



J.K.K. MUNIRAJAH COLLEGE OF TECHNOLOGY

Approved by AICTE, New Delhi and Affiliated to Anna University, Chennai.

T.N. Palayam (Po), Gobi (Tk), Erode (Dt) – 638 506



CRITERION 7 – INSTITUTIONAL VALUES AND BEST PRACTICES

KEY INDICATOR - 7.1 INSTITUTIONAL VALUES AND SOCIAL RESPONSIBILITIES

Metric No 7.1.9 A Report on Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

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FIT INDIA FREEDOM RUN

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www.jkkmct.edu.in, Landline no: 04285260754 / 260755



JKKMCT/CIRCULAR/AUG-2021

06/08/2021

CIRCULAR

This is to inform that our NSS cell are planned to conduct “FIT INDIA FREEDOM RUN” from 13th August 2021 to 2nd October 2021 to encourage fitness and help us all to get freedom from obesity, laziness, stress, diseases etc. Interested Students can Participated running, walking and yoga exercise. All the students and staffs are hereby informed that **Fit India freedom run-2021** in our college on 13.08.2021 at JKKMCT seminar hall on 11.00am. All the Students and Faculty members are informed to attend program.



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T.N.Palayam-638 506, Gobichettipalayam(Tk),
Erode(Dt), Tamilnadu.



13 AUG

2021

11.00 am

Chairman

Mrs.J.K.K.VASANTHAKUMARI MUNIRAJAH

Secretary

Mrs.KASTHURIPRIYA KIRUPAKAR MURALI M.B.A.,

Research Director

Dr.S.KIRUPAKAR MURALI B.Tech., M.S., Ph.D.,

Principal

Dr.K.SRIDHARAN ME., M.B.A., Ph.D., MISTE.,

Organized

NSS Team & EEE Department

All Faculty Members & All Students

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1. FIT INDIA FREEDOM RUN

Event Organized by	JKKMCT
Name of Event Organized	Fit India Freedom Run
Date of the Event	13.08.2021
Venue	JKKMCT Seminar Hall

Government of India has initiated Fit India Freedom Run 2.0 on 13th August and extends up to 2nd October 2021. Following this All-India Council for Technical Education has requested the participation of Higher Education Institutes in this event.

Run encourages fitness and help us all to get free from obesity, laziness, stress, anxiety, diseases etc. The concept behind this is that it could be run anywhere, anytime and runs his own race and times his own pace.

FIT INDIA Movement was launched on 29th August, 2019 by Honourable Prime Minister with a view to make fitness an integral part of our daily lives. The mission of the Movement is to bring about behavioural changes and move towards a more physically active lifestyle. Towards achieving this mission, Fit India proposes to undertake various initiatives and conduct events to achieve the following objectives:

- To promote fitness as easy, fun and free.
- To spread awareness on fitness and various physical activities that promote fitness through focused campaigns.
- To encourage indigenous sports.
- To make fitness reach every school, college/university, panchayat/village, etc.



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- To create a platform for citizens of India to share information, drive awareness and encourage sharing of personal fitness stories.

INSIGHTS

Fit India has started many campaigns to promote and spread awareness on fitness and the activities that can be undertaken to ensure that fitness reaches every school, college/university, panchayat /village, etc.



JKKM, Tamil Nadu, India

J.K.K.Munirajah College of Technology,
Tamil Nadu 638506, India

Lat 11.519527°

Long 77.395631°

13/08/21 11:40 AM GMT +05:30

GPS Map Camera

Photo of Fit India Freedom Program on 13.08.2021

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Photo of Fit India Freedom Program on 13.08.2021



Photo of Fit India Freedom Program on 13.08.2021


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Photo of Fit India Freedom Program on 13.08.2021

YOGA PROGRAM



Photo of Fit India Freedom Program on 25.09.2021

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Photo of Fit India Freedom Program on 25.09.2021



Photo of Fit India Freedom Program on 25.09.2021

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The “FIT INDIA FREEDOM RUN” activity was organized by our Principal, J.K.K.Munirajah College of Technology from 13th August 2021 to 2nd October 2021 to encourage fitness and help us all to get freedom from obesity, laziness, stress, diseases etc. Our Students were participated in running, walking and yoga exercise nearby their homes with social distance.

Our all NSS and RRC students were participated in that programme.



Certificate of Fit India Freedom Program

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Certificate of Fit India Freedom Program

FIT INDIA FREEDOM-“WALK”

Activity : Walking
Place : JKKMCT Ground
Covered Distance : 3 km

11

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INTERNATIONAL YOUTH DAY

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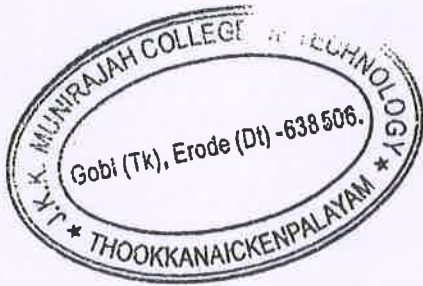


JKKMCT/CIRCULAR/AUG-2021

09/08/2021

CIRCULAR

This is to inform that “**International youth day**” in our college on 12.08.2021 at JKKMCT – Seminar Hall on 10.00Am. All the Faculty members and Students are informed to attend the Teachers day celebration.



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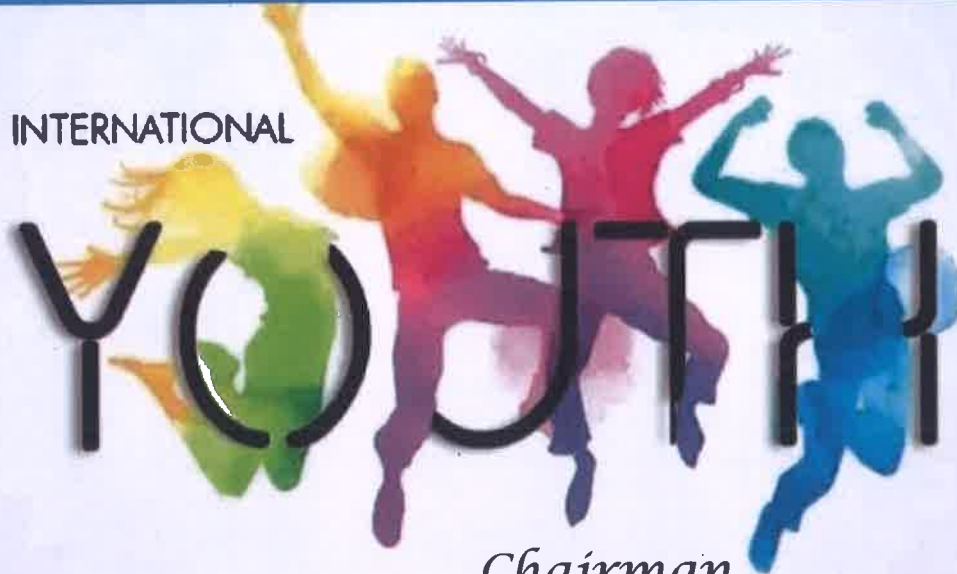
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INTERNATIONAL



12 AUG

2021

10.00 am

Chairman

Mrs.J.K.K.VASANTHAKUMARI MUNIRAJAH

Secretary

Mrs.KASTHURIPRIYA KIRUPAKAR MURALI M.B.A.,

Research Director

Dr.S.KIRUPAKAR MURALI B.Tech., M.S., Ph.D.,

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2. INTERNATIONAL YOUTH DAY

Event Organized by	JKKMCT
Name of Event Organized	International youth day
Date of the Event	12.08.2021
Venue	JKKMCT- In Front of Main Building

Every year, International Youth Day is observed on August 12. On this day, governments and citizens across the world come together to recognize and bring attention to the problems faced by the youth. In 1999, the United Nations decided to commemorate International Youth Day every year on August 12. It was based on a recommendation made by the World Conference of Ministers Responsible for Youth in Lisbon to the UN General Assembly. The day is celebrated through various awareness campaigns, community concerts, and events to bring to notice the socio-economic and socio-political issues that the youth in every nation face.

