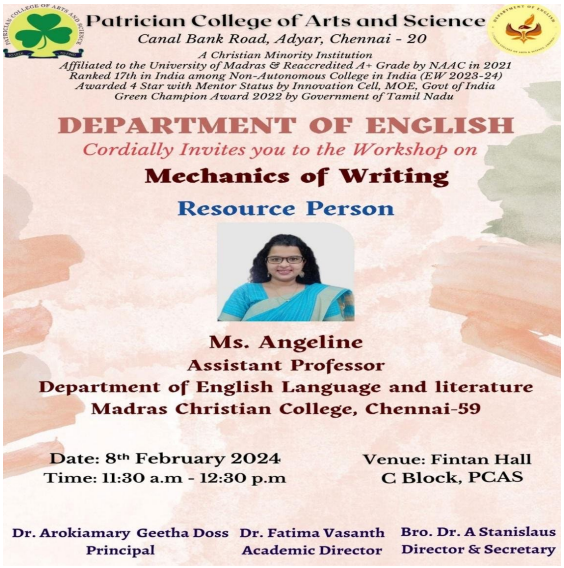
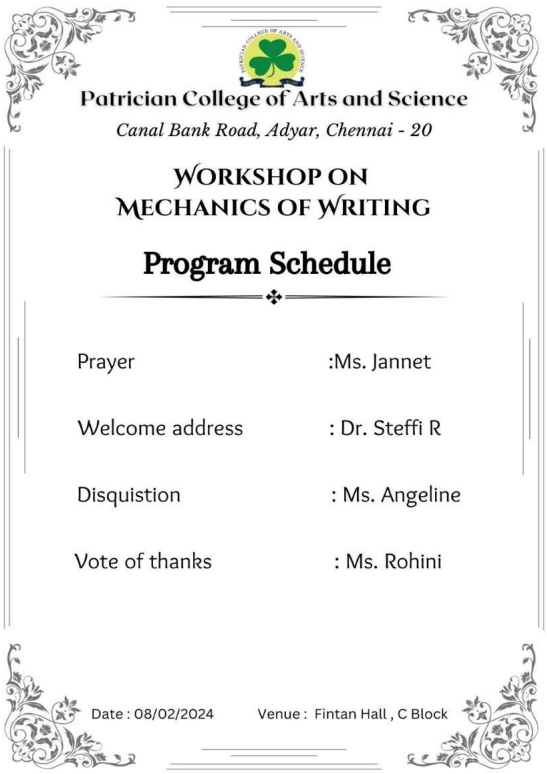
REPORT ON THE WORKSHOP ON MECHANICS OF WRITING ON 8 FEB 2024

Invitation/Brochure



Programme Schedule



MC: Ms Esther Rajathi, I MA English

Technical Support: Prof. Dharmendar & Prof. Prithivi Rajkumar, Department of English

Objectives

The workshop was organized to enlighten the Post graduate students of English Literature about the mechanics of academic writing.

No. of Beneficiaries

No. of registered participants: 40

MA English Literature I & II-year students

Resource person profile with photograph

Prof.Angeline

Assistant Professor in the Department of English Language and Literature (Self-financed Stream), Madras Christian College, Chennai.

Prof.Angeline is currently working as an Assistant Professor in the Department of English Language and Literature (Self-financed Stream), Madras Christian College. She has presented papers in both national and international conferences. Her area of research is Classical and Contemporary Theatres in India. Her areas of interest include gender studies and examining pedagogical methods for ESL learners.

Programme Outcome

From the feedback responses received from the participants via the google forms, it is evident that the workshop was successful and has fulfilled its objectives. The participants have expressed their satisfaction and said that the workshop helped them gain some understanding about the importance of academic writing and its differences from other kinds of writing,

