			Divyabharathi.K	Grade 2	6383139765	x	x	x	x	x	x	1800	Divyabharathi.K
4			Divyabharathi.J		7010768256	x	x	x	x	x	x	1800	Divyabharathi.J
5			Diwakar.S	Grade 3	9360179654	x	x	x	x	x	x	1800	Diwakar.S
6			Emima.B		9080362227	x	x	x	x	x	x	1800	Emima.B
7	15	Loyola	Rakshaya.R	Grade 1	8524970795	x	x	x	x	x	x	1800	R.Rakshaya
8			Sikkander Moufica.T		8925118411	x	x	x	x	x	x	1800	Sikkander Moufica.T
9			Shalini.N	Grade 2	7708315213	x	x	x	x	x	x	1800	Shalini.N
10			Swathy.V		9123501819	x	x	x	x	x	x	1800	Swathy.V
11			Deepika.A	Grade 3	9176323527	x	x	x	x	x	x	1800	Deepika.A
12			Beena Mary.CJ		9789857294	x	x	x	x	x	x	1800	Beena Mary.CJ
13	16	Loyola	Ashikha.A	Grade 1	6380619557	x	x	x	x	x	x	1800	Ashikha.A
14			Christy Emy Jenov		7358306508	x	x	x	x	x	x	1800	Christy Emy Jenov
15			Jinolin J.S	Grade 2	9786007782	x	x	x	x	x	x	1800	Jinolin J.S
16			Sahana.G		8939447257	x	x	x	x	x	x	1800	Sahana.G
17			Rahini.R	Grade 3	9342631388	x	x	x	x	x	x	1800	Rahini.R
18			Jayapriya.K		9940250448	x	x	x	x	x	x	1800	Jayapriya.K
19	17	Loyola	Anagha Baby	Grade 1	6379017650	x	x	x	x	x	x	1800	Anagha Baby
20			Anto Sharli. K		7092077932	x	x	x	x	x	x	1800	Anto Sharli. K
21			Rithika. J	Grade 2	9566232163	x	x	x	x	x	x	1800	Rithika. J
22			Anne Angel. R		9094607769	Absent	x	x	x	x	x	1500	Anne Angel. R
23			Vaidegi. A	Grade 3	8825914453	x	x	x	x	x	x	1800	Vaidegi. A
24			Roshini. V		9176883637	x	x	x	x	x	x	1800	Roshini. V

K. Narkid

25	18	Loyola	Sujitha S	Grade 1	9443561235	x	x	x	x	x	x	1800	Sujitha S
26			Raj Kumar D	Grade 2	8122043822	x	x	x	x	x	x	1800	A. S. D.
27			Shruthi A		7200486227	x	x	x	x	x	x	1800	M. S. D.
28			Dinesh Kumar M		9176445490	x	x	x	x	x	x	1800	K. S. D.
29			Geetha K	Grade 3	9094709998	x	x	x	x	x	x	1800	K. S. D.
30			Vaishnavi S		8015540351	x	x	x	x	x	x	1800	P. B. S.
31	19	Loyola	Helan Nisha P	Grade 1	9025538730	x	x	x	x	x	x	1800	M. S. D.
32			Sai Kumar M	Grade 2	9962105504	x	x	x	x	x	x	1800	K. S. D.
33			Keerthana YK		9384332115	x	x	x	x	x	x	1800	P. B. S.
34			Mahalakshmi R		6381999451	x	x	x	x	x	x	1800	K. S. D.
35			Cithrabannumman K	Grade 3	7397168455	x	x	x	x	x	x	1800	V. S. D.
36			Pavithra. V		6379935071	x	x	x	x	x	Absent	1500	R. S. D.
37	20	Loyola	Sudhama Krishnan R	Grade 1	8667508575	x	x	x	x	x	x	1800	Sujitha S
38			Sujina J	Grade 2	8925191194	x	x	x	x	x	x	1800	M. S. D.
39			Infant atchaya J		8667079170	x	x	x	x	x	x	1800	K. S. D.
40			Paul Soundarya		7904610542	x	x	x	x	x	x	1800	G. S. D.
41			Ganesh S	Grade 3	9363657008	x	x	x	x	x	x	1800	K. S. D.
42			Akshaya M		9345640254	x	x	x	x	x	x	1800	K. S. D.
43	21	Loyola	Haritha K	Grade 1	9087075881	x	x	x	x	x	x	1800	S. S. D.
44			Kalaivani S	Grade 2	8925232446	x	x	x	x	x	x	1800	D. S. D.
45			MadhuMida B		8098934358	x	x	x	x	x	x	1800	K. S. D.
46			Vinodhini B		9551158147	x	x	x	x	x	x	1800	L. S. D.
47			Anthony Rex Kumar A	Grade 3	9597357178	x	x	x	x	x	x	1800	M. S. D.
48			Sivasankari L		9962713010	x	x	x	x	x	x	1800	S. S. D.
49	22	Loyola	Merlin Roshini V	Grade 1	8248923690	x	x	x	x	x	x	1800	M. S. D.
50			Benisha Joe JG	Grade 2	7598447602	x	x	x	x	x	x	1800	K. S. D.
51			Maria Gladis Sweetly L		9786357959	x	x	x	x	x	Absent	1500	S. S. D.

52			Nisha. G														
53			Sylvester Ghana Raja L	Grade 3	9884197515	x	x	x	x	x	x	x	1800	L. Sylvester			
54			Antony Mathavadiyan Charle		7339298174	x	x	x	x	x	x	x	1800	A.A.M. Charle			
55	23	Loyola	Shalini T S	Grade 1	8903270613	NIL	x	x	x	x	x	x	1500	T.S. Shalini			
56			Amala priyadharshini. M			9600108344	NIL	NIL	x	x	x	x	1200	M. Amala			
57			Santhanatha kalaiyarasi.	Grade 2	8056172830	NIL	NIL	x	x	x	x	1200	R. Kalaiyarasi				
58	BUFFER	Loyola	Bharathi. E	Grade 3	6369305112	NIL	NIL	x	x	x	x	1200	Bharathi				
59			Rithika. D			6382717722	NIL	NIL	x	x	x	x	1200	R. Rithika			

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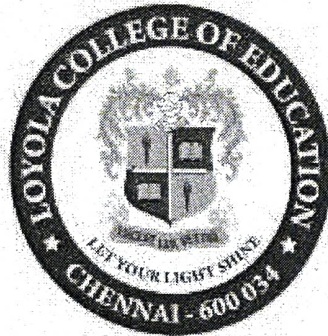
Ennum Ezhuthum 1 -3 std Midline Assessment
Loyola College of Education

S.No	Name	Bank Name	Branch	Account number	IFSC code	Amount
1	K. Geetha	Indian Bank	New Perungalathur	864291291		
2	Sujitha s	Indian overseas Bank	Villivakkam	54601000053618	IDIB000P169	1800
3	Vaishnavi S	State Bank of India	Kanniappapillai patti	43083182711	IOBA0000546	1800
4	Roshini. v	State bank of india	Aminjikarai	40950044062	SBIN0009107	1800
5	Emima	Indian Bank	Royapuram	7806695688	SBIN0003273	1800
6	Divyabharathy. k	Indian Bank	West Mambalam	7824213311	IDIB000R022	1800
7	Diwakar Somasundaram	Indian Overseas Bank	Loyola college, Chennai	171201000033069	IDIB000W005	1800
8	S.Ganesh	State Bank of India	Gill Nagar	41380833602	IOBA0001712	1800
9	Mahalakshmi R	Indian overseas Bank	Egmore, ethiraj salai	153801000033527	SBIN0007991	1800
10	Shalini T S	Canara bank	Seva sangam trichy	2895101034197	IOBA0001538	1800
11	Keerthana YK	Union Bank of India	Ponneri	185512010001577	CNRB0002895	1500
12	Vaidegi. A	Canara Bank	Vepery	110008017350	UBIN0818551	1800
13	Vinodhini. B	Canara bank	Tondiarpet	110170183806	CNRB0000943	1800
14	Cithrabanumannan	Axis bank	Pondicherry Main Branch	920010058626591	CNRB0016035	1800
15	M.Dinesh kumar	Indian overseas bank	Vallur	144801000030647	UTIB0000209	1800
16	Shruthi A	Indian Bank	Ayanavaram	7658115403	IOBA0001448	1800
17	Sai Kumar M	Indian overseas Bank	Loyola college, chennai	171201000026516	IDIB000A040	1800
18	Sahana . G	Karur vysya bank	Chromepet	1119155000267798	IOBA0001712	1800
19	Deepika.A	Indian Overseas Bank	Purasawalkam	AC007501000055912	KVBL0001119	1800
20	Shalini.N	Indian Bank	Sunguvachartram	7334956444	IOBA0000075	1800
21	Swathy. V	Canara Bank	Madhavaram	110050614138	IDIB000S165	1800
22	Beena Mary.CJ	Indian Bank	Madhavaram	7759555290	CNRB0016118	1800
23	D.Rajkumar	Kotak Mahindra Bank	Perambur	5546378484	IDIB000M275	1800
24	Rahini R	State Bank of India	Koadambaakkam	40816556270	KKBK0008516	1800
25	Ashikha A	Indian overseas Bank	Zamin pallavaram	311401000002749	SBIN0001444	1800
26	Christy Emy Jen V.	State bank of India	Purasaiwakkam	34139015702	IOBA0003114	1800
27	Jayapriya K	Equitas Bank	Haasthinapuram	100024270381	SBIN0001794	1800
28	Maria Gladis Sweetly L	The karur Vysya Bank L	Perunthuraipattu	1180155000085319	ESFB0001078	1800
29	Behisha Joe J G	Indian Overseas Bank	[2550] Kanyakumari	272601000072774	KVBL0001180	1500
30	Merlin Roshini V	Punjab National Bank	Industrial Area,Trichy	3313001700107549	IOBA0002550	1800
					PUNB0331300	1800

Loyola College of Education, Chennai - 34.

Accredited (3rd Cycle) at 'A' Grade with CGPA 3.06 by NAAC

Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

REPORT ON
SIGN LANGUAGE – CERTIFICATE
PROGRAMME



LOYOLA COLLEGE OF EDUCATION
Accredited at 'A' Grade with CGPA 3.06 by NAAC (III Cycle)
Nungambakkam, Chennai – 34

LOYOLA RESEARCH FORUM (LRF)

ACADEMIC YEAR (2024 – 25)

Proposal for the Certificate Programme - Sign language

In Collaboration with St. Louis Institute for the Deaf and the Blind, Adyar

Name of the Certificate Course: Sign Language

Collaborating Agency : St. Louis Institute for the Deaf and the Blind, Adyar

Mode : Online

Duration : 30 hrs

Date : 10/07/2024 (tentative)

Timing : 3.30 p.m. – 4.30 p.m.