International Youth Day is a United Nations supported celebration, International Youth Day is not to be confused with World Youth Day. World Youth Day was founded by Pope John Paul II in 1986 as an invitation for youth to respond to the call to bring the love of Christ to the world. World Youth Day is celebrated each year on Palm Sunday.

YOUTH

Youth is the time of life when one is young. The world, youth, can also mean the time between childhood and adulthood (maturity), but it can also refer to one's peak, in terms of health or the period of like known as being a young adult. Youth is also defined as "the appearance, freshness, vigor, spirit, etc., characteristic of one, who is young". Its defines of a specific age range varies, as youth is not defined chronologically as a stage that can be tied to specific age, ranges; nor can its



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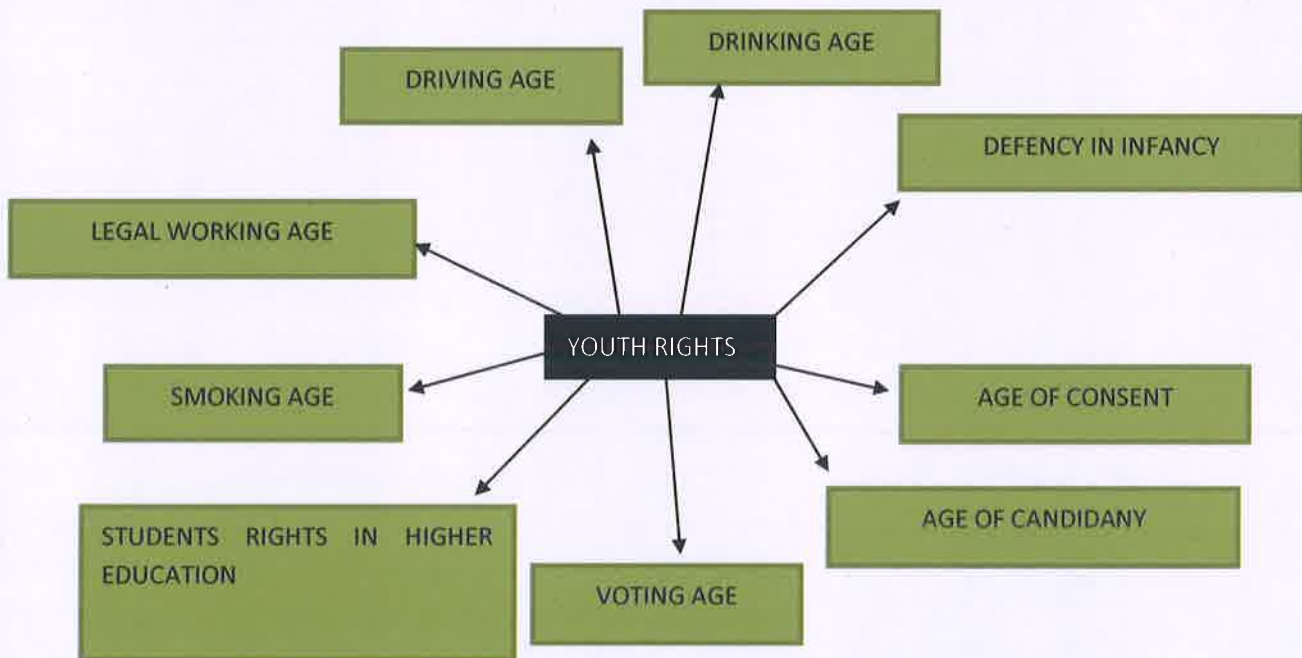
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Youth is an experience that may shape an individual's level of dependency, which can be marked in various ways according to different cultural perspectives. Personal experience is marked by an individual's cultural norms or traditional, while a youth's level of dependency means the extent to which they still rely on their family emotionally and economically.

YOUTH RIGHTS

Children's rights cover all the rights that belong to children. When they grow up, they are granted new rights (like voting, consent, driving, etc.) and duties (criminal response, etc.). There are different minimum limits of age at which youth are not free, independent or legally competent to take some decisions or actions. Some of the limits are



Voting age is the minimum age established by law that a person must attain to be eligible to vote in a Relic election. Typically, the age is set at 18th years; however, ages as low as 16th and as high as 21th exist (see list below). Sties show that 21% of all 18th year old's have experience

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with voting. This is important rights since, by voting, they can support polities selected by themselves and not only by people of older generations.

AGE OF CANDIDANCY

Age of candidacy is the minimum age at which a person can legally qualified to hold certain elected government offices. In many cases, it also determines the age at which a person may be eligible to stand for an election or be granted ballot access.

AGE OF CONSENT

The age of consent is the age at which a person is considered legally competent to consent to acts, and is thus the minimum age of a person with whom another person is legally permitted to engage in activity. The distinguishing aspect of the minimum age is regarded as the victim, and their partner as the offender.

DEFENSE OF INFANCY

The defense of infancy is a form of defense known as an excuse so that defendants falling within the definition of an “infant” are excluded from criminal liability for their actions, if at the relevant time, they had not reached an age of criminal responsibility. This implies that children lack the judgement that comes with age and experience to be held criminally responsible. After reaching the initial age, there may be levels of responsibility dictated by age and the type of offense committed.

DRINKING AGE

The legal drinking age is the age at which a person can consume or purchase alcoholic beverages: These laws cover a wide range of issues and behaviors, addressing when and where alcohol can be consumed. The minimum age alcohol can be legally consumed can be different from the age when when it can be purchased in some countries. These laws vary among different



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countries and many laws have exemptions or special circumstances. Most laws apply only to drinking alcohol in public places, with alcohol consumption in the home being mostly unregulated (an exception being the UK which has a minimum legal age of five for supervised consumption in private places). Some countries also have different types of alcoholic drinks.

DRIVING AGE

Driving age is the age at which a person can apply for a driver's license. Countries with the lowest driving ages (below 17) are Argentina, Australia, Canada, El Salvador, Iceland, Israel, Macedonia, Malaysia, New Zealand, the Philippines, Saudi Arabia, Slovenia, the United Kingdom (Mainland) and the United States. The Canadian province of Alberta and several U.S. states permit youth driving as low as 14. Niger has the highest minimum driving age in the world at 23. In India, driving is legal after getting a license at the age of 18.

LEGAL WORKING AGE

The **legal working age** is the minimum age required by law for a person to work in each country or jurisdiction. The threshold of adulthood, or "the age of majority" as recognized or declared in law in most countries, has been set at age 18. Some types of labour are commonly prohibited even for those above the working age, if they have not reached the age of majority. Activities that are dangerous, harmful to the health or that may affect the morals of minors fall into this category.

STUDENT RIGHTS IN HIGHER EDUCATION

Student rights are those rights, such as civil, constitutional, contractual and consumer rights, which regulate student rights and freedoms and allow students to make use of their educational investment. These include such things as the right to free speech and association, to due process, equality, autonomy, safety and privacy, and accountability in contracts and advertising, which regulate the treatment of students by teachers and administrators.


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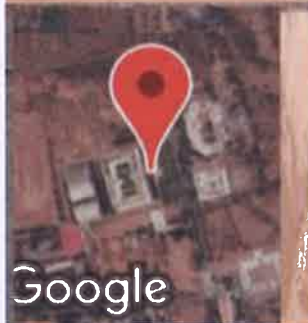


SMOKING AGE

The smoking age is the minimum age a person can buy tobacco and/or smoke in public. Most countries regulate this law at the national level while at some point it is done by the state or province.