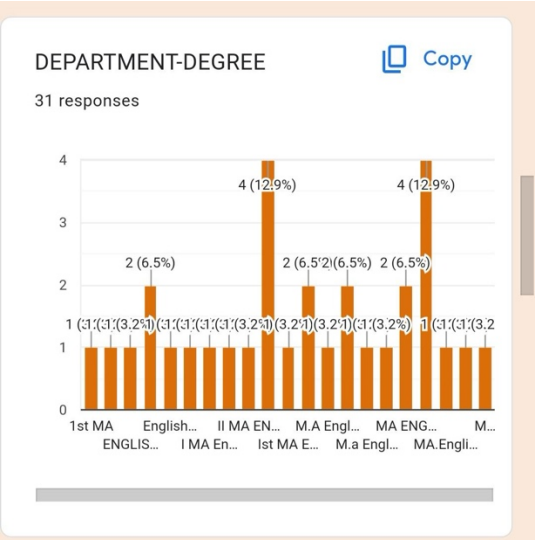
PHOTOS

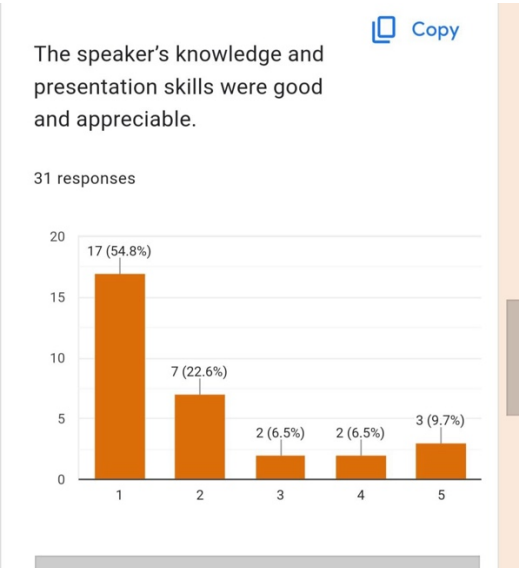
Resource person addressing the gathering

Dr Steffi, Assistant Professor welcoming the gathering

MA English students in the workshop

Feedback

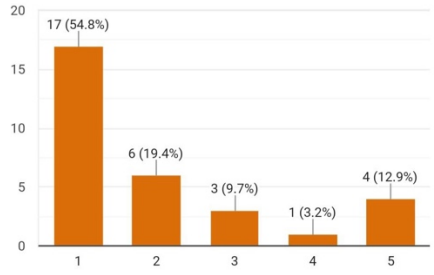




I am willing to attend any such seminars in future also.

Copy

31 responses



If any other information to share, plesse share

31 responses

- Could be added even more examples for better understanding
- –
- It was very useful to us, especially for the students who have working on thesis
- Over All the seminar was useful
- This section was very useful
- It's develop our knowledge about research or project paper
- The facilitator was extremely knowledgeable and simplified the content so well for our understanding

If any other information to share, plesse share

31 responses

- Over All the seminar was useful
- This section was very useful
- It's develop our knowledge about research or project paper
- The facilitator was extremely knowledgeable and simplified the content so well for our understanding
- The session would be more useful if the speaker gives a detailed explanation.
- -
- The session was very good to attend this type of any such seminar in future also.

Topic: Creative Thinking

Mrs.Lakshmi Kumari

Associate Professor, Department of English, Shift1

Introduction:

Creative thinking is an essential skill that drives innovation, problem-solving, and progress in various fields. The resource person addressed invaluable insights into the processes and techniques that enhance creativity and foster an environment conducive to innovative ideas.

Importance of Creative Thinking:

Creative thinking involves looking at problems or situations from a fresh perspective and suggesting unconventional solutions. It is crucial for:

- Innovation: Developing new products, services, and processes.
- Problem-Solving: Finding unique solutions to complex problems.
- Adaptability: Responding effectively to changing environments and challenges.
- Competitive Advantage: Differentiating an organization in the marketplace.

The resource person began by defining creative thinking as the ability to conceive new and innovative ideas by breaking away from established patterns and norms. Emphasized its role in fostering innovation, improving problem-solving capabilities, and driving personal and professional growth.

Principles of Creative Thinking:

Divergent Thinking: Generating multiple ideas and solutions for a given problem.

Convergent Thinking: Narrowing down ideas to find the most effective solution.

Lateral Thinking: Approaching problems indirectly and creatively.

Techniques to Enhance Creative Thinking:

Brainstorming: Encouraging free-flowing ideas without immediate judgment or evaluation.

Mind Mapping: Visualizing ideas and their connections to stimulate creative thinking.

SCAMPER: A technique that involves asking questions to transform existing ideas (Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse).

Role-Playing: Putting oneself in others' shoes to gain different perspectives.

Barriers to Creative Thinking:

Fear of Failure: Reluctance to take risks due to the fear of making mistakes.

Fixed Mindset: Believing that abilities and intelligence are static.

Environmental Constraints: Lack of resources, restrictive policies, and unsupportive culture.

Conformity Pressure: Pressure to adhere to established norms and practices.

Fostering a Creative Environment:

Encouraging Curiosity: Creating a culture where questions and exploration are valued.

Providing Autonomy: Allowing individuals the freedom to experiment and take risks.

Diverse Teams: Building teams with diverse backgrounds and perspectives to enhance idea generation.

Supportive Leadership: Leaders should encourage and support creative efforts, providing the necessary resources and removing obstacles.

Applications of Creative Thinking:

1. Business: Developing innovative products and services, improving processes, and creating compelling marketing strategies.
2. Education: Designing engaging curricula and teaching methods to foster students' creativity.
3. Technology: Driving advancements and finding novel solutions to technical challenges.
4. Art and Design: Creating unique and impactful artistic works and designs.

The session aimed to:

Enhance Understanding of Creative Thinking:

- Provide participants with a comprehensive overview of creative thinking and its importance in various fields.
- Clarify the different types of creative thinking and their applications.

Introduce Techniques to Foster Creativity:

1. Educate participants on practical techniques and tools to enhance their creative thinking skills.
2. Offer hands-on activities and exercises to practice these techniques.