Target Audience : B.Ed. II Yr. Student Teachers

Resource Person : St. Louis College Staff

No. of Students Expected : 105

Brochure : Attached with this proposal

Syllabus : Attached with this proposal



LOYOLA COLLEGE OF EDUCATION

NUNGAMBAKKAM, CHENNAI – 34.

ACADEMIC YEAR 2024 – 2025

CERTIFICATE COURSE - SIGN LANGUAGE SYLLABUS

Duration: 30 hrs

Course Learning Objectives (CLO):

At the end of this course, the student-teachers will be able to:

- Understand the Single and Two-handed English Alphabets
- Express greetings and adjectives relating to emotions and feelings
- Demonstrate time, direction, and body parts
- Recognize and use vocabulary related to Location, Place, Food, and Transportation
- Recognize and use simple technical terms used in school subjects, telecommunication and medical terms
- Demonstrate ways to converse with deaf people

Unit 1: Basic Sign Skills

Single-handed English Alphabets – Two-handed English Alphabets – Greetings – Simple Adjectives related to Emotions & Feelings – Verbs – Action words – Colours – Shapes – Numerals – Food – Professions and Work terms

Unit 2: Basic Communication Skills: Level I

Calendar Item – Time – Direction – Money – Measures – Place Names – Weather – Nature – Animals – Social Communication – Festivals and Transportation

Unit 3: Basic Communication Skills: Level II

Simple Technical terms: School Subjects – Telecommunication & Medical Term – Simple Phrase and Sentence – Simple Conversion to Deaf People

Course Learning Outcome:

- Student teachers understand the Single and Two-handed English Alphabet.
- Student teachers express greetings and adjectives relating to emotions and feelings through sign language.
- Student teachers demonstrate time, direction, and body parts.
- Student teachers recognize and use vocabulary related to Location, Place, Food, and Transportation.
- Student teachers recognize and use simple technical terms, telecommunication and medical terms in school subjects.
- Student teachers demonstrate ways to converse with deaf people.



CRF Coordinator

Loyola College of Education
Loyola College Campus
Chennai- 600 034



Principal

PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Rev. Dr. D. THOMAS ALEXANDER
Secretary

Convenor
Dr. L. Kulandai Theresal
Principal

Organising Secretary
Dr. T. Ponmalini
LCERF Coordinator

Organising Members
Dr. C. Beulah Jayarani
Dr. V. Mary Hilda
Dr. A. Jasmine Christy
Dr. H. A. Anbu Selvi
Dr. S. Pondyselvi
Dr. E. Karthikeyan
Dr. V. Ajantha
Dr. M. Venmani
Dr. T. Komalavalli



For more information
Contact
Dr. T. Ponmalini,
LCERF Coordinator,
Nungambakkam,
Chennai - 34.

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RESEARCH FORUM (LCERF)
In association with
St. Louis Institute for the Deaf
and the Blind
Adyar

Organise a
Certificate
Programme in
Sign Language



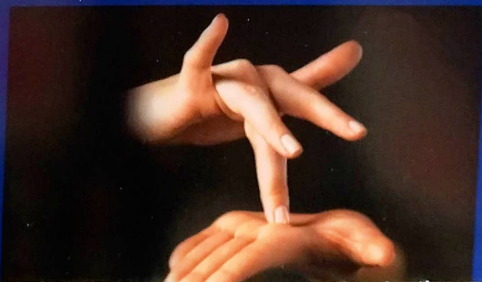
Course

At the end of the course the student-teachers will be able to

- Understand the Single and Two-handed English Alphabet
- Express greetings and adjectives related to emotions and feelings
- Demonstrate Time, Direction and Body parts
- Recognize and use vocabulary related to Location, Place, Food and Transportation
- Recognize and use simple technical terms used in school subjects, telecommunications and medical terms
- Demonstrate ways to converse with deaf people

Instructions

- Attendance is Compulsory
- To attend the exam, 80% of attendance is mandatory
- Assessment will be conducted at the end of the programme
- Certificate provided to the student teachers, those who had successfully completed the assessment.



Target Audience:

II Year Student Teachers

Duration: 30 hrs

Mode: Online

Date: 10th July 2024

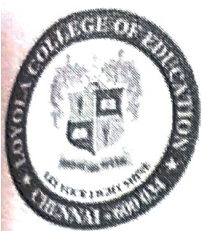
Time: 3.30 p.m. - 4.30 p.m.

(All Working Days)

Course Fees: Rs. 100

Resource Person
St. Louis's College
Staff





LOYOLA COLLEGE OF EDUCATION

Recognized by NCTE & Affiliated to TNTEU

[Re-accredited (2nd Cycle) at 'A' Grade by NAAC]

Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

Certificate Programme - Sign Language Inaugural Report

Details of the Programme/Activity:

Name of the Programme/Activity:	Certificate Programme – Sign Language Inaugural Session
Date of the Programme/Activity:	10.07.2024
Time of the Programme/Activity:	10.15 a.m. – 12.15 a.m.
Target Audience of the Programme/Activity:	B.Ed. II Year Student Teachers
No. of participants in the Audience:	82
Objectives of the Programme/Activity:	To learn and apply sign language for interactions with the hearing-impaired community
Name of the Resource Person/Chief Guest:	Mr. S. Vasantha Kumar
Brief note about the Resource Person/Chief Guest:	Mr. S. Vasantha Kumar is a B.T. Assistant at St. Louis Institute for the Deaf and the Blind, Adyar with 10 years of experience in this field
Few insights given by the Resource Person/Chief Guest (2 lines max.):	Sign language works as an effective transmitter along with the necessity and importance of sign language. Various difficulties and problems impaired persons face daily and how sign language makes things easier.
Learning Outcomes of the Programme/Activity:	Handle sign language and motivate them to learn it with utmost interest to help impaired students

Feedback Analysis		
Sl. No.	Parameters	Effectiveness of the session in percentage
1	Usefulness of the input session given by the resource person.	96%
2	Clarity of content provided by the resource person.	94%
3	The presentation was concise and informative	95%
4	Time management of the session by Resource Person	94%
5	Level of your knowledge gaining from the session	96%
6	Interaction of Resource person with participants for clarification	94%
7	Overall, I would rate this presentation as	95%
Overall Impact of the Programme/Activity:		94.8%(Excellent)
Any other remarks on the Programme/Activity:		Informative

Details of the Committee which organized the event:

Name of the Committee:	Research Forum IQAC
Name of the Organizer:	Dr. T. Ponmalini LCERF Coordinator Asst. Professor of Perspectives in Education Loyola College of Education, Chennai Dr. A Jasmine Christy IQAC Coordinator Asst. Professor of Pedagogy of Mathematics Loyola College of Education, Chennai
Name of the Co-organizers:	1) Dr. C. Beulah Jayarani, LCERF Member, Asst. Professor of Pedagogy of Biological Science, Loyola College of Education, Chennai. 2) Dr. V. Mary Hilda, LCERF Member, Asst. Professor of Pedagogy of Physical Science, Loyola College of Education, Chennai. 3) Dr. H. A. Anbuselvi, LCERF Member, Asst. Professor of Pedagogy of Commerce, Loyola College of Education, Chennai. 4) Dr. Y. Elin Shibi, LCERF Member Asst. Professor of Pedagogy of Physical Science, Loyola College of Education, Chennai. 5) Dr. S. Pondyselvi,

Sl. No.	Custal Name	Usual Designation	Usual Working Hours	Days of the Month																															Total No. of days worked	Total hours worked
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
1.	ADHIRAI. S	BD001		/	a	a	/	a	/	a	a	/	a	/	x	x	/	/	x	x	/	x	/	/	/	a	/	a	a	/					34/36	
2.	AGNEL JOSE ANTONY. A	BD002		/	a	a	/	/	a	/	/	/	/	/	x	/	/	/	/	/	/	/	/	/	/	a	a	/	a	a	a	/			36/36	
3.	ADWIN GEORGE	BD003		/	/	/	/	/	a	/	a	/	a	a	a	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/			33/36	
4.	ALLAN JOSEPH. T	BD004		/	/	/	/	/	a	/	/	/	/	/	x	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/			36/36	
5.	AMRIGA. J.	BD005		/	/	/	/	/	/	/	/	/	/	/	/	a	/	a	a	a	a	a	a	/	a	/	/	/	/	/	/	/			36/36	
6.	AMULAKA LYNETHA	BD006		/	/	/	/	/	a	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			10/36
7.	ANFI MARIA MJ.	BD007		/	/	/	/	/	a	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/			30/36	
8.	ANGEL JOY.	BD008		/	/	/	/	/	/	/	/	/	/	/	/	x	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			28/36	
9.	ANGEL FELICIA. S	BD009		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			36/36	
10.	ANGELIN DIVYA. A	BD010		/	/	a	/	/	/	/	/	/	/	/	/	/	a	a	/	/	/	/	/	/	/	a	/	a	/	/	/	/			36/36	
11.	ANGELINE BLESSY. A	BD011		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			36/36	
12.	ANGELIN GLORY. A	BD012		a	/	a	a	/	a	/	a	a	/	/	x	/	/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	/			34/36	
13.	ANN MARY. S	BD013		/	/	a	a	/	/	/	a	/	/	/	/	a	a	/	/	/	/	/	/	/	/	/	a	/	a	a	/	/			24/36	
14.	ANNIE PRETTINA. J	BD014		/	/	/	a	a	a	/	/	/	/	/	/	a	/	/	a	a	/	/	/	/	/	/	a	a	/	a	a	a			36/36	
15.	APILA. A	BD015		/	/	/	/	a	/	/	/	a	a	a	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			36/36
16.	APSARA JAYAPRAKASH	BD016		a	a	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	a	a	/	/			13/36	
17.	ARTHI. J.	BD017		/	a	/	a	a	a	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	a	a	/			16/36	
18.	ASVITHA. k	BD018		/	/	/	/	/	/	/	/	/	/	/	/	x	/	/	/	a	a	a	a	a	a	a	a	a	a	a	a	a			36/36	
19.	ASWINI. k	BD019		/	a	a	/	/	/	/	/	/	/	/	a	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			36/36	
20.	BALA YOGI. A	BD020		/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	a	a	a	a	a	/	/	/	a	a	/				36/36		