GPS Map Camera



JKKM, Tamil Nadu, India

J.K.K. Munirajah College of Technology, Tamil Nadu 638506, India

Lat 11.519527°

Long 77.395631°

12/08/21 11:20 AM GMT +05:30

Photo of International Youth Day on 12.08.2021

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Photo of International Youth Day on 12.08.2021



Photo of International Youth Day on 12.08.2021

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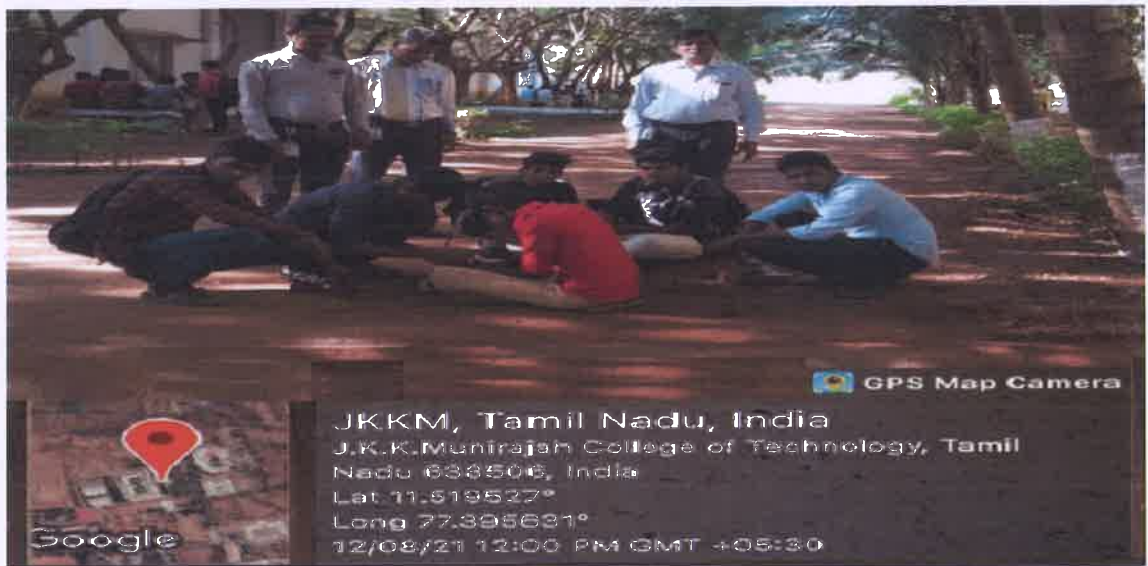



Photo of International Youth Day on 12.08.2021


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TEACHER'S DAY CELEBRATION

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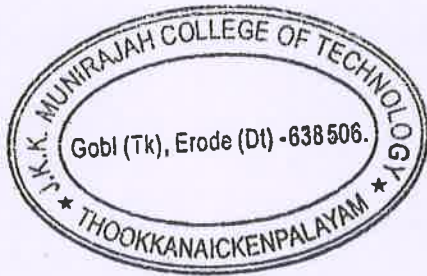


JKKMCT/CIRCULAR/SEP-2021

03/09/2021

CIRCULAR

All the staffs are here by informed that Teacher's day -2021 in our college on 05.09.2021 at JKKMCT –Seminar hall on 10.00pm. All the Faculty members are informed to attend the Teachers day celebration.



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Organized by

**General (Faculty Development Welfare Club)
All Faculty Members & All Students**

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3. TEACHERS DAY CELEBRATION

Event Organized by	JKKMCT
Name of Event Organized	Teachers Day
Date of the Event	05.09.2021
Venue	JKKMCT- In Front of Main Building

Dr. Radhakrishnan became President of India in 1962. He was approached by some of his friends and students who requested him to allow them to celebrate his birthday on 5 September. Dr. S. Radhakrishnan responded, "Instead of observing my birthday discretely, it would be my pompous privilege if 5th September is scrutinised as Teachers' Day". Such a request coming from the President of India clearly showcased Dr. S. Radhakrishnan's affection and dedication for teachers. From then onwards, India celebrates Teachers' Day on 5th September.

On Teachers Day, students hold different activities to entertain teachers at schools and colleges. These activities include *singing* competition, dance competition, recitation of poems, mimicry of teachers, lots of *games* children play with teachers, plan a *picnic*, *offer gifts* and at last, they thank teachers by expressing their gratitude.

Teachers Day is a great occasion for celebrating and enjoying the relationship between teachers and students.

TEACHER

A teacher, also called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue, via the practice of teaching.

Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family (homeschooling), rather than in a



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formal setting such as a school or college. Some other professions may involve a significant amount of teaching (e.g. youth worker, pastor).

In most countries, formal teaching of students is usually carried out by paid professional teachers. This article focuses on those who are employed, as their main role, to teach others in a formal education context, such as at a school or other place of initial formal education or training.

TEACHER'S DUTIES

A teacher's role may vary among cultures.

Teachers may provide instructions in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

Formal teaching tasks include preparing lessons according to agreed curricula, giving lessons, and assessing pupil progress.

A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervisors for extracurricular activities. They also have the legal duty to protect students from harm, such as that which may result from bullying, racism or abuse, etc., In some education systems, teachers may be responsible for student discipline.

Some students also expressed their gratitude towards the teachers by giving short speeches.

Students performed cultural activities like dance, songs, poems, dramas, etc. on this special occasion. The students also arranged some games for the teachers to entertain them. All the teachers enjoyed and appreciated the program. Finally, sweets were distributed and the event came to an end around 2 p.m.

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Photo of Teacher's Day Celebration



Photo of Teacher's Day Celebration

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Photo of Games in Teacher's Day Celebration



Photo of Teacher's Day Celebration

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INTERNATIONAL DAY OF GIRL CHILD


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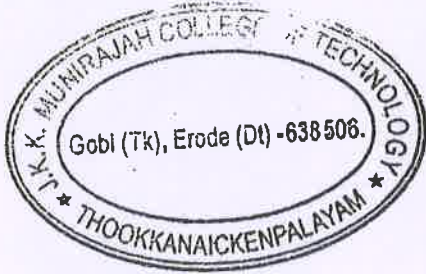


JKKMCT/CIRCULAR/OCT-2021

08/10/2021

CIRCULAR

All the students and staffs are hereby informed that “International Day of Girl Child” in our college on 11.10.2021 at JKKMCT seminar hall on 10Am. All the Students and Faculty members are informed to attend the function.




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Erode(Dt), Tamilnadu.

INTERNATIONAL DAY OF THE GIRL CHILD

11 OCT 2021
10.00 am



Chairman

Mrs.J.K.K.VASANTHAKUMARI MUNIRAJAH

Secretary

Mrs.KASTHURIPRIYA KIRUPAKAR MURALI M.B.A.,

Research Director

Dr.S.KIRUPAKAR MURALI B.Tech., M.S., Ph.D.,

Principal

Dr.K.SRIDHARAN ME., M.B.A., Ph.D., MISTE.,

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All Faculty Members & All Students**

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4. INTERNATIONAL DAY OF GIRL CHILD

Event Organized by	JKKMCT
Name of Event Organized	International day of Girl Child
Date of the Event	11.10.2021
Venue	T.N. PALAYAM

“May this world become a safer and happier place for girl child to live happily. Warm wishes on International day of the girl child”

“NO GIRL SO, NO MOTHER, ULTIMATELY NO LIFE”.

In 2022, we commemorate the 10th anniversary of the International Day of the Girl (IDG). In these last 10 years, there has been increased attention on issues that matter to girls amongst governments, policymakers and the general public, and more opportunities for girls to have their voices heard on the global stage. Yet, investments in girls’ rights remain limited and girls continue to confront a myriad of challenges to fulfilling their potential; made worse by concurrent crises of climate change, COVID-19 and humanitarian conflict. Girls around the world continue to face unprecedented challenges to their education, their physical and mental wellness, and the protections needed for a life without violence. COVID-19 has worsened existing burdens on girls around the world and worn away important gains made over the last decade.