Identify and Overcome Barriers:

- Discuss common barriers to creative thinking and strategies to overcome them.
- Provide real-world examples and case studies where creative thinking led to successful outcomes.

Promote a Creative Culture:

1. Highlight the importance of fostering a creative environment in organizations.
2. Share best practices for leaders to encourage and support creativity within their teams.

Facilitate Networking and Collaboration:

1. Encourage participants to share their experiences and insights on creative thinking.
2. Promote collaboration and idea exchange among participants to stimulate creativity.

Outcomes:

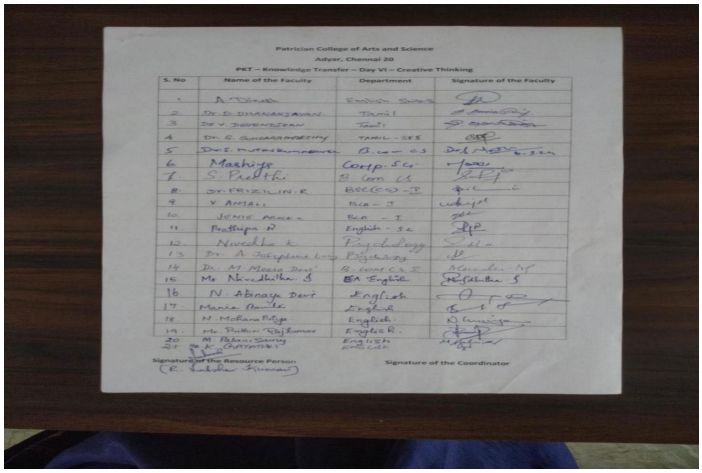
By the end of the session, participants should be able to:

- Understand the fundamental principles and importance of creative thinking.
- Apply various techniques to enhance their creative thinking abilities.

- Identify and overcome barriers to creativity in their personal and professional lives.
- Foster a creative environment within their organizations.
- Collaborate effectively with others to generate and develop innovative ideas.

This knowledge-sharing session aims to empower participants with the skills and mindset needed to think creatively, driving innovation and problem-solving in their respective fields and contributing to overall organizational success.

Attendance Sheet:



Photos:

Invite

Topic: Overview of English Communication

Dr.Arul

Assistant Professor
Department of English, Shift2
Time : 12.15 pm – 12.45 pm

Introduction:

English communication skills are vital for both teachers and students in today's globalized world. Teachers play a crucial role in fostering effective communication skills among students. This report provides an overview of the importance of English communication for teachers, the key components of effective communication, and strategies for enhancing communication skills in educational settings.

Importance of English Communication for Teachers:

Classroom Instruction: Effective communication is essential for delivering lessons comprehensively and engagingly.

Student Engagement: Clear communication encourages active participation and fosters a positive learning environment.

Building Relationships: Good communication helps in establishing rapport with students, parents, and colleagues, enhancing collaboration and support.

Professional Development: Strong communication skills enable teachers to convey ideas, collaborate with peers, and advance in their careers.

Key Components of Effective Communication:

Clarity: Expressing ideas clearly and concisely to ensure understanding.

Active Listening: Attentively listening to students' questions and feedback to address their needs effectively.

Empathy: Understanding students' perspectives and adapting communication accordingly to create a supportive learning environment.

Nonverbal Cues: Being mindful of body language, gestures, and facial expressions to convey messages effectively.

Feedback: Providing constructive feedback to students to facilitate their learning and growth.

Strategies for Enhancing Communication Skills:

Professional Development Workshops: Participating in workshops and seminars focused on communication skills development.

Peer Observation and Feedback: Collaborating with colleagues to observe each other's teaching practices and provide constructive feedback.

Reflective Practices: Engaging in self-reflection to evaluate communication strengths and areas for improvement.

Utilizing Technology: Incorporating multimedia tools and digital platforms to enhance communication in the classroom.

Role-Playing Exercises: Practicing real-life communication scenarios through role-playing activities to build confidence and competence.

Conclusion:

Effective English communication skills are indispensable for teachers to excel in their profession and facilitate meaningful learning experiences for students. By prioritizing clarity, active listening, empathy, and continuous improvement, teachers can create an inclusive and supportive learning environment conducive to academic success and personal growth.

Photos:

TOPIC - STORY TELLING

Mrs. Vinola Sharobell W

Assistant Professor Department of Social Work

TIME -12.15 pm -12.45 pm

VENUE- A BLOCK CONFERENCE HALL

PRESENTER - VINOLA W (Assistant Professor Department of social Work)

Report Summary

Introduction

Storytelling is a teaching method which helps young learners solve given problems and tasks in a playful way and creates constructive and creative comprehension of the given matter. Presented with a storyline, children perceive the learning process more easily and effortlessly.

7 Points of story telling

The Back Story,

The Catalyst,

The Big Event (we've mentioned that one),

The Midpoint,

The Crisis,

The Climax, and

The Realization.