Sl. No.	Usual Name	Designation	Working Hours	Days																															Total Days Worked	Total Days Leave	Remarks
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
21.	BENCY ANTLYX.	BD021		/	/	/	a	a	/	/	/	/	/	/	x	y	/	/	/	x	/	/	/	/	/	/	/	/	/	/	/	/	/	2	36/36		
22.	BENISON J	BD022		/	/	/	/	/	/	/	/	x	y	a	/	y	y	/	a	/	x	/	/	/	/	/	/	/	/	/	/	/	/	2	36/36		
23.	BLESSLIN D	BD023		a	a	a	a	a	x	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	a	/	/	a	/	/	/	/	/	10	36/36		
24.	CHANDRU SHREE SM	BD024		/	/	/	/	/	/	/	/	/	/	/	x	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	01	36/36		
25.	CHRISTINA SWETHA R	BD025		/	/	a	/	/	/	/	/	x	a	/	a	/	a	/	y	/	/	/	/	/	/	/	/	/	/	/	/	/	/	05	36/36		
26.	DEENA RAKSHI T	BD026		/	/	/	x	a	a	/	/	y	/	/	/	x	a	/	v	a	a	a	a	a	/	/	/	/	/	/	/	/	/	09	36/36		
27.	DELST SNEKHA A	BD027		a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	- 0	0	TC	
28.	DHARSHINI SM	BD028		/	/	/	/	a	x	/	y	/	/	/	x	x	/	y	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	02	36/36		
29.	DIVYA B	BD029		/	/	/	/	a	/	a	/	/	/	a	a	y	x	a	/	/	x	/	/	/	/	a	a	a	a	/	/	/	/	09	36/36		
30.	DIVYA V	BD030		/	/	/	/	/	/	/	/	/	/	/	x	/	/	/	/	y	/	y	/	/	a	/	a	a	a	/	/	/	/	04	36/36		
31.	DIVYASHREE V	BD031		/	/	/	/	x	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	02	36/36		
32.	EIDMIATLANG LYNGWA	BD032		a	/	/	/	/	/	/	/	/	/	a	a	/	a	/	/	/	/	/	/	/	a	/	/	a	a	/	/	/	/	07	36/36		
33.	FELIXYA A	BD033		/	/	/	/	x	/	/	a	/	/	/	/	x	y	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	02	36/36		
34.	FRANSINA MERCY. J.	BD034		/	/	/	/	/	/	/	/	/	/	/	x	/	/	/	a	/	/	/	/	/	/	a	a	/	a	/	/	/	/	05	36/36		
35.	GIAYATHRI R	BD035		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	01	36/36		
36.	GEO THOMAS KARIMPAN -NUR.	BD036		/	/	/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	a	/	/	a	a	/	/	/	/	04	36/36		
37.	HARIPRIYA L RAJEEV	BD037		/	a	/	x	/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	a	a	a	a	a	/	/	/	/	09	36/36		
38.	I ANGEL KATHERIN	BD038		/	a	/	a	/	a	/	y	a	/	/	a	/	/	a	a	a	a	a	a	/	/	/	/	/	/	/	/	/	/	12	36/36		
39.	INFANT GNANAPRAGASH B	BD039		a	/	/	/	/	/	/	/	/	/	a	a	a	a	a	/	/	/	/	/	/	a	a	/	a	a	/	/	/	/	10	36/36		
40.	TRENE SARAH RATU	BD040		a	/	a	/	a	/	x	/	/	/	a	/	x	/	a	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	06	29/36		

Sl. No.	Student Name	Designation	Working Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	No. of Days Worked	No. of Days Leave	Remarks
41.	TRIN. M	BDD41		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	-	36	36
42.	JACOB. P	BDD42		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	09	36	36
43.	JASWANTH. S	BDD43		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	09	36	36
44.	JAYASAKTHI KIRUBHAA. V	BDD44		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	05	36	36
45.	JAYASHREE. S	BDD45		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	09	36	36
46.	JEAN PERK J.R.	BDD46		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	09	36	36
47.	JEEVA DHARSHINI. PJ	BDD47		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	03	36	36
48.	JENOLIN SHALOM. S.	BDD48		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	03	36	36
49.	JOE AAKASH. J.	BDD49		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	01	25	36
50.	JOHN BOSCO. Y	BDD50		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	03	36	36
51.	JOSEPH ROSARY. J.	BDD51		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	03	35	36
52.	JUDSON WESLEY. P.	BDD52		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	02	36	36
53.	KARTHIK SUNDAR. R	BDD53		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	07	31	36
54.	KARTHIK. S.	BDD54		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	08	35	36
55.	KAVIYA. C	BDD55		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	06	36	36
56.	KOKILA. J	BDD56		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	09	24	36
57.	KRISHNAPRIYA. N	BDD57		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	08	36	36
58.	LEENA. D	BDD58		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	07	36	36
59.	MADHANAKRISHNAN. M	BDD59		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	02	36	36
60.	MADHUMITHA. M	BDD60		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	14	31	36

Sl No.	Name	Designation	Working Hours	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Actual No. of Days Worked	Actual No. of Days Leave	Remarks
61	MADHUSREE.S	BD061		/	a	/	a	/	/	/	a	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	04	18	18/36
62	MAHALAKSHMI.N	BD062		/	/	/	/	/	/	X	/	a	/	a	a	a	/	/	/	/	/	/	a	a	/	a	/	a	a	/	/	/	/	/	11	36	36/36
63	MALATHI.M	BD063		/	a	a	/	/	a	a	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	06	35	35/36
64	MEENATCHI.p	BD064		/	/	a	/	a	X	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	02	34	34/36
65	MEERA.M	BD065		/	/	/	/	a	a	X	/	/	/	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	04	36	36/36
66	MONICA NANCY.T	BD066		a	a	a	/	/	a	a	a	/	/	/	X	/	/	/	/	/	/	/	/	/	/	a	/	/	/	a	a	/	/	/	09	8	8/36
67	MONICA SREE.M	BD067		/	/	a	/	/	/	/	/	/	/	/	X	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	a	a	/	/	03	36	36/36
68	MOUNA.D	BD068		/	/	a	/	/	/	X	/	/	/	a	a	a	/	a	a	a	a	a	a	a	/	a	/	a	a	/	/	/	/	/	16	36	36/36
69	MUGHUNTHAN.B	BD069		/	/	/	a	/	a	/	X	/	/	a	a	/	a	a	a	a	a	a	/	a	/	a	/	/	/	/	/	/	/	/	10	10	10/36
70	NANCY.SELVA RANI.T	BD070		/	/	/	a	/	a	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	03	36	36/36
71	NANDHITHA.K	BD071		/	/	/	/	/	/	/	X	/	/	/	/	X	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	02	32	32/36
72	NAVEETHA JAYARAJ.	BD072		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	-	35	35/36
73	NEEL NIXON SEBASTIAN	BD073		/	a	a	/	/	/	/	/	/	/	/	X	/	/	a	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	04	33	33/36
74	NITHIYA.D	BD074		/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	02	35	35/36
75	NIVETHA.S	BD075		/	/	/	a	a	a	/	a	/	/	/	/	/	a	a	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	07	36	36/36
76	PAVITHRA.M	BD076		/	/	/	a	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	a	a	/	/	/	/	/	04	36	36/36
77	PAVITHRA.S	BD077		/	/	/	/	a	/	/	a	X	/	/	/	/	X	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	03	36	36/36
78	PAVITHRA.V	BD078		/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	a	/	a	a	/	/	/	/	04	36	36/36
79	POORNASHRI.K.G.	BD079		/	/	/	/	/	/	/	/	/	/	/	X	/	/	a	a	a	a	a	/	a	/	a	a	a	/	/	/	/	/	/	08	36	36/36
80	PRATHIKA TOY.I	BD080		/	/	/	/	/	/	/	/	/	/	/	/	a	/	/	/	/	/	/	/	/	/	/	/	a	a	a	/	/	/	/	05	36	36/36

[illegible]

Sl. No.	Class Name	Designation	Working Hours	Days																															No. of Days Worked	No. of Days Leave	Remarks
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
101.	TIRISHONA S	BD101		/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	/	a	06	36/36
102.	VENIS MANO J	BD102		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	04	36/36	
103.	VIVEK K	BD104		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	05	34/36		
104.	YNGESHWARAN P	BD105		/	/	/	/	X	X	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	06	33/36		
105.	YASUVA GILARANCE P	BD106		/	/	a	/	X	X	a	/	/	a	/	/	a	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	10	35/3		



Loyola Research Forum (LRF)
Organised
Certificate Course on Sign Language
2024-25
Certificate of Completion

*This certificate is awarded to Ms./Mr. _____ for successfully completing the **Certificate Course on Sign Language** conducted by Loyola Research Forum (LRF), Loyola College of Education, Chennai-600 034, in collaboration with St. Louis Institute for Deaf and Blind, Adyar, from 12.12.2024 to 10.05.2025 (30 hrs).*

REV. DR. A. INNACI RAJ
DIRECTOR

St. Louis institute for the deaf & blind

DR. Y. ELIN SHIBI
ORGANIZING SECRETARY

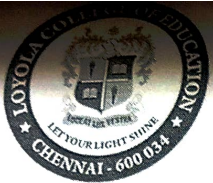
Loyola College of Education

DR. L. KULANDAI THERESAL
PRINCIPAL

Loyola College of Education

REV. DR. ALPHONSE MANICKAM, SJ
SECRETARY

Loyola College of Education



Accredited (3rd Cycle) at 'A' Grade by NAAC

Loyola Research Forum (LRF)

**Organised
Certificate Course on Sign Language
2024-25
Certificate of Completion**

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Loyola College of Education

DR. L. KULANDAI THERESAL
PRINCIPAL

Loyola College of Education

REV. DR. ALPHONSE MANICKAM
SECRETARY

Loyola College of Education

LOYOLA COLLEGE OF EDUCATION SIGN LANGUAGE CERTIFICATE COURSE FEEDBACK (2024-25)