With adversity, however, comes resourcefulness, creativity, tenacity, and resilience. The world's 600 million adolescent girls have shown time and time again that given the skills and the opportunities, they can be the change makers driving progress in their communities, building back stronger for all, including women, boys and men.

Girls are ready for a decade of acceleration forward. It is time for us all to stand accountable – with and for girls – and to invest in a future that believes in their agency, leadership and potential.


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Ways to get involved girl child

- **Share human interest stories, blogs and videos** of girl changemakers, and the inspiring networks and organizations that are resourcing girls, letting girls lead, and strengthening services for girls. Let's collectively amplify their leadership, actions, and impact to inspire others.
- **Engage government officials, policymakers and stakeholders** to make more targeted investments that tackle inequalities experienced by girls, especially while accessing mental health and psychosocial support services in the face of conflict, forced migration, natural disasters, and the effects of climate change.
- **Engage key female influencers** across industries to be the face of change we want girls to see as possible. Role models speak a thousand words. Let's change the global conversation and public perception of girl leaders.
- **Amplify your commitment** to raising awareness about and addressing factors that hold girls in your country and region back.

Investing in the pathways to employment: For adolescent girls and young women in low and middle-income countries

Nearly 1 in 4 girls aged 15–19 globally are not in education, employment or training, compared to 1 in 10 boys. The analysis presented in this report lays out six core investment themes and examples of investable opportunities and calls on commercial organizations and investors, with an eye on social and economic impact, to adopt bold investment approaches across these themes.

A GUIDE FOR INVESTOR

Entrepreneurship is often a response to economic insecurity or poverty rather than a proactive path to long-term economic empowerment.



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Gender-sensitive youth employment programs combining life and work skills training have been most effective in helping adolescent girls succeed.

Our assessment presents opportunities for a gender smart investment approach that addresses persistent gender gaps in economic participation.

Key Terms

- BogaletchGebre
- Child marriage
- Female genital mutilation (FGM)
- International Ethiopia-Development through Education
- KembattiMenttiGezzimma-Tope (KMG)
- Marriage Without Risks Network (MWRN)
- Safe Age of Marriage Project (SAWP)
- United Nations Convention on the Rights of the Child (UNCRC)
- Yemeni Women's Union (YWU)

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Photos of International day of Girl Child on 11.10.2021



Photos of International day of Girl Child on 11.10.2021

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Photos of International day of Girl Child on 11.10.2021



Photos of International day of Girl Child on 11.10.2021

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Photos of International day of Girl Child on 11.10.2021

“INTERNATIONAL DAY OF GIRL CHILD” was organized by our Principal, J.K.K.Munirajah College of Technology from 11th OCT-2021 encourage girl child help us all to get freedom from obesity, laziness, stress etc. Our Students were participated in this function.

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INTERNATIONAL STUDENTS DAY


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JKKMCT/CIRCULAR/NOV-2021

13/11/2021

CIRCULAR

All the students and staffs are hereby informed that “International Students Day” in our college on 17.11.2021 at JKKMCT seminar hall on 11 Am. All the Students and Faculty members are informed to attend the function.



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Erode(Dt), Tamilnadu.

INTERNATIONAL STUDENTS DAY



17 NOV 2021
11.00 am

Chairman

Mrs.J.K.K.VASANTHAKUMARI MUNIRAJAH

Secretary

Mrs.KASTHURIPRIYA KIRUPAKAR MURALI M.B.A.,

Research Director

Dr.S.KIRUPAKAR MURALI B.Tech., M.S., Ph.D.,

Principal

Dr.K.SRIDHARAN ME., M.B.A., Ph.D., MISTE.,

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5. INTERNATIONAL STUDENTS DAY

Event Organized by	JKKMCT
Name of Event Organized	International Students Day
Date of the Event	17.11.2021
Venue	JKKMCT- Seminar Hall

Every year on October 15, World Students' Day is observed, on the birthday of former President Dr APJ Abdul Kalam. Dr Kalam was a passionate teacher who identified himself first and foremost in that profession before anything else, due to which the day is observed on his birth anniversary. Because of the former President's fondness for students, numerous educational institutions across the country commemorate his birthday in their own unique style. The United Nations designated October 15 as World Students' Day in 2010. On the occasion of World Students' Day, here is a collection of famous quotes from remarkable personalities and leaders.

- ✓ "To succeed in your mission, you must have single-minded devotion to your goal." - Dr APJ Abdul Kalam.
- ✓ "Educating the mind without educating the heart is no education at all." - Aristotle
- ✓ "The mind once enlightened cannot again become dark." - Thomas Paine
- ✓ "Success is when your signature turns into your autograph." - Dr APJ Abdul Kalam

International Students' Day is an international observance of the student community, held annually on 17 November. Originally commemorating the Czech universities which were stormed by Nazis in 1939 and the students who were subsequently killed and sent to concentration camps, it is now marked by a number of universities, sometimes on a day other than 17 November, as a nonpolitical celebration of the multiculturalism of their international students.



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India

Indian schoolgirls and a schoolboy in their school uniform, along with their teachers, in Delhi NCR.

In India school is categorized in these stages

Pre-primary(Nursery, Lower Kindergarten or LKG, Upper Kindergarten or UKG), Primary (Class 1–5), Secondary (6–10) and Higher Secondary (11–12). For undergraduate it is 3 years except Engineering (B.Tech or B.E), Pharmacy (B.Pharm), B.Sc agriculture which are 4-year degree course, Architecture (B.Arch.) which is a 5-year degree course and Medical (MBBS) which consists of a 4.5-year degree course and a 1-year internship, so 5.5 years in total.

Mature students

A mature, non-traditional, or adult student in tertiary education (at a university or a college) is normally classified as an (undergraduate) student who is at least 21–23 years old at the start of their course and usually having been out of the education system for at least two years. Mature students can also include students who have been out of the education system for decades, or students with no secondary education. Mature students also make up graduate and postgraduate populations by demographic of age.

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Photos of International Students Day on 17.11.2021



Photos of International Students Day on 17.11.2021

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Photos of International Students Day on 17.11.2021



Photos of International Students Day on 17.11.2021


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WORLD SOIL DAY

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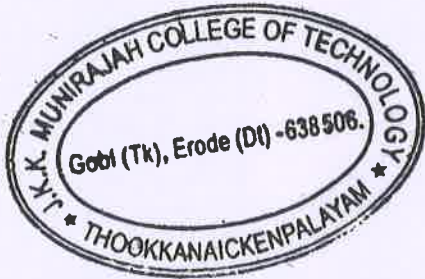


JKKMCT/CIRCULAR/DEC-2021

03/12/2021

CIRCULAR

All the students and staffs are hereby informed that “WORLD SOIL DAY” in our college on 06.12.2021 at JKKMCT seminar hall on 10Am. All the Students and Faculty members are informed to attend the function.



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Erode(Dt), Tamilnadu.

World Soil Day



06 DEC 2021 10.00 am

Chairman

Mrs.J.K.K.VASANTHAKUMARI MUNIRAJAH

Secretary

Mrs.KASTHURIPRIYA KIRUPAKAR MURALI M.B.A.,

Research Director

Dr.S.KIRUPAKAR MURALI B.Tech., M.S., Ph.D.,

Principal

Dr.K.SRIDHARAN ME., M.B.A., Ph.D., MISTE.,

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6. WORLD SOIL DAY

Event Organized by	JKKMCT
Name of Event Organized	World Soil day
Date of the Event	06.12.2021
Venue	JKKMCT- T.N.Palayam

World Soil Day (WSD) is held annually on **5 December** as a means to focus attention on the importance of healthy soil and to advocate for the sustainable management of soil resources. An international day to celebrate soil was recommended by the International Union of Soil Sciences (IUSS) in 2002.