5 Ps of Story Telling

The following are the 5Ps of story telling they are as follows.

People,

Places,

Pictures,

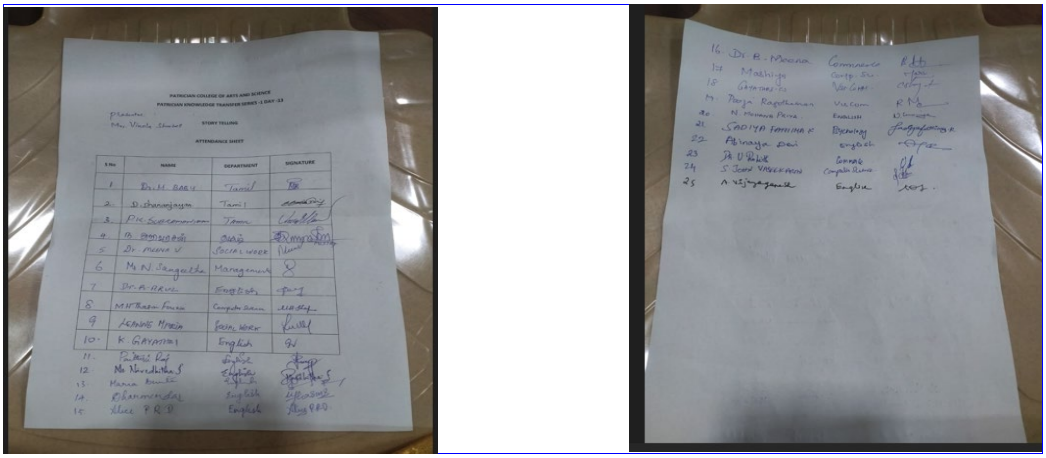
Platforms and

The Personal

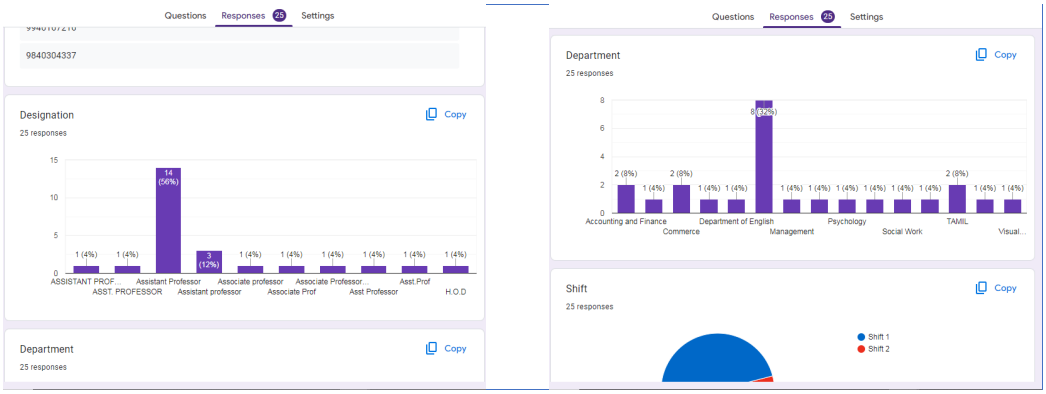
5 Qualities of a good storyteller

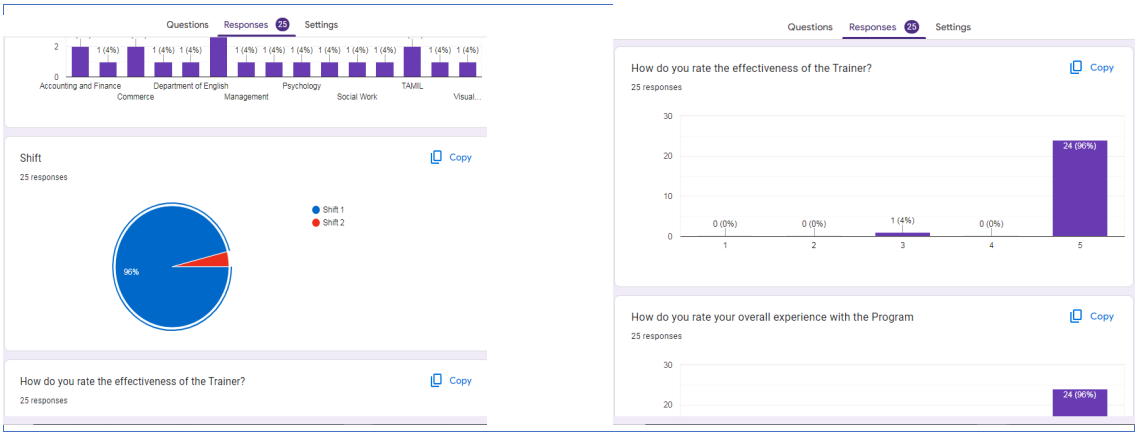
They are enthusiastic, energetic, and confident.
They listen, engage, and interact with the audience.
They empower others.
They are vulnerable, personable, and authentic.
They create strong connections with others.