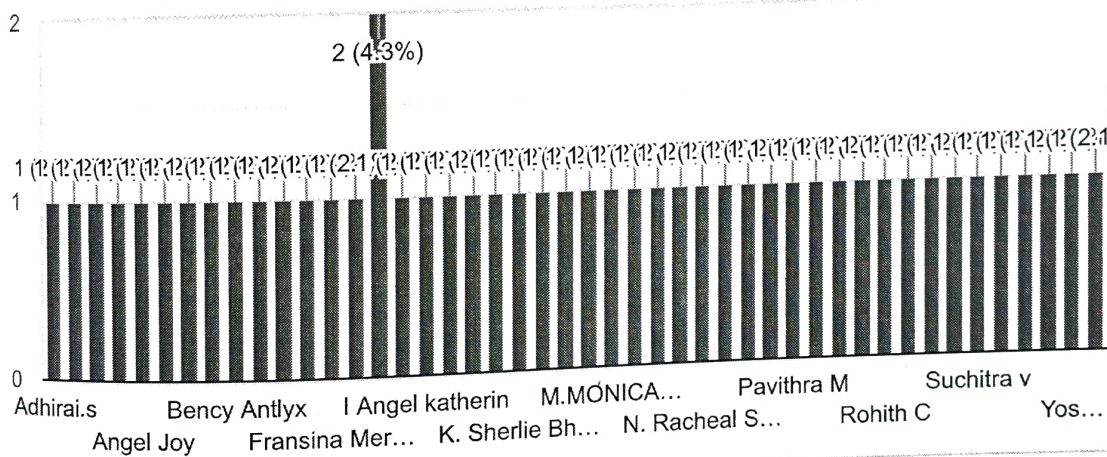
47 responses

Publish analytics

Copy

Student Teacher

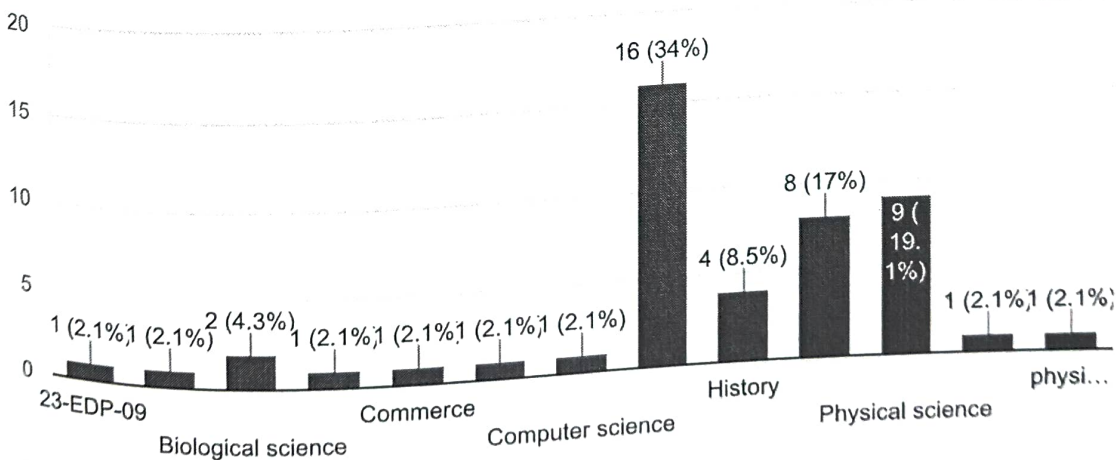
47 responses



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Pedagogy

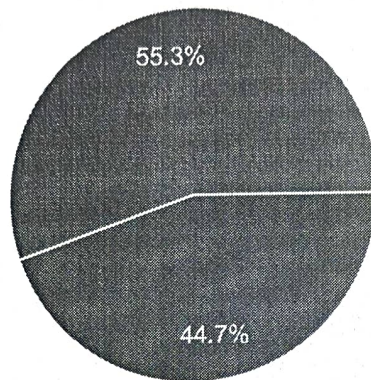
47 responses



Section

47 responses

Copy

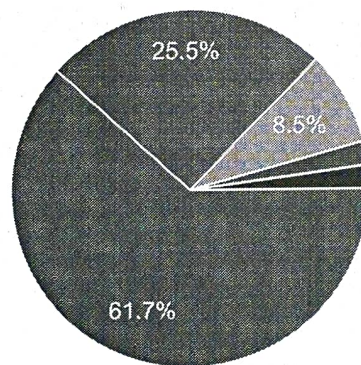


- Section A
- Section B
- Section C

1. Organization of the course

47 responses

Copy

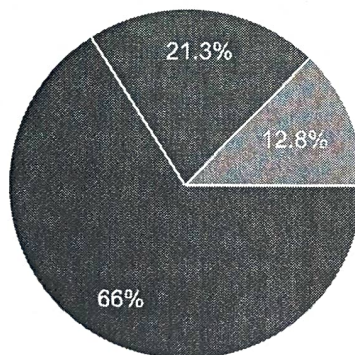


- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

2. Syllabus selected or covered for the course

47 responses

Copy

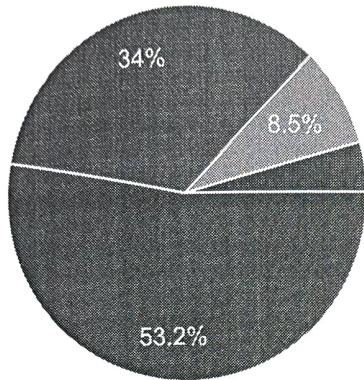


- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

3. Effectiveness of the content delivery

47 responses

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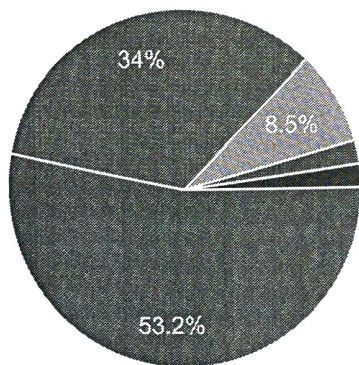


- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

4. Effectiveness of the course

47 responses

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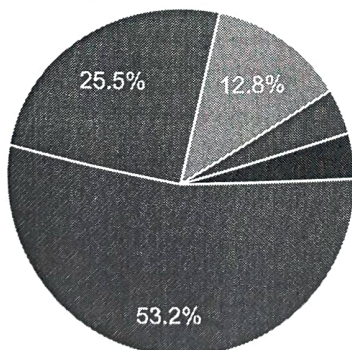


- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

5. Time allotted for the certificate course

47 responses

 Copy

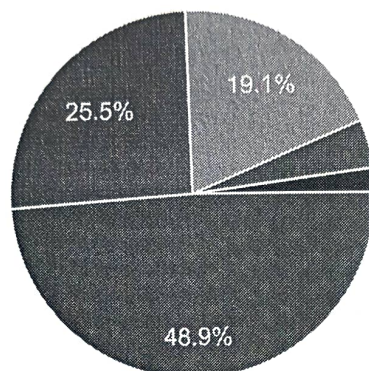


- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory



6. Effectiveness of Online class

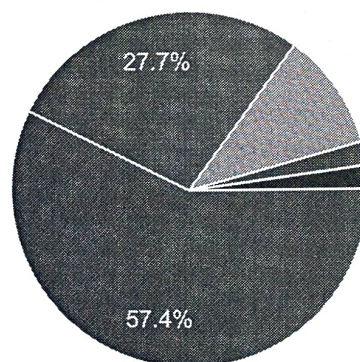
47 responses

 Copy

- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

7. Level of knowledge gained from the course

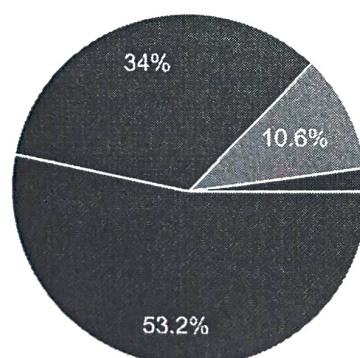
47 responses

 Copy

- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

8. Clarification of the doubts met by the instructors

47 responses

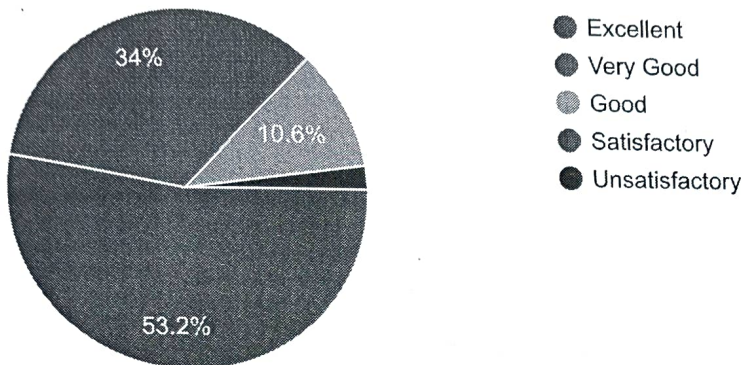
 Copy

- Excellent
- Very Good
- Good
- Satisfactory
- Unsatisfactory

9. The course materials provided was relevant

Copy

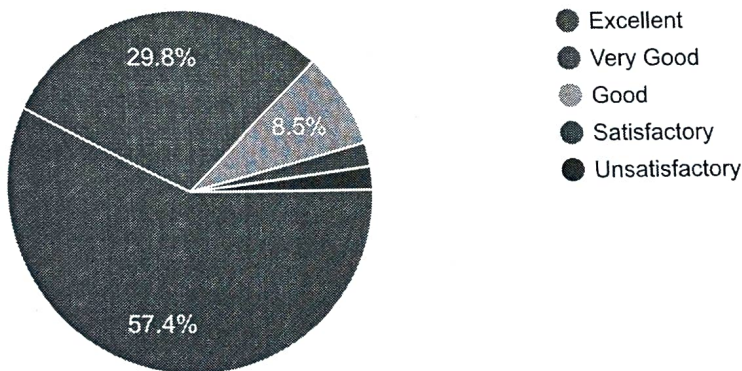
47 responses



10. The assessment was done in an effective manner (Both theory and practical)

Copy

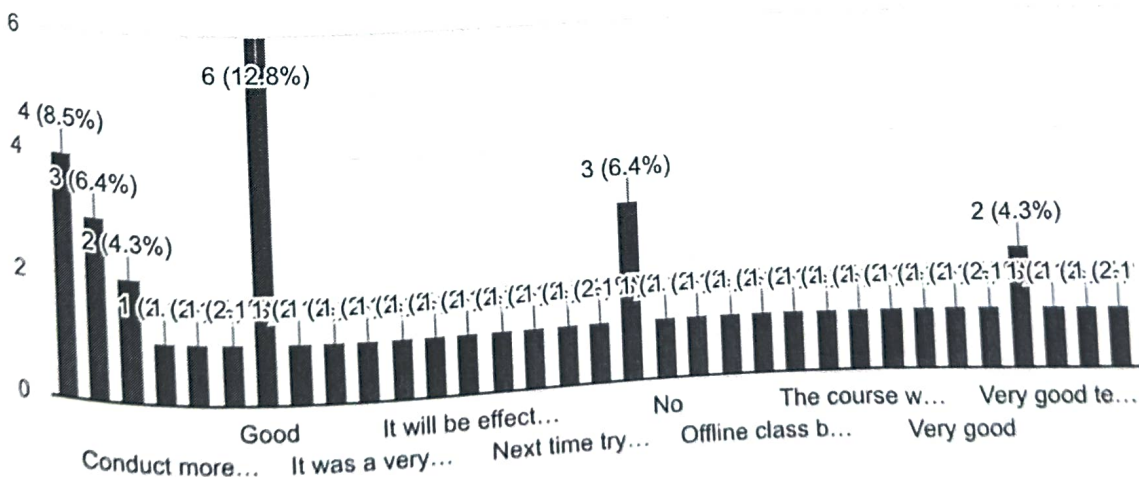
47 responses



Copy

Your opinion about Sign Language Certificate Course

47 responses



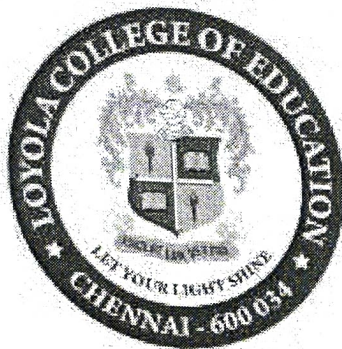
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Does this form look suspicious? [Report](#)

Google Forms

Loyola College of Education, Chennai - 34.