Did you know that there are more living organisms in a tablespoon of soil than people on Earth? Soil is a world made up of organisms, minerals, and organic components that provides food for humans and animals through plant growth.

Like us, soils need a balanced and varied supply of nutrients in appropriate amounts to be healthy. Agricultural systems lose nutrients with each harvest, and if soils are not managed sustainably, fertility is progressively lost, and soils will produce nutrient-deficient plants.

Soil nutrient loss is a major soil degradation process threatening nutrition. It is recognized as being among the most critical problems at a global level for food security and sustainability all around the globe. **Over the last 70 years, the level of vitamins and nutrients in food has drastically decreased, and it is estimated that 2 billion people worldwide suffer from lack of micronutrients, known as hidden hunger** because it is difficult to detect.

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Soil degradation induces some soils to be nutrient depleted losing their capacity to support crops, while others have such a high nutrient concentration that represent a toxic environment to plants and animals, pollutes the environment and cause climate change.

World Soil Day 2021 (World Soil Day) and its campaign "Soils, where food begins" aims to raise awareness of the importance of maintaining healthy ecosystems and human well-being by addressing the growing challenges in soil management, increasing soil awareness and encouraging societies to improve soil health. So soil is very important.

Soil, also commonly referred to as **earth** or **dirt**, is a mixture of organic matter, minerals, gases, liquids, and organisms that together support life. Some scientific definitions distinguish *dirt* from *soil* by restricting the former term specifically to displaced soil.

Soil consists of a solid phase of minerals and organic matter (the soil matrix), as well as a porous phase that holds gases (the soil atmosphere) and water (the soil solution). Accordingly, soil is a three-state system of solids, liquids, and gases. Soil is a product of several factors: the influence of climate, relief (elevation, orientation, and slope of terrain), organisms, and the soil's parent materials (original minerals) interacting over time. It continually undergoes development by way of numerous physical, chemical and biological processes, which include weathering with associated erosion. Given its complexity and strong internal connectedness, soil ecologists regard soil as an ecosystem.

Most soils have a dry bulk density (density of soil taking into account voids when dry) between 1.1 and 1.6 g/cm³, though the soil particle density is much higher, in the range of 2.6 to 2.7 g/cm³. Little of the soil of planet Earth is older than the Pleistocene and none is older than the Cenozoic, although fossilized soils are preserved from as far back as the Archean.

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The pedosphere interfaces with the lithosphere, the hydrosphere, the atmosphere, and the biosphere. Collectively, Earth's body of soil, called the pedosphere, has four important functions:

- as a medium for plant growth
- as a means of water storage, supply and purification
- as a modifier of Earth's atmosphere
- as a habitat for organisms

All of these functions, in their turn, modify the soil and its properties.

Soil Science has two basic branches of study edaphology and pedology. *Edaphology* studies the influence of soils on living things. *Pedology* focuses on the formation, description (morphology), and classification of soils in their natural environment. In engineering terms, soil is included in the broader concept of regolith, which also includes other loose material that lies above the bedrock, as can be found on the Moon and other celestial objects.



Photos of world soil day on 06.12.2021

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Photos of world soil day on 06.12.2021



Photos of world soil day on 06.12.2021

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Photos of world soil day on 06.12.2021



Photos of world soil day on 06.12.2021

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INTERNATIONAL DAY OF EDUCATION


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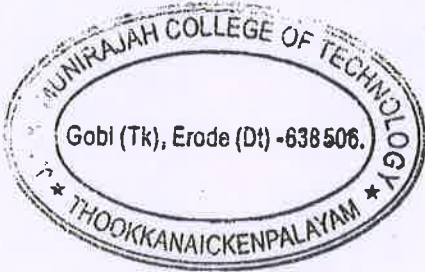


JKKMCT/CIRCULAR/JAN-2021

20/01/2022


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All the students and staffs are hereby informed that “INTERNATIONAL DAY OF EDUCATION” in our college on 24.01.2022 at JKKMCT seminar hall on 10Am. All the Students and Faculty members are informed to attend the function.



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Erode(Dt), Tamilnadu.

International
Day of

Education

2022

January

24

10.00 am

"Changing Course,
Transforming Education"



Chairman

Mrs.J.K.K.VASANTHAKUMARI MUNIRAJAH

Secretary

Mrs.KASTHURIPRIYA KIRUPAKAR MURALI M.B.A.,

Research Director

Dr.S.KIRUPAKAR MURALI B.Tech., M.S., Ph.D.,

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All Faculty Members & All Students**

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7. INTERNATIONAL DAY OF EDUCATION

Event Organized by	JKKMCT
Name of Event Organized	International day of Education
Date of the Event	24.01.2022
Venue	JKKMCT- T.N.Palayam

Education is a human right, a public good and a public responsibility.

The United Nations General Assembly proclaimed 24 January as International day of Education, in celebration of the role of education for peace and development.

Without inclusive and equitable quality education and lifelong opportunities for all, countries will not succeed in achieving gender equality and breaking the cycle of poverty that is leaving millions of children, youth and adults behind. Today, 244 million children and youth are out of school, and 771 million adults are illiterate. Their right to education is being violated and it is unacceptable. It's time to transform education.

The fifth International Day of Education will be celebrated on 24 January 2023 under the theme “**to invest in people, prioritize education**”. Building on the global momentum generated by the UN Transforming Education Summit in September 2022, this year’s Day will call for maintaining strong political mobilization around education and chart the way to translate commitments and global initiatives into action. Education must be prioritized to accelerate progress towards all the Sustainable Development Goals against the backdrop of a global recession, growing inequalities and the climate crisis.


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UNESCO is dedicating this year's International Day to girls and women in Afghanistan who have been deprived of their right to education. It is calling for the immediate lifting of the ban restricting their access to education.

History

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom. Plato founded the Academy in Athens, the first institution of higher learning in Europe. The city of Alexandria in Egypt, established in 330 BCE, became the successor to Athens as the intellectual cradle of Ancient Greece. There, the great Library of Alexandria was built in the third century BCE. European civilizations suffered a collapse of literacy and organization following the fall of Rome in CE 476.

The Aztecs had schools for the noble youths called Calmecac where they would receive rigorous religious and military training. The Aztecs also had a well-developed theory about education, which has an equivalent word in Nahuatl called *tlacahuapahualiztli*. It means "the art of raising or educating a person", or "the art of strengthening or bringing up men". This was a broad conceptualization of education, which prescribed that it begins at home, supported by formal schooling, and reinforced by community living. Historians cite that formal education was mandatory for everyone regardless of social class and gender. There was also the word *neixtlamachiliztli*, which is "the act of giving wisdom to the face." These concepts underscore a complex set of educational practices, which was oriented towards communicating to


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the next generation the experience and intellectual heritage of the past for the purpose of individual development and his integration into the community.

After the Fall of Rome, the Catholic Church became the sole preserver of literate scholarship in Western Europe. The church established cathedral schools in the Early Middle Ages as Centres of advanced education. Some of these establishments ultimately evolved into medieval universities and forebears of many of Europe's modern universities. During the High Middle Ages, Chartres Cathedral operated the famous and influential Chartres Cathedral School. The medieval universities of Western Christendom were well-integrated across all of Western Europe, encouraged freedom of inquiry, and produced a great variety of fine scholars and natural philosophers, including Thomas Aquinas of the University of Naples, Robert Grosseteste of the University of Oxford, an early expositor of a systematic method of scientific experimentation, and Saint Albert the Great, a pioneer of biological field research. Founded in 1088, the University of Bologna is considered the first, and the oldest continually operating university.

Elsewhere during the Middle Ages, Islamic science and mathematics flourished under the Islamic caliphate which was established across the Middle East, extending from the Iberian Peninsula in the west to the Indus in the east and to the Almoravid Dynasty and Mali Empire in the south.