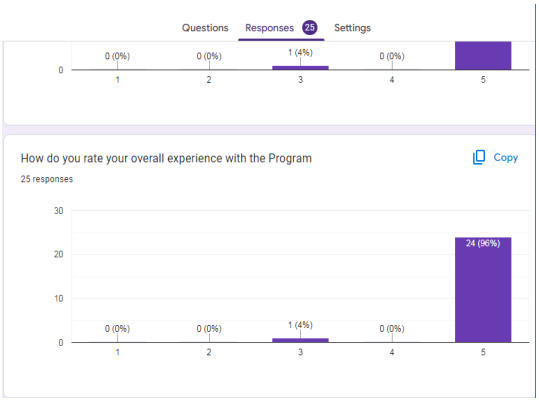
ATTENDANCE



FEEDBACK



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PHOTOS

GPS Map Camera
Chennai, Tamil Nadu, India
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Google

Topic: Overview of English Communication

Invite:

Resource Person: Ms. N. Mohana Priya Assistant Professor Dept of English-Shift1

Purpose:

In today's fast-paced economy, effective speaking skills are crucial for success in studies and employment.

This program is meticulously designed to empower students with necessary knowledge and to build proficiency for success in academic endeavors.

Focus:

- Primary Intention is to help students to communicate their thoughts and ideas clearly.
- The FDP was organized by Cambridge through Naan Mudhalvan at UNOM for two days on 22 and 23rd of January 2024.
- The two training enhanced the how the teacher should play a vital role to serve as mentors and guides and they should provide knowledge, feedback, and support to develop effective speaking skills.
- They should act as facilitators of learning, helping students build confidence and refine their communication abilities through personalized guidance and provide them feedback.
- The Common European Framework of Reference for Languages (CEFR) is an international scale for assessing language ability. The CEFR is language neutral so you can use it no matter what language you're learning. And it's easy for both educators and learners to use — to assess someone's level you just need to check some can-do statements.

For example, if Student A can understand and use only familiar everyday expressions and very basic phrases, they are level A1. It can be that simple.

Originally people used the CEFR language proficiency levels to assess European language ability but nowadays people all over the world use the CEFR to assess language skills in any language.

What are the language proficiency levels?

The CEFR breaks language ability down into 6 levels.

The 6 CEFR levels

Basic userA1 A2

Independent user B1B2

Proficient user C1 C2

Focus areas and development of speaking skills in the programme

This programme primarily focuses on the development of the following skills:

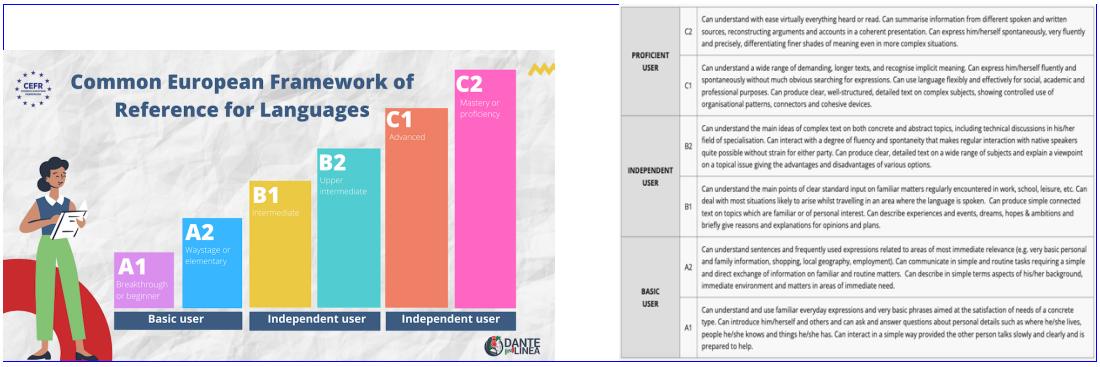
- Fluency: communicate Effectively
- Developing fluency in spoken communication can enhance relationships, boost career performance, and improve one's ability to communicate ideas and thoughts in general.
- Pronunciation: Two Elements: Intelligibility and Intonation.
- Intelligibility ensures that words are articulated clearly.
- Easy to understand by the listeners.
- Intonation: Encompasses the rise and fall of the pitch in speech, imparting meaning and emotions to words and sentences.
- Vocabulary: Appropriate vocabulary selection is crucial for effective communication. Choosing the right words of the choices is necessary to enhance the clarity of the message with the context.