Accredited (3rd Cycle) at 'A' Grade with CGPA 3.06 by NAAC

Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

BOOK PUBLICATION

REPORT

LOYOLA RESEARCH FORUM (LRF)

Loyola Research Forum Meeting on Book Publication

A meeting was held on December 3rd, 2024, to discuss the publication of a book. After deliberation, the committee decided to move forward with the project.

To facilitate the project, the secretary proposed establishing a subcommittee to determine the title and subthemes of the book. Along with LRF Coordinator, four faculty members graciously volunteered to form the subcommittee.

After thorough consideration and discussion, the subcommittee decided on a title and 30 subthemes for the book. Finally the Research Coordinator circulated the subthemes to all faculty members, inviting each to select one subtheme and write an article for inclusion in the book publication.

Institutional Policy on Research

Norms and Regulations for Research Publications

With the guidance of Fr. Secretary and Principal mam the following norms were formulated,

1. During the first semester, each staff member is required to publish at least one single-authored paper in a UGC-approved care list journal or a publication indexed in reputable databases such as Scopus or Web of Science.
2. All the staff members are expected to contribute a chapter to a book that will be published by the college with ISBN number, at the end of academic year.
3. For every semester, at least two e-content resources (such as video lectures, podcasts, or interactive modules) related to any paper handled by faculty, to be prepared by every staff member.

4. Staff may request for reimbursement up to Rs.1500/- for registration fee for attending the national or international seminars/workshops, with paper presentation and publication of article in UGC-approved care list journal or a publication indexed in reputable databases such as Scopus or Web of Science. However, participation alone without a paper presentation will not be considered for reimbursement. Further, if the registration fees exceeds Rs.1500/- than the reimbursement will be 50% from the faculty and 50% from the management. A faculty can avail the reimbursement fees only twice in a year.

5. Additionally, every year, the action research projects conducted by our second-year students must be compiled and published into a book.



LOYOLA COLLEGE OF EDUCATION

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC]

Recognized by NCTE & Affiliated to TNTEU

Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

TITLE OF THE BOOK

Re-Imagining the Teacher Education: Perspectives and Process

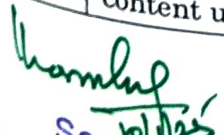
or

Teacher Education at the Crossroad (Prospects & Challenges in AI Era)

(From the above titles one will be finalized later)

S.No	Subthemes	Name of the Faculty	Signature
1.	The Evolution of Education: From Chalkboards to Digital Classrooms	Dr. Y. ELIN SHIBI	
2.	The Role of Digital Tools in Modern Learning	Dr. Hilda	
3.	Psychological Understanding of the needs and challenges of Gen Z & α learners	Ms. R. Sridevi	
4.	Interactive Tech Tools for the Modern day Classroom	Dr. Keelandai Tharasa L	
5.	Impact of technology in the journey towards global citizenship		
6.	Gender justice in the age of AI	Sh. Nandha	
7.	Enhancing Collaboration Skills with Digital Tools	Dr. A. Jasmine Chidya	
8.	Entrepreneurship in education in the AI era	Dr. ANBU SELVIA	
9.	Artificial Intelligence in Education: Personalized Learning for Every Student	Catherine Nithya. S	
10.	Impressions of Open Educational Resources (OER) in global learning	Dr. E. Karthikeyan	
11.	The Flipped Classroom Model: Redefining Teaching Strategies		
12.	Gamification in Education: Learning through Play, Pros and Cons	Dr. Ponmalini Dr. T. Ponmalini	
13.	Value inculcation for a better humane society	Pondyselvi. S	

14.	Stimulating innate potentials towards creativity through technology		
15.	Inclusive behaviour of an effective teacher / tech proficient teacher	Mr. J. Antony Jacob	
16.	Preparation of teachers and students for STEAM Education	Dr. T. Komelavalli	Thamela
17.	Impact of social media among students and its effect on classroom management	Dr. V. AJANTHA	V. Ajantha
18.	Impact of social media in the formation of personality	Dr. M. Amala	M. Amala
19.	Developing attitude towards sex and human relationships		
20.	Professional Development for Teachers in the Digital Era	Dr. C. Benkh Sayanari	Benkh
21.	Managing Technology in the Classroom: challenges and prospects	Dr. M. Venonani	ven
22.	Rethinking Assessments: Digital Tools for Real-Time Feedback		
23.	Digital Citizenship: Forming Students in Ethical Online Behaviour		
24.	Preparing for the Unknown: Adapting to Rapid Technological Advancements		
25.	Inter disciplinary for open/human Attitude Formation.		
26.	Construction of integral personality through Inclusive Curriculum	Thomas Alex	1628
27.	Curriculum designing focused /aiming at global Citizenship		
28.	Inter and intra personal relationship among the Gen Z & α learners	Dr. N. Nandhini	N. Nandhini
29.	Enhancing the critical reading on/about society		
30.	Blended learning enhancement for content understanding	Dr. ANBU SELVIHA.	


 Secretary
 Loyola College of Education
 Loyola College Campus
 Chennai-600 034


 PRINCIPAL
 Loyola College of Education
 Loyola College Campus
 Nungambakkam, Chennai-34

Acknowledgement Slip

Rajia Rammohun Roy National Agency for ISBN (RRRNA),
Department of Higher Education,
Ministry of Education,
Government of India.



Email: isbn-mhrd[at]gov.in
Website: <https://isbn.gov.in>

Date [dd-mm-yyyy]: 07-08-2025

Allotted Date [dd-mm-yyyy] : 11-03-2025

Reference No.:(Application No.) : 1124|ISBN|2025|P

This is to acknowledge that the following ISBN has been officially issued by the **Indian ISBN Agency** (RRRNA) to:

Publisher Name : Loyola College of Education

against the metadata provided by the publisher as per the standard format.

Allotted ISBN : 978-81-984609-0-5

Book Title : Re-imagining the Teacher Education: Prospects & Challenges in AI Era

Author(s) : Dr.L.Kulandai Theresal & Dr.Y.Elin Shibi

Edition : First

Language : English

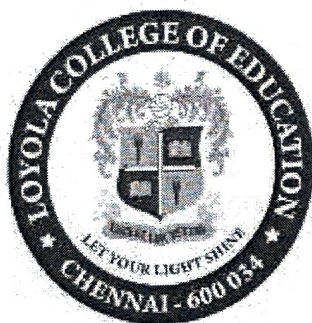
Format : Single-component retail product (Book)

Year of Publication : 2025

Loyola College of Education, Chennai - 34.

Accredited (3rd Cycle) at 'A' Grade with CGPA 3.06 by NAAC

Nungambakkam, Chennai – 34, Tamilnadu, India.



Academic Year: 2024-25

(LRF)

IN-HOUSE PROJECT

REPORT



LOYOLA COLLEGE OF EDUCATION

Accredited at 'A' Level (CGPA 3.06) by NAAC (3rd Cycle)

Nungambakkam, Chennai – 600 034.

Loyola In-house Research Grant (LIRG)

(Institutional Seed Money for in-house research)

Dear Faculty,

The Jesuit management of Loyola College of Education is pleased to announce the Loyola In-house Research Grant (LIRG) for the academic year 2024-25. This grant aims to promote and encourage a research culture among the faculty of LCE. All faculty members are eligible to apply for LIRG. The guidelines and application form for LIRG are attached to this circular. The deadline for applications is January 03, 2025. For further details, please contact Dr. Y. Elin Shibi, Co-ordinator, LCRF.

Dr. Y. Elin Shibi
Co-ordinator, LCRF

Loyola College of Education
Loyola College Campus
Chennai - 600 034

Dr. L. Kulandai Theresal,
Principal

PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Loyola In-house Research Grant (LIRG)

(Institutional Seed Money for in-house research)

The management of Loyola College of Education, Chennai is interested to enhance and strengthen the research aptitude among the faculty members of the college. Hence the management has decided to provide research grant in the form of seed money to faculty members.

Objectives

1. To promote research skills among the faculty
2. To improve the teaching-learning process based on the findings
3. To identify the effectiveness of the College activities
4. To modify the College activities according to the findings of the research
5. To regularize a collection of evaluation in the College

Details of Research Grant

- Seed money for faculty will be provided upto Rs. 10,000.
- Only half of the amount will be released initially and the remaining amount will be sanctioned after the completion of work.

Guidelines

- Interested faculty members are asked to submit the proposal along with their profile in the given format.
- Period of research grant is for six months
- Research on evaluation of college activities is encouraged by the management
- The soft copy of the application should reach the Loyola College Research Forum on or before January 03, 2025.
- The faculty members must present their proposal in front of the research committee and the corrected hard and soft copies to be submitted to the research forum within a week.



Dr. Y. Elin Shibi

Co-ordinator, LCRF



Dr. L. Kulandai Theresal,

Principal

PRINCIPAL

Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Loyola College of Education
Loyola College Campus
Chennai - 600 034

Application for LIRG (2024-2025)

(Institutional Seed Money for in-house research)

1. Investigators Details

S.No.	Faculty Name	Designation	Date of Birth	Date of Joining LCE
1.				
2.				

2. Qualification, Teaching and Research Experience of the Investigators

Investigator	Educational Qualification	Teaching Experience	Research Experience	E-mail & Mobile
1.				
2.				

3. Publication Details of the Investigators

Investigator	No. of Paper Published at National Level	No. of Paper Published at International Level	No. of Chapter Publication	No. of Book Publication
1.				
2.				

Declaration

I/We, _____
hereby declare that the above given information are true to the best of my knowledge.
I/We further declare that the utilization certificate and the final report will be submitted to the college in the prescribed format.

Signature of the Investigators : 1.

2.

Application for LIRG (2024-2025)

(Institutional Seed Money for in-house research)

1. Investigators Details

S.No.	Faculty Name	Designation	Date of Birth	Date of Joining LCE
1.				
2.				