The Renaissance in Europe ushered in a new age of scientific and intellectual inquiry and appreciation of ancient Greek and Roman civilizations. Around 1450, Johannes Gutenberg developed a printing press, which allowed works of literature to spread more quickly. The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread out across the globe. Missionaries and scholars also brought back new ideas from other civilizations – as with the Jesuit China missions who played a significant role in the


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transmission of knowledge, science, and culture between China and Europe, translating works from Europe like Euclid's Elements for Chinese scholars and the thoughts of Confucius for European audiences. The Enlightenment saw the emergence of a more secular educational outlook in Europe. Much of modern traditional Western and Eastern education is based on the Prussian education system.

In most countries today, full-time education, whether at school or otherwise, is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

Development goal

Joseph Chimombo pointed out education's role as a policy instrument, capable of instilling social change and economic advancement in developing countries by giving communities the opportunity to take control of their destinies. The 2030 Agenda for Sustainable Development, adopted by the United Nations (UN) General Assembly in September 2015, calls for a new vision to address the environmental, social and economic concerns facing the world today. The Agenda includes 17 Sustainable Development Goals (SDGs), including SDG 4 on education.

Since 1909, the percentage of children in the developing world attending school has increased. Before then, a small minority of boys attended school. By the start of the twenty-first century, the majority of children in most regions of the world attended some form of school. By 2016, over 91 percent of children are enrolled in formal primary schooling. However, a learning crisis has emerged across the globe, due to the fact that a large proportion of students enrolled in school are not learning. A World Bank study found that "53 percent of children in low- and


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middle-income countries cannot read and understand a simple story by the end of primary school." While schooling has increased rapidly over the last few decades, learning has not followed suit.

Internationalisation

Nearly every country now has universal primary education. Similarities – in systems or even in ideas – that schools share internationally have led to an increase in international student exchanges. The European Socrates-Erasmus Programme facilitates exchanges across European universities. The Soros Foundation provides many opportunities for students from central Asia and eastern Europe. Programs such as the International Baccalaureate have contributed to the internationalization of education. The global campus online, led by American universities, allows free access to class materials and lecture files recorded during the actual classes.

The Programme for International Student Assessment and the International Association for the Evaluation of Educational Achievement objectively monitor and compare the proficiency of students from a wide range of different nations.

The internationalization of education is sometimes equated by critics with the westernization of education. These critics say that the internationalization of education leads to the erosion of local education systems and indigenous values and norms, which are replaced with Western systems and cultural and ideological values and orientation.

Technology in developing countries

Technology plays an increasingly significant role in improving access to education for people living in impoverished areas and developing countries. However, lack of technological advancement is still causing barriers with regards to quality and access to education in developing

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countries. Charities like One Laptop per Child are dedicated to providing infrastructures through which the disadvantaged may access educational materials.

The OLPC foundation, a group out of MIT Media Lab and supported by several major corporations, has a stated mission to develop a \$100 laptop for delivering educational software. The laptops were widely available as of 2008. They are sold at cost or given away based on donations.

In Africa, the New Partnership for Africa's Development (NEPAD) has launched an "e-school program" to provide all 600,000 primary and high schools with computer equipment, learning materials and internet access within 10 years. An International Development Agency project called nabuur.com, started with the support of former American President Bill Clinton, uses the Internet to allow co-operation by individuals on issues of social development.

India is developing technologies that will bypass land-based telephone and Internet infrastructure to deliver distance learning directly to its students. In 2004, the Indian Space Research Organisation launched EDUSAT, a communications satellite providing access to educational materials that can reach more of the country's population at a greatly reduced cost.

Funding in developing countries

A survey of literature of the research into low-cost private schools (LCPS) found that over a five-year period ending in July 2013, debate around LCPSs to achieving Education for All (EFA) objectives was polarized and finding growing coverage in international policy. The polarization was due to disputes around whether the schools are affordable for the poor, reach disadvantaged groups, provide quality education, support or undermine equality, and are financially sustainable. The report examined the main challenges encountered by development



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organizations which support LCPSs. Surveys suggest these types of schools are expanding across Africa and Asia. This success is attributed to excess demand. These surveys found concern for

- **Equity**

This concern is widely found in the literature, suggesting the growth in low-cost private schooling may be exacerbating or perpetuating already existing inequalities in developing countries, between urban and rural populations, lower- and higher-income families, and between girls and boys. The report findings suggest that girls may be under represented and that LCPS are reaching low-income families in smaller numbers than higher-income families.

- **Quality and educational outcomes**

It is difficult to generalize about the quality of private schools. While most achieve better results than government counterparts, even after their social background is taken into account, some studies find the opposite. Quality in terms of levels of teacher absence, teaching activity, and pupil to teacher ratios in some countries are better in LCPSs than in government schools.

- **Choice and affordability for the poor**

Parents can choose private schools because of perceptions of better-quality teaching and facilities, and an English language instruction preference. Nevertheless, the concept of 'choice' does not apply in all contexts, or to all groups in society, partly because of limited affordability (which excludes most of the poorest) and other forms of exclusion, related to caste or social status.

- **Cost-effectiveness and financial sustainability**

There is evidence that private schools operate at low cost by keeping teacher salaries low, and their financial situation may be precarious where they are reliant on fees from low-income households.

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The report showed some cases of successful voucher where there was an oversupply of quality private places and an efficient administrative authority and of subsidy programs. Evaluations of the effectiveness of international support to the sector are rare. Addressing regulatory ineffectiveness is a key challenge. Emerging approaches stress the importance of understanding the political economy of the market for LCPS, specifically how relationships of power and accountability between users, government, and private providers can produce better education outcomes for the poor.

Pedagogy

Pedagogy is often defined as the study or science of teaching methods. It investigates how the aims of education, like the transmission of knowledge or fostering skills and character traits, can be realized. It is particularly interested in the methods and practices used for teaching in regular schools and some researchers restrict it to this domain. But in a wider sense, it covers all types of education, including forms of teaching outside schools. In this general sense, it explores how teachers can bring about experiences in learners to advance their understanding of the studied topic and how the learning itself takes place.

A great variety of pedagogical theories is discussed in the academic literature. Mental-discipline theories date back all the way to ancient Greek. They see education as a form of training to help the learner improve their intellectual capacities. They often start from a certain ideal of what educated people should be like and formulate their teaching methods accordingly. Naturalist theories assume that there is already an inborn natural tendency in children to develop in a certain way. The teaching process is then organized in such a manner as to ensure that these tendencies and potentials are fully actualized. Herbartianism divides the educational process into different phases and investigates how to best realize each phase. The initial phase consists of preparation before the actual teaching happens. During the teaching itself, new ideas are first presented to the learner and then associated to ideas with which the learner is already familiar. In


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later phases, the understanding shifts to a more general level behind the specific instances and the ideas are then put into concrete practice. According to the international consortium known as *the New London Group*, there are four central components to pedagogy. In *situated practice*, learning takes place by practically engaging in real-life situations. *Overt instruction* is closer to classical forms of teaching and aims at helping the learner construct new knowledge based on their experiences and pre-existing knowledge. In *critical framing*, learners reflect on and critically analyze what they learned earlier. *Transformed practice* involves putting into practice what they learned previously, usually in new contexts and sometimes in the form of teaching others.

Various learning theories are also discussed in pedagogy. They try to understand how learning happens and propose teaching methods according to these findings. According to apperception or association theories, the mind is initially a blank slate and learns about the world by forming associations between ideas and experiences. Education tries to ensure that the right associations are formed. Behaviorism understands learning as a form of conditioning. This happens by presenting the learner with a stimulus, associating this stimulus with the desired response, and solidifying this stimulus-response pair.