Example:

Formal Audience- professional language

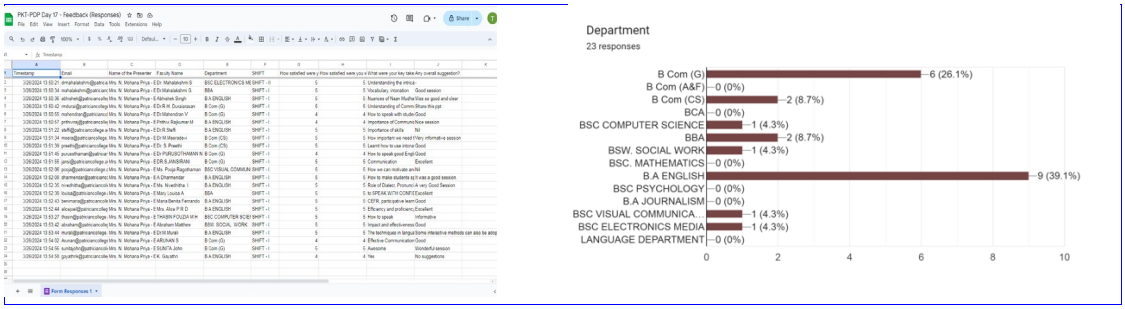
Friends - Colloquial Expressions

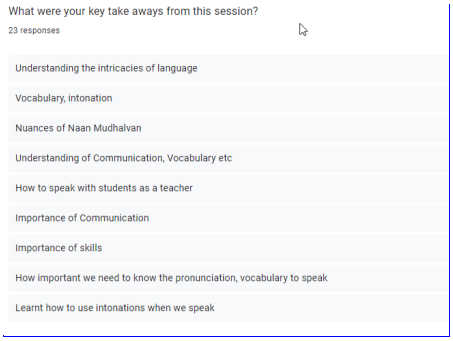
Choosing the right vocabulary illustrates the significance of the context.

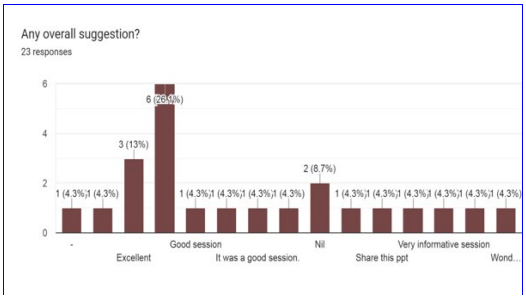


Photos:

Feedback:







PG Department of English
Peer Mentoring Report: Technical Editing

Objective

To evaluate the effectiveness of peer mentoring in enhancing technical editing skills among participants.

Outcomes

1. Improved editing accuracy
2. Enhanced collaboration
3. Increased confidence in Technical Writing
4. Skill development in Copy Editing and better technical editing skills.
5. Knowledge sharing: 88% reported learning from peers.
6. Recognize peer mentoring skills of students

Methodology

1. Students underwent weeks of training from Ivesta Technologies. These students were selected after a written test and personal interview.
2. 6-week peer mentoring program with weekly sessions were conducted via Skype. The students who participated were Zebloun Mathew, Bettina K B, Gayathri, and Ajay Vidyasagar or II M.A. English
3. Mentee-mentor training was given to the students of II and I M.A. English.
4. The following topics were held. Introduction to technical editing, Grammar and syntax, Style guides and formatting, and advance techniques.

Report

The PG Department of English at Patrician College of Arts and Science successfully organized a Peer Mentoring Session on **Technical Editing** on **March 1, 2024**, at **11:30 a.m.** in **Room No. 95**. The session was led by four second-year MA English students: **Ms. Bettina K B**, **Mr. Zebloun Paul Mathew**, **Ms. Hemapriya G**, and **Mr. Ajay Vidhya Sagar R V**, who shared their expertise on technical editing and its nuances.

The event provided an interactive platform for peer-to-peer knowledge sharing, enabling participants to gain insights into the practical aspects of technical editing. The session emphasized the importance of precision, clarity, and organization in creating professionally edited content. It also highlighted the relevance of technical editing in both academic and professional contexts, encouraging a collaborative learning environment among the students.

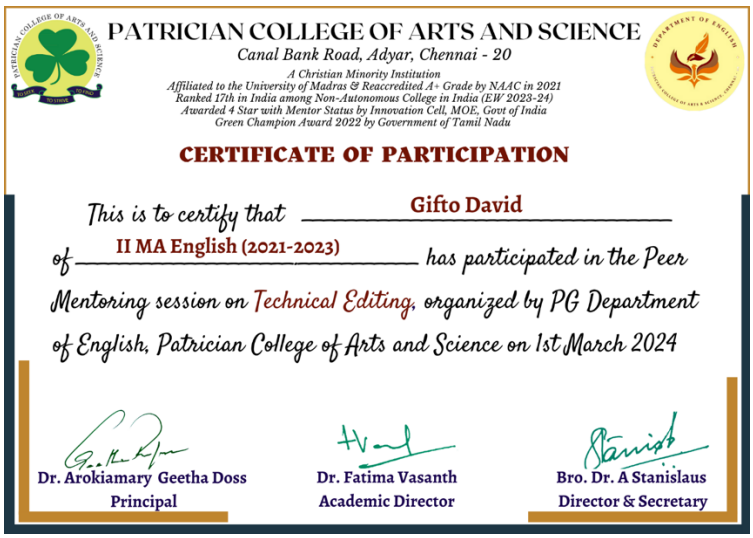
Participant Feedback

1. "Peer mentoring helped me identify blind spots in my editing."
2. "Collaborative learning increased my confidence."
3. "Mentors provided valuable industry insights."