2. Qualification, Teaching and Research Experience of the Investigators

Investigator	Educational Qualification	Teaching Experience	Research Experience	E-mail & Mobile
1.				
2.				

3. Publication Details of the Investigators

Investigator	No. of Paper Published at National Level	No. of Paper Published at International Level	No. of Chapter Publication	No. of Book Publication
1.				
2.				

Declaration

I/We, _____
hereby declare that the above given information are true to the best of my knowledge.
I/We further declare that the utilization certificate and the final report will be submitted to the college in the prescribed format.

Signature of the Investigators : 1.

2.

FORMAT FOR RESEARCH PROPOSAL

proposal to be submitted along with the application form with the following format

- i) Proposed Project Title (Title only)
- ii) Investigator Details
- iii) Introduction
- iv) Background of the study
- v) Significance of the study
- vi) Statement of the Problem
- vii) Operational Definition
- viii) Objectives
- ix) Hypotheses
- x) Methodology
- xi) Tools
- xii) Population & Sample
- xiii) Statistical Techniques
- xiv) Research Outcomes
- xv) Time Schedule
- xvi) Conclusion
- xvii) Budget



LOYOLA COLLEGE OF EDUCATION

Re-accredited at 'A' Grade (CGPA: 3.04) by NAAC (III Cycle)

LOYOLA COLLEGE CAMPUS,

Nungambakkam, Chennai - 600 034

Ph.: (O) 28178415 / 28178416

e-mail : lcoechennai@gmail.com

www.loyolacollegeofeducation.in

Date : 04/03/2025

To
Dr.C.Beulah Jayarani, Investigator
Dr.A.Jasmine Christy, Co-investigator,
Assistant Professors,
Loyola College of Education,
Nungambakkam,
Chennai – 600 034.

Dear Madam,

Sub: Sanction of financial assistance for in-house research – Reg.

Ref: Your application for in-house research dated on 24th February 2025.

Your application for in-house research on **“Exploring the Impact of Use of Social Media on Social Intelligence Development Among Prospective Teachers at Loyola College of Education”** has been approved by the management on careful scrutiny and recommendation of the competent expert committee. The management has approved a grant of Rs.10,000/ (Ten thousand only), permitting the investigators to complete their project within a duration of six months.

The management immediately releases 50% of the research grant, i.e. Rs.5,000/ as first instalment of the total grant of Rs. 10,000/. You are requested to furnish your bank details for online transfer of grant.

Wishing you all the very best.

Thank you!


Principal

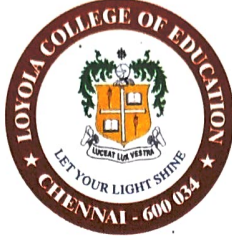
(Dr L. Kulandai Theresal)
PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Received
A. Jasmine Christy
C. Beulah Jayarani


Secretary

(Rev. Dr. D.Thomas Alexander, SJ)
Secretary
Loyola College of Education
Loyola College Campus
Chennai-600 034

TARY



LOYOLA COLLEGE OF EDUCATION

Re-accredited at 'A' Grade (CGPA: 3.48) by NAAC (II Cycle)

LOYOLA COLLEGE CAMPUS,

Nungambakkam, Chennai - 600 034

Ph.: (O) 28178415 / 28178416

e-mail : lcoechennai@gmail.com

www.loyolacollegeofeducation.in

Date : 03/03/2025

To
Dr. T. Komalavalli, Investigator and Dr. M. Nandhini, Co-investigator,
Assistant Professors in Education,
Loyola College of Education,
Nungambakkam,
Chennai – 600 034.

Dear Madam,

Sub : Sanction of financial assistance for in-house research – Reg.

Ref : Your application for in-house research dated on 24th February 2025.

Your application for in-house research on “**Socio-Emotive Skills Among Prospective Teachers**” has been approved by the management on careful scrutiny and recommendation of the competent expert committee. The management has approved a grant of Rs.10,000/ (Ten thousand only), permitting the investigators to complete their project within a duration of six months.

The management immediately releases 50% of the research grant, i.e. Rs.5,000/ as first instalment of the total grant of Rs. 10,000/. You are requested to finish your bank details for online transfer of grant.

Wishing you all the very best.

Thank you!

Principal

(Dr L. Kulandai Theresal)

PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34

Received

Thamela...

03/03/25

Secretary

(Rev. Dr. D. Thomas Alexander SJ)

Secretary

Loyola College of Education
Loyola College Campus
Chennai-600 034



LOYOLA COLLEGE OF EDUCATION

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Recognized by NCTE & Affiliated to TNTEU
Nungambakkam, Chennai - 600 034, Tamil Nadu, India.

RESEARCH PROPOSAL

Project Title

Socio-Emotive Skills among Prospective Teachers



Dr.T.Komalavalli – Investigator, Asst. Professor of Perspectives in Education

Dr.M.Nandhini – Co-Investigator, Asst. Professor of Perspectives in Education

Application for LIRG (2024-2025)

(Institutional Seed Money for in-house research)

1. Investigators Details

S.No.	Faculty Name	Designation	Date of Birth	Date of Joining LCE
1.	Dr.T.Komalavalli	Assistant Professor	05.12.1970	11.10.2023
2.	Dr. M. Nandhini	Assistant Professor of Perspectives in Education	08.06.1990	01.08.2024

2. Qualification, Teaching and Research Experience of the Investigators

Investigator	Educational Qualification	Teaching Experience	Research Experience	E-mail & Mobile
1.	M.Sc.(Maths), M.Ed., M.Sc.(Psy), NET, Ph.D.	11 years	9 years Ph.D. Awarded – 1 Thesis Submitted - 2	komalavalli@lcechennai.edu.in 9962332506
2.	M.Sc.(Maths)., M.Ed., M.Phil.(Edn)., M.Sc. (Psy)., Ph.D.(Edn)., NETJRF(Edn), TNSET(Edn), TNTET	5 Years (PG) 7 Months (UG)	Nil	9677099234 nandhini@lcechennai.edu.in

3. Publication Details of the Investigators

Investigator	No. of Paper Published at National Level	No. of Paper Published at International Level	No. of Chapter Publication	No. of Book Publication
1.	7 (UGC Care – 4)	6 (Scopus – 1)	1	3
2.	4	9	1	Nil

Declaration

I/We, Dr.T.Komalavalli & Dr.M.Nandhini hereby declare that the above given information are true to the best of my knowledge. I/We further declare that the utilization certificate and the final report will be submitted to the college in the prescribed format.

Signature of the Investigators: 1. Dr.T.Komalavalli
2. Dr.M.Nandhini

Thamela Valli

M. Nandhini

RESEARCH PROPOSAL

PROPOSED PROJECT TITLE:

- I. "SOCIO-EMOTIVE SKILLS AMONG PROSPECTIVE TEACHERS"

II. INVESTIGATOR DETAILS:

Investigator : Dr.T.Komalavalli
Assistant Professor of Perspectives in Education

Co-Investigator : Dr.M.Nandhini
Assistant Professor of Perspectives in Education

III. INTRODUCTION

Teaching is demanding, and identifying the difficulties that teachers' experience in their profession is particularly important to promote interventions that can maintain their emotional well-being. The emotional demands of teachers face from students, parents, colleagues, and school administrators are well known. Teaching is an intrinsically emotional experience and teachers need to be socio-emotionally competent. Several studies have shown that fostering in teachers not only substantially impacts their teaching performance and capacity to build positive pedagogical relationships with their students, but also improves their psychological well-being and mental health. When teachers experience positive student teacher relationship, they feel more satisfied and committed to their work, are more successful in achieving their goals, and perform better. Training in the social emotional skills among student teachers can facilitate the emergence of positive feelings in teachers' training.

IV. BACKGROUND OF THE STUDY

Learning is the process of acquiring new skills, knowledge, understanding, and values. This is something individuals can do by themselves, but it's generally made easier with education. With the help of educational support, learning can happen more efficiently. Apart from inculcating values we as educators also need to focus on the overall well-being of the student. To focus on holistic growth of the child, it is important to teach social-emotive skills.

Socio-Emotive Learning, as the name suggests, is the process of learning social and emotional skills. The world now is very fast-paced and the challenges faced today are very different. The new generation's thoughts and feelings are constantly evolving and finding it

difficult to cope with new ideas and manage their technological influences. Hence, inculcating social emotional awareness at an early age is one of the most important responsibilities of teachers. In order to cope up with the challenges that teachers face in the classrooms, it becomes imperative to teach socio-emotive skills to the trainee teachers and the study assumes its significance.

V. SIGNIFICANCE OF THE STUDY

Socio-emotive skills are very crucial for prospective teachers which include self-awareness, self-management, social awareness, relationship skills, responsible decision-making, active listening, empathy, conflict resolution, positive communication, and the ability to build rapport with students. If the student teachers understand and manage their own emotions, then they will be able to tackle the emotions of students in the classroom effectively. Social-emotive skills are incredibly important for prospective teachers for several reasons, as they directly impact their effectiveness in the classroom and their ability to build positive relationships with students.

It can also foster a supportive learning environment where students feel safe to express themselves and learn effectively. Healthy relationships with teachers can enhance student motivation and participation in all activities. It can also help to navigate challenging situations with peers in a constructive manner. Researches have shown a connection between strong social-emotive skills and improved academic performance of students. Considering the importance of socio-emotive skills, it is considered as one of the main components in life skills.

VI. STATEMENT OF THE PROBLEM

The present study will be specifically intended to study the Socio-Emotive skills of the student teachers studying in Loyola College of Education, Chennai. The relative contribution of personal variables (Gender, Locality, Educational Qualification), college related variables (Academic Stream and Year of Study) and Research variable – Socio-Emotive Skills will be investigated in this study.

The problem is stated as “Socio-Emotive Skills Among Prospective Teachers.”

VII. OPERATIONAL DEFINITIONS OF THE KEY TERMS

Socio-Emotive Skills among Prospective Teachers

Socio-emotive skills refer to a set of abilities that allow individuals to understand, manage, and express their own emotions, while also recognizing and responding appropriately to the emotions of others. These skills include self-awareness, self-regulation, social awareness, relationship skills, and decision-making.

Self-awareness:

Recognizing one's own emotions, strengths, and limitations to respond appropriately in different situations.

Self-management:

Regulating emotions, managing stress, setting goals, and staying focused to maintain a positive attitude in the classroom.

Social awareness:

Understanding the societal perspectives and emotions of others, demonstrating empathy, and respecting diverse backgrounds.

Relationship skills:

Building positive connections with students, colleagues, and parents through effective communication, active listening, and conflict resolution.

Decision-making:

Evaluating situations, considering consequences, and making ethical choices in the classroom.