There are many specific teaching methods available. Which one is most efficient in a particular case depends on various factors, like the subject matter as well as the learner's age and competence level. For this reason, students are often organized by age, competence, specialization, and native language into different classes and grades to ensure a productive learning process. Different subjects frequently use very different approaches: for example, methods focusing on verbal learning are common in language education while mathematical education is about abstract and symbolic thinking together with deductive reasoning. One central requirement for teaching methodologies is to make certain that the learner remains motivated, for example, because of interest and curiosity or through external rewards. Another component of many teaching methodologies is to include some form of test or assessment to ensure that the

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learner is making progress and to change the chosen method if necessary. An important pedagogical aspect in many forms of modern education is that each particular lesson is part of a larger educational enterprise governed by a syllabus, often covering several months or years. A further pedagogical factor concerns the instructional media used, such as books, worksheets, and audio-visual recordings as well as computer-assisted instruction.

Personal Development

Education can also be a useful tool in personal development. This can include activities such as learning new skills, creating a personal development plan (PDP), developing talents, creating human capital, developing spiritually, or improving self-knowledge. Even the action of teaching others can help improve oneself.

Learning modalities

There has been much interest in learning modalities and styles over the last two decades. The most commonly employed learning modalities are:

- Visual: learning based on observation and seeing what is being learned.
- Auditory: learning based on listening to instructions/information.
- Kinesthetic: learning based on movement, e.g. hands-on work and engaging in activities.

Other commonly employed modalities include musical, interpersonal, verbal, logical, and intrapersonal.

Dunn and Dunn focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as Joseph Renzulli recommended


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varying teaching strategies. Howard Gardner identified a wide range of modalities in his Multiple Intelligences theories. The Myers-Briggs Type Indicator and Keirsey Temperament Sorter, based on the works of Jung, focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment. The work of David Kolb and Anthony Gregorc's Type Delineator follows a similar but more simplified approach.

Some theories propose that all individuals benefit from a variety of learning modalities, while others suggest that individuals may have preferred learning styles, learning more easily through visual or kinesthetic experiences. A consequence of the latter theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Guy Claxton has questioned the extent that learning styles such as Visual, Auditory and Kinesthetic(VAK) are helpful, particularly as they can have a tendency to label children and therefore restrict learning. Recent research has argued, "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."

Mind, brain, and education

Educational neuroscience is an emerging scientific field that brings together researchers in cognitive neuroscience, developmental cognitive neuroscience, educational psychology, educational technology, education theory and other related disciplines to explore the interactions between biological processes and education. Researchers in educational neuroscience investigate the neural mechanisms of reading, numerical cognition, attention, and their attendant difficulties including dyslexia, dyscalculia, and ADHD as they relate to education. Several academic institutions around the world are beginning to devote resources to the establishment of educational neuroscience research.


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Philosophy

As an academic field, philosophy of education is "the philosophical study of education and its problems its central subject matter is education, and its methods are those of philosophy". "The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be meta disciplinary in the sense of being concerned with the concepts, aims, and methods of the discipline." As such, it is both part of the field of education and a field of applied philosophy, drawing from fields of metaphysics, epistemology, axiology and the philosophical approaches (speculative, prescriptive or analytic) to address questions in and about pedagogy, education policy, and curriculum, as well as the process of learning, to name a few. For example, it might study what constitutes upbringing and education, the values and norms revealed through upbringing and educational practices, the limits and legitimization of education as an academic discipline, and the relation between education theory and practice.

Purpose

There is no broad consensus as to what education's chief aim or aims are or should be. Different places, and at different times, have used educational systems for different purposes. The Prussian education system in the 19th century, for example, wanted to turn boys and girls into adults who would serve the state's political goals.

Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values.


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The purpose of education in a given time and place affects who is taught, what is taught, and how the education system behaves. For example, in the 21st century, many countries treat education as a positional good. In this competitive approach, people want their own students to get a better education than other students. This approach can lead to unfair treatment of some students, especially those from disadvantaged or marginalized groups. For example, in this system, a city's school system may draw school district boundaries so that nearly all the students in one school are from low-income families, and that nearly all the students in the neighboring schools come from more affluent families, even though concentrating low-income students in one school results in worse educational achievement for the entire school system.

Curriculum

In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, **curriculum** stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is formally taught, either at the university – or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous.



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Photo of International day of education on 24.01.2022



Photo of International day of education on 24.01.2022

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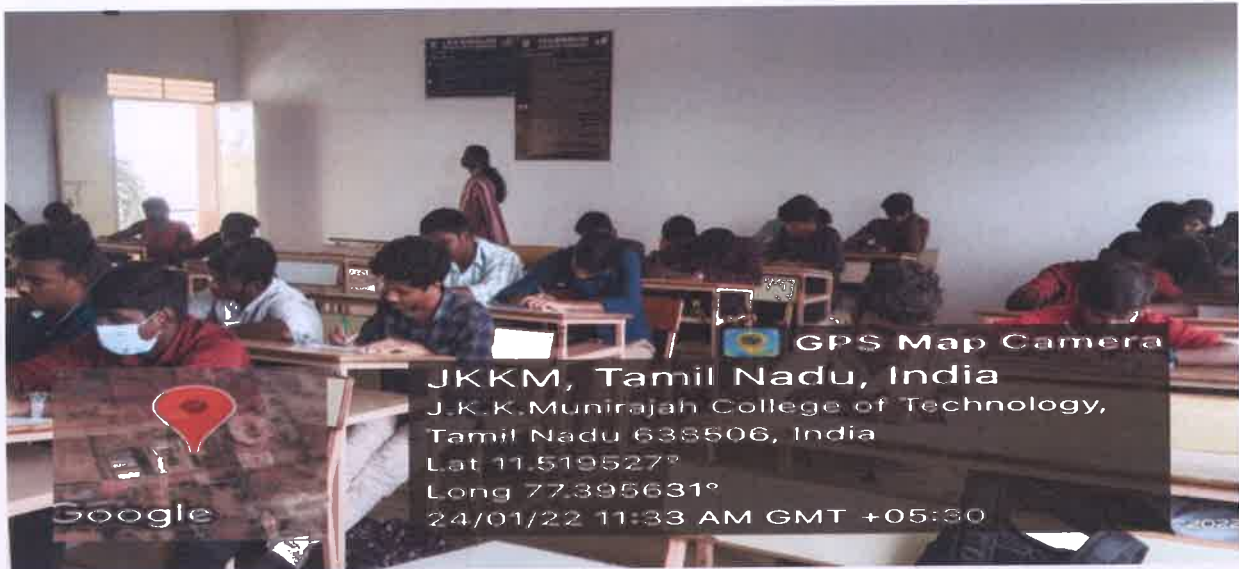


Photo of International day of education on 24.01.2022



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NATIONAL VOTER'S DAY


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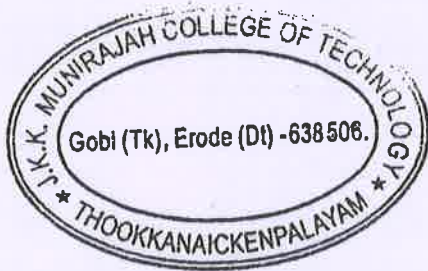


JKKMCT/CIRCULAR/JAN-2021

22/01/2022

CIRCULAR

All the students and staffs are hereby informed that “NATIONAL VOTERS DAY” in our college on 25.01.2022 at JKKMCT seminar hall on 11Am. All the Students and Faculty members are informed to attend the function.



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**All the HOD's and Staff Members,
All the Students,
Notice Board,
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National

VOTER'S DAY

Jan 25 2022

Chairman

Mrs.J.K.K. VASANTHAKUMARI MUNIRAJAH

Secretary

Mrs.KASTHURIPRIYA KIRUPAKAR MURALI M.B.A.,

Research Director

Dr.K.KIRUPAKAR MURALI B.Tech., M.S.,Ph.D.,

Principal

Dr.K.SRIDHARAN ME., M.B.A., Ph.D.,MISTE

Organized by

**NSS Team & EEE Department
All Faculty Members & All Students**

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8. NATIONAL VOTERS DAY

Event Organized by	JKKMCT
Name of Event Organized	National Voters Day
Date of the Event	25.01.2022
Venue	JKKMCT- T.N.Palayam

NATIONAL SERVICE SCHEME

NSS Activity: NATIONAL VOTERS DAY (25.01.2022)

On behalf of "NATIONAL VOTERS DAY"- 25th January, 2022 our college has organized a national voter's day pledge on 4th February, 2022 in our college campus at J.K.K. Munirajah College of Technology.