Conclusion

Peer mentoring significantly improved technical editing skills, fostered collaboration, and increased confidence among participants. This program serves as a model for future professional development initiatives.

Sample Certificate



வீரமாமுனிவர் தமிழ்ப் பேரவை விழா

5/13/24, 2:35 PM Patrician College of Arts and Science Mail - வீரமாமுனிவர் தமிழ்ப்பேரவை - ஒரு நாள் கருத்தரங்கம்

PATRICIAN COLLEGE OF ARTS AND SCIENCE

Devendiran V <devendiran@patriciancollege.ac.in>

வீரமாமுனிவர் தமிழ்ப்பேரவை - ஒரு நாள் கருத்தரங்கம்
2 messages

Devendiran V <devendiran@patriciancollege.ac.in> Tue, Mar 5, 2024 at 12:05 PM
To: Principal Patrician College <principal@patriciancollege.ac.in>

பொதுத்தமிழ் மற்றும் அடிப்படைத்தமிழ் பயிலும் முதலாமாண்டு மாணவர்களுக்குப் பாடத்திட்டத்தில் மொழிப்பயிற்சி பகுதி பாடமாக அமைந்துள்ளது.
எனவே, மொழிப்பெயர்ச்சி தொடர்பான புரிதல்களை மாணவர்களுக்கு ஏற்படுத்தும் வண்ணம் இக்கருத்தரங்கம் வடிவமைக்கப்பட்டதுள்ளது.

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With Regards

Dr. V. DEVENDIRAN
Assistant Professor & Head
Department of Language (Shift - II)
Patrician college of Arts and Science

தமிழ்த்துறை (சுழற்சி - II) அழைப்பிதழ் - வீரமாமுனிவர் 2023-2024.pdf
435K

Principal Patrician College <principal@patriciancollege.ac.in> Tue, Mar 5, 2024 at 12:35 PM
To: Devendiran V <devendiran@patriciancollege.ac.in>

Approved
Regards,
Dr. Arokiamary Geetha Doss
Principal
Patrician college of Arts and Science
Adyar,Chennai
Tamilnadu

[Quoted text hidden]

தமிழ்த்துறை (சுழற்சி-2) ஒருங்கிணைத்த "மொழிபெயர்ப்பின் புதிர்களும் புனைவுகளும்" என்னும் பொருண்மையிலான பயிலரங்கம் 07.03.2024 அன்று நடைபெற்றது. முனைவர் இரா. அருள், உதவிப் பேராசிரியர் - தலைவர், ஆங்கிலத்துறை (சுழற்சி - 2), பாட்ரிஷியன் கலை மற்றும் அறிவியல் கல்லூரி சென்னை, அவர்கள் கலந்து கொண்டு மாணவர்களுக்குப் பயிற்சி

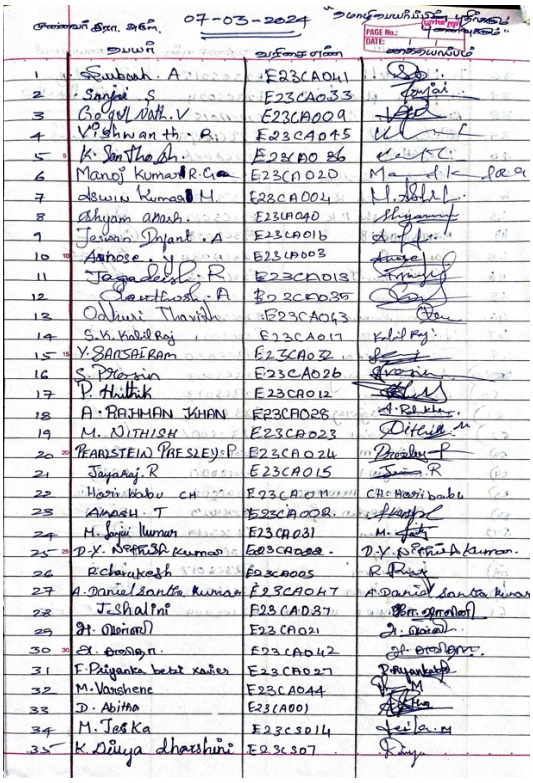
வழங்கினார். இதில் நம் கல்லூரியின் கணினி பயன்பாட்டில் மற்றும் கணினி அறிவியல் துறைகளைச் சேர்ந்த மாணவ மாணவியர்கள் பங்கேற்றுப் பயன்பெற்றனர்.