VIII. OBJECTIVES

The major objectives of the study are

- i) To assess the level of prospective teachers' socio-emotive skills and its dimensions.

- ii) To examine the relationship among socio-emotive skills namely self-awareness, self-management, social awareness, relationship skills and decision making.
- iii) To compare the prospective teachers' socio-emotive skills and its dimensions namely self-awareness, self-management, social awareness, relationship skills and decision making based on gender, academic stream, educational qualification, locality and year of study.

IX. HYPOTHESES

The following hypotheses have been formulated to guide this study.

- i) There is no significant relationship among the dimensions namely self-awareness, self-management, social awareness, relationship skills and decision making and overall socio-emotive skills of prospective teachers.
- ii) There is no significant difference between male and female prospective teachers in the dimensions namely self-awareness, self-management, social awareness, relationship skills and decision making and overall socio-emotive skills.
- iii) There is no significant difference between the prospective teachers studying in Arts and Science stream in the dimensions namely self-awareness, self-management, social awareness, relationship skills and decision making and overall socio-emotive skills.
- iv) There is no significant difference between undergraduate and post-graduate qualified prospective teachers in the dimensions namely self-awareness, self-management, social awareness, relationship skills and decision making and overall socio-emotive skills.
- v) There is no significant difference among prospective teachers in the dimensions namely self-awareness, self-management, social awareness, relationship skills and decision making and overall socio-emotive skills based on locality.
- vi) There is no significant difference between the prospective teachers in the dimensions namely self-awareness, self-management, social awareness, relationship skills and decision making and overall socio-emotive skills based on year of study.

X. METHODOLOGY

Normative survey method is used to collect data. Descriptive Research design is adopted in the research study. Simple random sampling design is used to select the respondents of the study.

XI. POPULATION & SAMPLE

The population consists of the prospective teachers who are studying B.Ed. course and the sample comprises of the prospective teachers studying at Loyola College of Education, Chennai.

XII. TOOLS

The following tools were used for the study.

- Personal Data Sheet – developed by the investigator and the co-investigator.
- Socio-Emotive Skills Scale – Modified tool of Noa Weiss-Klayman, Mark T. Greenberg and Daphne Kopelman-Rubin (2024).

XIII. STATISTICAL TECHNIQUES

The data will be analyzed with SPSS for windows (v.10), using basic statistical measures of central tendency and relationship between variables. The following statistical techniques will be adopted to analyze the pilot and final study data.

1. Establishing Reliability and Validity
2. Descriptive Analysis (Mean and Standard Deviation)
3. Differential Analysis (t-value and F- ratio)
4. Correlation Analysis ('r' value)

XIV. RESEARCH OUTCOMES

This research study would pave way to the future teachers with strong social and emotive competencies that can enhance higher job satisfaction and lower burnout rates. Focusing on social-emotive learning helps teachers build and maintain stronger relationships with students and manage classrooms effectively. Also, teachers who develop socio-emotive skills are better

equipped to handle classroom challenges, leading to more effective teaching and a positive learning environment. Teachers' social-emotive skills are linked to better student-teacher relationships, which in turn positively affect students' social, emotional, and academic development.

XV. TIME SCHEDULE

The duration of this research study will be from the date of approval of research proposal (1st March 2025 to 31st August 2025)

XVI. BUDGET

The proposed budget for the study is given as follows.

Xerox	₹2,250/-
Stationery	₹1,000/-
Administrative expenses	₹1,750/-
Printing and Binding	<u>₹5,000/-</u>
Total	<u>₹10,000/-</u>

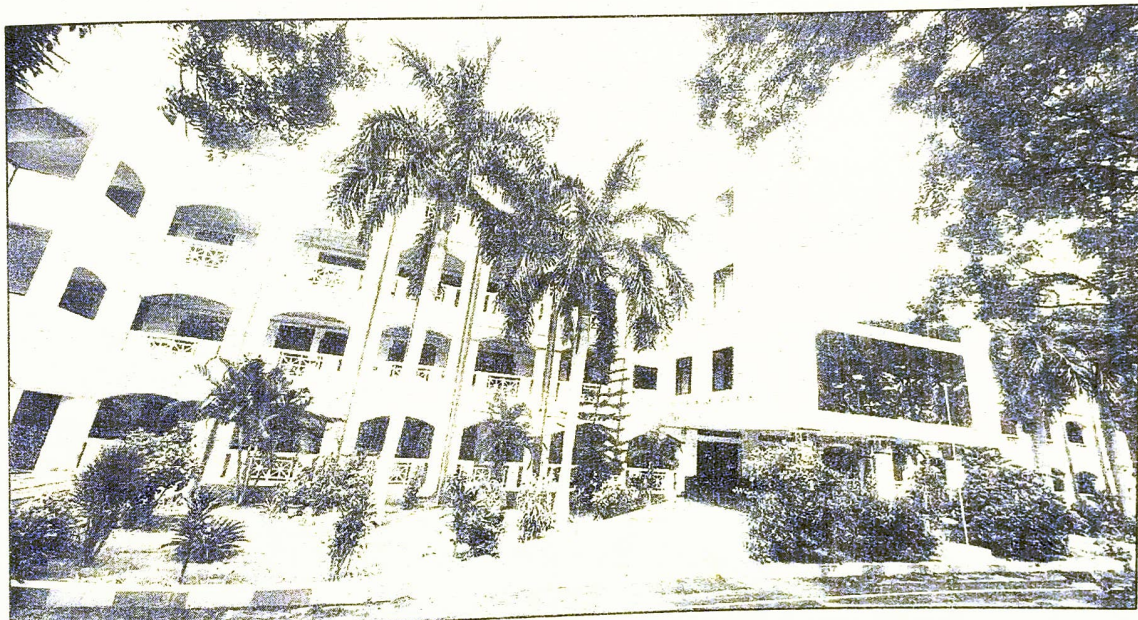


LOYOLA COLLEGE OF EDUCATION
[Re-accredited (3rd Cycle) at 'A' Grade by NAAC]
Recognized by NCTE & Affiliated to TNET
Nungambakkam, Chennai – 600 034, Tamil Nadu, India.

RESEARCH PROPOSAL

Project Title

**Exploring the Impact of Use of Social Media on Social Intelligence Development
among Prospective Teachers at Loyola College of Education**



C. Beulah Jayarani-Investigator, Asst Prof of Pedagogy of Biological Science

A. Jasmine Christy-Co-Investigator, Asst Prof of Pedagogy of Mathematics



LOYOLA COLLEGE OF EDUCATION

Accredited at 'A' Level (CGPA 3.06) by NAAC (3rd Cycle)

Nungambakkam, Chennai – 600 034

Application for LIRG (2024-2025)

(Institutional Seed Money for in-house research)

1. Investigators Details

Faculty Name	Designation	Date of Birth	Date of Joining LCE
Dr. C. Beulah Jayarani Investigator	Asst. Professor of Pedagogy of Biological Science	05.10.1968	02.11.2007
Dr. A. Jasmine Christy Co-Investigator	Asst Professor of Pedagogy of Mathematics	29.09.1971	01.12.2013

2. Qualification, Teaching and Research Experience of the Investigators

	Educational Qualification	Teaching Experience	Research Experience	E-mail & Mobile
Investigator	M.Sc(Zoo), M.Phil (Zoo), M.Ed. M.Phil (Edn), NET(Edn), MA (Public Admin.), Ph.D.(Edn)	17 Years	15 Years	beulahjayarani@lcechennai.edu.in 9841724357
Co-Investigator	M.Sc(Maths), M.Ed, M.Phil (Edn), NET(Edn), MA Sociology), Ph.D.(Edn)	11 Years		jasminechristy@lcechennai.edu.in 9444845159

3. Publication Details of the Investigators

	No. of Papers Published at National Level	No. of Papers Published at International Level	No. of Chapter Publication	No. of Book Publication
Investigator	21	21	03	12
Co-Investigator	03	07	03	01

Declaration

We, Dr. C. Beulah Jayarani-Investigator & Dr. A. Jasmine Christy-Co-Investigator hereby declare that the above given information is true to the best of our knowledge. We further declare that the utilization certificate and the final report will be submitted to the college in the prescribed format.

Signature of Investigator:

Beulah Jayarani

Signature of Co-Investigator: A. Jasmine Christy

RESEARCH PROPOSAL

Project Title

**Exploring the Impact of Use of Social Media on Social Intelligence Development among
Prospective Teachers at Loyola College of Education**

Investigator Details

Dr. C. Beulah Jayarani-Investigator, Asst Prof of Pedagogy of Biological Science

Dr. A. Jasmine Christy-Co-Investigator, Asst Prof of Pedagogy of Mathematics

i) Introduction

Social media has revolutionized the way individuals learn, interact and engage with knowledge. For prospective teachers, it serves as a valuable platform for developing social intelligence, which is essential for effective teaching and classroom management. Social intelligence, comprising **social skills, self-insight and interaction skills**, enables educators to communicate effectively, understand student needs and foster collaborative learning environments (Goleman, 2006). The role of social media in teacher education can be examined through three key dimensions: **Social learning, Enrichment of knowledge and Gaining entertainment**.

Social learning occurs when prospective teachers engage in discussions, participate in online communities and collaborate through digital platforms, enhancing their interaction skills (Siemens, 2005). The **Enrichment of knowledge** through access to educational resources, expert opinions and peer discussions fosters self-insight and professional growth (Greenhow & Lewin, 2016). Additionally, **gaining entertainment** through social media activities, such as watching educational videos, participating in interactive quizzes or engaging with humor and storytelling, reduces stress and enhances social adaptability (Pempek et al., 2009).

By analyzing these dimensions, this study aims to explore how social media contributes to the social intelligence development of prospective teachers at **Loyola College of Education**, preparing them for dynamic and inclusive educational environments.

ii) Background of the study

In the digital era, social media has transformed educational practices by fostering interactive learning, collaboration, and knowledge sharing. For prospective teachers, social media platforms serve as dynamic tools for **social learning, enrichment of knowledge and gaining entertainment**, all of which contribute to the development of social intelligence - a key competency for educators. Social intelligence, which includes social skills, self-insight and

interaction skills, is essential for effective classroom management and student engagement (Goleman, 2006). This study explores how social media influences the social intelligence development of teacher trainees at Loyola College of Education, preparing them for adaptive and student-centered teaching environments.

iii) Significance of the study

In the evolving landscape of teacher education, social intelligence is a crucial competency that enables educators to build meaningful relationships, communicate effectively and adapt to diverse learning environments. This study examines how the use of social media, through its dimensions of social learning, enrichment of knowledge and gaining entertainment, contributes to the development of social intelligence, specifically social skills, self-insight and interaction skills, among prospective teachers at Loyola College of Education.

- ✓ **Enhancing Social Intelligence Development** – The study provides insights into how social learning through social media platforms fosters collaboration, empathy and adaptability, which are essential for educators.
- ✓ **Improving Teaching and Communication Skills** – By engaging in online discussions, accessing educational resources and participating in interactive content, prospective teachers can enhance their social skills and interaction skills, leading to more effective classroom management.
- ✓ **Promoting Self-Reflection and Professional Growth** – The study highlights the role of social media in self-insight, helping teacher trainees reflect on their personal and professional development.
- ✓ **Guiding Curriculum and Policy Decisions** – The findings can help educational institutions integrate digital learning strategies into teacher training programmes, ensuring that prospective teachers leverage social media effectively for their growth.

iv) Statement of the Problem

Exploring the Impact of Use of Social Media on Social Intelligence Development among Prospective Teachers at Loyola College of Education

v) Operational Definition

- **Social Media**

Digital platforms and applications that enable users to create, share and exchange information, ideas, and content in virtual communities (e.g., Face book, Twitter, Instagram, YouTube, WhatsApp and educational forums)

Dimensions of Use of Social Media

1. Social Learning

The process of acquiring knowledge, skills and behaviors through online interactions, discussions and collaboration on social media platforms

2. Enrichment of Knowledge

The ability of prospective teachers to expand their academic and professional understanding by accessing educational content, research articles, expert opinions and peer discussions on social media.

3. Gaining Entertainment

The use of social media for relaxation, enjoyment and stress relief, such as engaging with educational videos, humor, storytelling or interactive activities that indirectly support learning and social intelligence.

Social Intelligence

The ability of effectively navigate and respond to social interactions by understanding emotions, communication patterns and interpersonal dynamics (Goleman, 2006). In this study, social intelligence includes social skills, self-insight and interaction skills.

Dimensions of Social Intelligence

1. Social Skills

The ability to communicate, collaborate, and build positive relationships with others, enhanced through online discussions, networking and group activities on social media.

2. Self-Insight

The capacity for self-reflection and self-awareness, allowing individuals to understand their strengths, weaknesses and emotions through digital engagement, feedback and interaction with diverse perspectives

3. Interaction Skills

The ability to engage effectively in conversations, express ideas clearly and respond appropriately in social and professional settings, developed through social media participation.

v) Objectives of the study

- To find the significance of difference in the level of use of social media and its dimensions among the prospective teachers with respect to demographic variables (gender, region, stream, educational qualification of father, educational qualification of mother, birth order, Annual income of the family).
- To find the significance of difference in social intelligence and its dimensions among the prospective teachers with respect to demographic variables (gender, region, stream, educational qualification of father, educational qualification of mother, birth order, Annual income of the family).

- To explore the correlation between use of social media and social intelligence among the prospective teachers

vi) Hypotheses of the study

H₁ There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to demographic variables (gender, region, stream, educational qualification of father, educational qualification of mother, birth order, Annual income of the family)

H₂ There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to demographic variables gender, region, stream, educational qualification of father, educational qualification of mother, birth order, Annual income of the family)

H₃ There is no correlation between the use of social media and social intelligence among the prospective teachers.

vii) Method for the Present Study

The present study adopts a survey research design to explore the impact of use social media on the development of social intelligence among prospective teachers at Loyola College of Education. The study will employ quantitative method to gather and analyze data systematically.

vii) Tools

- 1) **Use of Social Media Tool**- constructed and validated by the Co-Investigator Dr. A. Jasmine Christy & Dr. Joseph Catherine (2016)
- 2) **Social Intelligence Questionnaire**- constructed and validated by the Co-Investigator Dr. A. Jasmine Christy & Dr. Joseph Catherine (2016)

viii) Population and Sample

Population: The study focuses on prospective teachers in the first year (2024–2026 Batch) and second year (2023–2025 Batch) enrolled at Loyola College of Education, Chennai – 34.

Sample Selection: Census sampling technique

Sample Size: The total sample will consist of **221 prospective teachers**, including:

- **First-year B.Ed. students (2024-2026 Batch): 117**
- **Second-year B.Ed. students (2023-2025 Batch): 104**

ix) Statistical Techniques

Descriptive Statistics

- Mean
- Standard Deviation
- Frequency
- Percentage

Inferential Statistics

- t-test & F-test (one way ANOVA)
- Correlation Analysis

x) Research Outcomes

The study on "Exploring the Impact of Use of Social Media on Social Intelligence Development among Prospective Teachers at Loyola College of Education" aims to provide meaningful insights into the role of social media in shaping social intelligence. The expected outcomes of the research include:

- **Understand the Influence of Use of Social Media on Social Intelligence**

The study will reveal how social learning, enrichment of knowledge, and gaining entertainment through social media contribute to the development of social skills, self-insight and interaction skills among prospective teachers.

- **Enhance the Teacher Training Programme**

Findings will help teacher education institutions integrate social media as a pedagogical tool to improve communication, collaboration and reflective practices in teaching.

- **Identify the Effective Social Media Practices for Educators**

The research will highlight best practices for using social media platforms effectively to foster professional growth, knowledge acquisition and meaningful interactions among teachers.

- **Provide Insights for Curriculum Development**

The study's findings can assist curriculum designers in incorporating digital literacy and social media-based learning strategies into teacher education programs.

- **Encourage Digital Responsibility and Ethical Usage**

The research will promote awareness of ethical considerations in social media use, guiding prospective teachers to use digital platforms responsibly for professional and educational purposes.

- **Policy Recommendations for Educational Institutions**

The study will offer recommendations for institutional policies on integrating social media tools in teacher training while ensuring ethical and effective usage.

xi) Time Schedule

The research will be completed over a period of **six months**, following a structured timeline to ensure systematic data collection, analysis, and reporting.

Phase	Activities	Duration
Month 1: Proposal & Literature Review	Finalizing research topic, conducting literature review, preparing and submitting research proposal	1 month
Month 2: Research Design & Tool Development	Designing questionnaire, interview guides, sampling strategy and obtaining necessary approvals	1 month
Month 3: Data Collection	Administering surveys	1 month
Month 4: Data Analysis	Processing survey responses & Statistical analysis	1 month
Month 5: Interpretation & Discussion	Interpreting results, identifying patterns and drawing conclusions	1 month
Month 6: Report Writing & Submission	Drafting the research report, incorporating feedback, finalizing and submitting the study	1 month

xii) Conclusion

This study explores the impact of use of social media on social intelligence development among prospective teachers at Loyola College of Education. By examining the role of social learning, enrichment of knowledge and entertainment the research highlights how social media contributes to social skills, self-insight and interaction skills—essential qualities for effective teaching. The findings will provide valuable insights for integrating social media into teacher education, enhancing communication and collaboration. Additionally, the study underscores the need for responsible digital engagement to maximize the benefits of social media in professional and academic growth. Future research can further expand on its long-term implications.

xiii) Budget

Expense Category	Estimated Cost (Rs)
Printing & Stationery	3000
Software & Analysis Tools	2000
Report Writing & Printing	3000
Miscellaneous Expenses	2000
Total	10,000

Acknowledgement Slip

Rammohun Roy National Agency for ISBN (RRRNA),
Department of Higher Education,
Ministry of Education,
Government of India.



Email: isbn-mhrd[at]gov.in
Website: <https://isbn.gov.in>

Date [dd-mm-yyyy]: 07-08-2025

Allocated Date [dd-mm-yyyy] : 11-03-2025

Reference No.:(Application No.) : 1124|ISBN|2025|P

This is to acknowledge that the following ISBN has been officially issued by the **Indian ISBN Agency** (RRRNA) to:

Publisher Name : Loyola College of Education

Against the metadata provided by the publisher as per the standard format.

Allocated ISBN : 978-81-984609-6-7

Book Title : Socio-Emotive Skills among Prospective Teachers

Author(s) : Dr.T. Komalavalli & Dr. M.Nandhini

Edition : First

Language : English

Format : Single-component retail product (Book)

Year of Publication : 2025

Loyola In-house Research Grant (LIRG)

(Institutional Seed Money for in-house research)

The management of Loyola College of Education, Chennai is interested to enhance and strengthen the research aptitude among the faculty members of the college. Hence the management has decided to provide research grant in the form of seed money to faculty members.

Objectives

1. To promote research skills among the faculty
2. To improve the teaching-learning process based on the findings
3. To identify the effectiveness of the College activities
4. To modify the College activities according to the findings of the research
5. To regularize a collection of evaluation in the College

Details of Research Grant

- Seed money for faculty will be provided upto Rs. 10,000.
- Only half of the amount will be released initially and the remaining amount will be sanctioned after the completion of work.

Guidelines

- Interested faculty members are asked to submit the proposal along with their profile in the given format.
- Period of research grant is for six months
- Research on evaluation of college activities is encouraged by the management
- The soft copy of the application should reach the Loyola College Research Forum on or before January 03, 2025.
- The faculty members must present their proposal in front of the research committee and the corrected hard and soft copies to be submitted to the research forum within a week.

Dr. Y. Elin Shibi

Co-ordinator, LCRF

Loyola College of Education
Loyola College Campus
Chennai - 600 034


Dr. L. Kulandai Theresal,

Principal
PRINCIPAL
Loyola College of Education
Loyola College Campus
Nungambakkam, Chennai-34



LOYOLA COLLEGE OF EDUCATION

Accredited at 'A' Level (CGPA 3.06) by NAAC (3rd Cycle)

Nungambakkam, Chennai – 600 034.

Loyola In-house Research Grant (LIRG)

(Institutional Seed Money for in-house research)

Dear Faculty,

The Jesuit management of Loyola College of Education is pleased to announce the Loyola In-house Research Grant (LIRG) for the academic year 2024-25. This grant aims to promote and encourage a research culture among the faculty of LCE. All faculty members are eligible to apply for LIRG. The guidelines and application form for LIRG are attached to this circular. The deadline for applications is January 03, 2025. For further details, please contact

Dr. Y. Elin Shibi, Co-ordinator, LCRF.

Dr. Y. Elin Shibi
Co-ordinator, LCRF

Dr. L. Kulandai Theresal,
Principal

FORMAT FOR RESEARCH PROPOSAL

Proposal to be submitted along with the application form with the following format

- i) Proposed Project Title (Title only)
- ii) Investigator Details
- iii) Introduction
- iv) Background of the study
- v) Significance of the study
- vi) Statement of the Problem
- vii) Operational Definition
- viii) Objectives
- ix) Hypotheses
- x) Methodology
- xi) Tools
- xii) Population & Sample
- xiii) Statistical Techniques
- xiv) Research Outcomes
- xv) Time Schedule
- xvi) Conclusion
- xvii) Budget