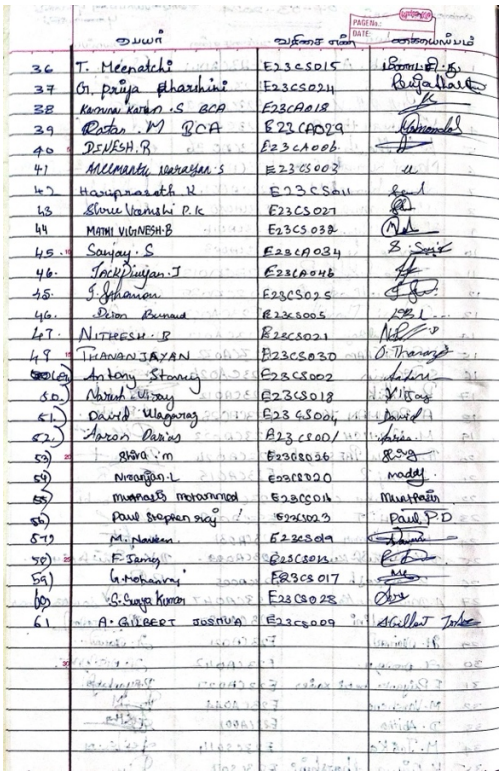
(சிறப்பு விருந்தினர் முறைவர் இரா. அருள்)

(சிறப்பு விருந்தினருடன் தமிழ்த்துறைப் பேராசிரியர்கள்)

(பயிலரங்கத்தில் பங்கேற்ற மாணவர்கள்)

பயிலரங்கில் பங்கேற்ற மாணவர்களின் வருகைப் பதிவேடு



07-03-2024

	பெயர்	அதிகை எண்	கையெழுத்து
1	Subash. A	E23CA041	
2	Sanjai S	E23CA033	
3	Gogul Nath. V	E23CA009	
4	Vishwanth. R	E23CA045	
5	K. Santhosh.	E23CA036	
6	Manoj Kumar R.G	E23CA020	
7	Aswin Kumar M.	E23CA004	
8	Shyam Akash.	E23CA040	
9	Jeswin Infant. A	E23CA016	
10	Annose. Y	E23CA003	
11	Jagadesh. R	E23CA013	
12	Santhosh. A	E23CA035	
13	Oduri Thavish	E23CA043	
14	S.K. Kalil Raj	E23CA017	Kalil Raj
15	Y. SANJAIRAM	E23CA032	
16	S. Prasin	E23CA026	
17	P. Hrithik	E23CA012	
18	A. RAJMAN KHAN	E23CA028	A. Rajkhan
19	M. NITHISH	E23CA023	
20	PEARSTEIN PRESLEY. P	E23CA024	
21	Jayaraj. R	E23CA015	
22	Hari babu CH	E23CA011	CH. Hari babu
23	AKASH. T	E23CA002	
24	M. Sanjai Kumar	E23CA031	M.
25	D.Y. Nithish Kumar	E23CA022	D.Y. Nithish Kumar
26	R. Chaitakesh	E23CA005	R.
27	A. Daniel Santha Kumar	E23CA047	A. Daniel Santha Kumar
28	J. Shalini	E23CA037	
29	[illegible]	E23CA021	
30	[illegible]	E23CA042	
31	F. Priyanka betsi xavier	E23CA027	
32	M. Varshene	E23CA044	
33	D. Abitha	E23CA001	
34	M. Jeska	E23CS014	
35	K. Divya dharshini	E23CS07	
36	T. Meenatchi	E23CS015	
37	G. priya dharshini	E23CS024	
38	Karunu Karan. S BCA	E23CA018	
39	Ratan. M BCA	E23CA029	
40	DINESH. R	E23CA006	
41	Anumantu Narayan. S	E23CS003	
42	Hariprasath. K	E23CS011	
43	Shree Vanishi P.K	E23CS027	
44	MATHI VIGNESH. B	E23CS032	
45	Sanjay. S	E23CA034	
46	Jackpiniyan. J	E23CA046	
45	J. Johanan	E23CS025	
46	Dixon Bernard	E23CS005	
47	NITHESH. B	E23CS021	
48	THANANJAYAN	E23CS030	O. Thananjayan
49	Antony Stanley	E23CS002	
50	Narish Vijay	E23CS018	Vijay
51	David Ulagaraj	E23CS004	David
52	Aaron Darius	E23CS001	
53	Shiva. M	E23CS026	
54	Nizanjan. L	E23CS020	Maddy
55	Mutharasu Mohammad	E23CS016	Mutharasu
56	Paul Stephen Raj	E23CS023	Paul P.D
57	M. Naveen	E23CS019	
58	F. Janey	E23CS013	
59	G. Mohanraj	E23CS017	
60	S. Guru Kumar	E23CS028	
61	A. GILBERT JOSHUA	E23CS009	A. Gilbert Joshua