The "NATIONAL VOTERS DAY"- was held in the presence of our respected principal J.K.K. Munirajah College of Technology.

On that day our students and staff members had taken "The Voter's Pledge" in our seminar hall at J.K.K. Munirajah College of Technology. The day aims to spread awareness about the necessity of voting and to encourage the young generation towards voting rights.

Our YRC students and NSS students were participated in that various events conducted by out college.

In order to encourage more young voters to take part in the political process, Government of India has decided to celebrate January 25 every year as "National Voters' Day". It has been started from 25 January 2011 to mark the foundation day of Election Commission of India. A meeting of the Union Cabinet, chaired by Prime Minister Manmohan Singh, approved a Law Ministry proposal to this effect, Information and Broadcasting Minister Ambika Soni told reporters. In this day rallies in government campus were going on.

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By Observing the new voters, who have attained the age of 18 years, were showing less interest in getting enrolled in the electoral rolls, she said the level of their enrolment was as low as 20 to 25 per cent in certain cases.

"In order to effectively deal with this problem, the Election Commission has decided to take up a vigorous exercise to identify all eligible voters attaining the age of 18 years as of January 1 every year in each of the 8.5 lakh polling stations across the country," she said. Such eligible voters would be enrolled on time and handed over their Electoral Photo Identity Card (EPIC) on January 25 every year, Soni said, adding this initiative is expected to give the youth a sense of empowerment, pride and inspire them to exercise their franchise.

The new voters would be provided with a badge with its logo "Proud to be a voter - Ready to vote", she said. The theme of NVD 2016 is 'Inclusive and qualitative participation' reiterating the commitment towards reaching out to the last voter and promoting informed and ethical voting. The slogan 'No Voter to be left behind' has been coined to further emphasis the focus on inclusiveness. The National Awards are being conferred for excellence, proficiency and innovation in election processes and procedures. These awards recognize contribution by election machinery, government department/ agency/ PSU, CSO and media said. The greatest joy is seen in young voters of India.

On the fourth National Voters Day, a disability activist Satendra Singh's RTI caught Election Commission of India off-guard when they were found violating Supreme Court orders to enfranchise voters with disability.

A program was organized by the NSS unit of the college on 25/01/2021. The event commenced at 10 AM and went on till 3 PM. The main motto of the program was to popularizing electoral participation and disseminating information about electoral processes. It also focuses on all activities meant to generate voter awareness, there by leading to voter empowerment and eventually strengthening participatory democracy in India, with particular emphasis on


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participation of youth. The staff members and NSS students of the college were actively involved in the program.

The NSS volunteers have taken an initiative to organize a program of popularizing Electoral participation and disseminating information about electoral processes on 25/01/2021. These are the events planned. The volunteers will work in the span of 5 hours we are starting the program by 10AM in the morning by creating awareness inside the college. All the volunteers will be

- Generates awareness about the process of voter registration, Importance of voting
- Recognizes the performance of the Election functionaries during non-election periods

The theme for this year's National Voter's day, '**Making Our Voters Empowered, Vigilant, Safe and informed**', envisages active and participative voters during elections. It also focuses on ECI's commitment towards conducting elections safely during the COVID-19 pandemic.



Photos of National Voters day at JKKMCT on 04.02.2022



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Photos of National Voters day at JKKMCT on 04.02.2022



Photos of National Voters day at JKKMCT on 04.02.2022

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Photos of National Voters day Pledge at JKKMCT on 04.02.2022



Photos of National Voters day Pledge at JKKMCT on 04.02.2022

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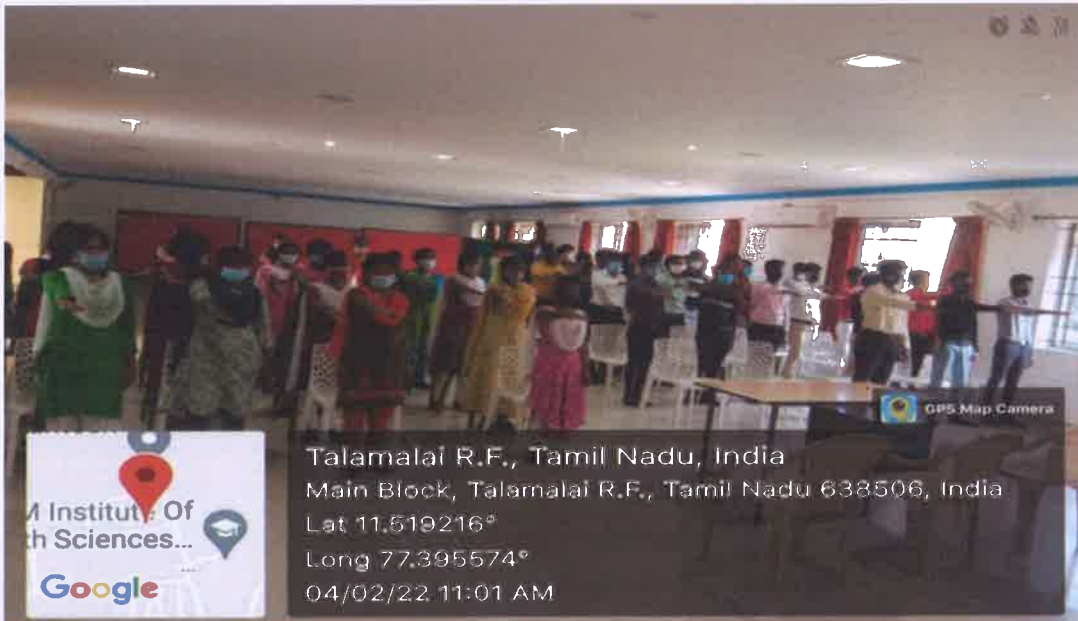
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Photos of National Voters day Pledge at JKKMCT on 04.02.2022



Photos of National Voters day Pledge at JKKMCT on 04.02.2022

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NATIONAL FREEDOM DAY


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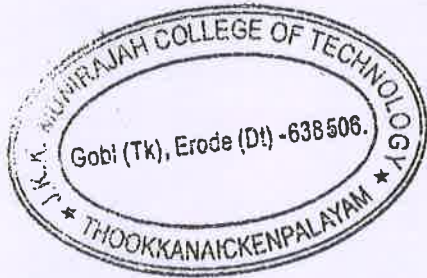


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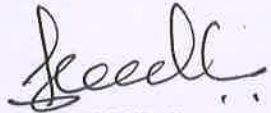
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All the students and staffs are hereby informed that “NATIONAL FREEDOM DAY” in our college on 01.02.2022 at JKKMCT seminar hall on 10Am. All the Students and Faculty members are informed to attend the function.



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9. NATIONAL FREEDOM DAY

Event Organized by	JKKMCT
Name of Event Organized	Freedom Day
Date of the Event	01.02.2022
Venue	JKKMCT- T.N.Palayam

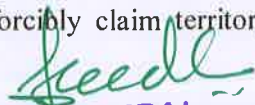
On behalf of “FREEDOM DAY” our college organized a Freedom day on 2nd FEB, 2022 in our college campus at J.K.K.Munirajah College of Technology.

The “FREEDOM DAY”- was held in the presence of our respected principal J.K.K.Munirajah College of Technology.

National Freedom Day is a United States observance on February 1 honoring the signing by President Abraham Lincoln of a joint House and Senate resolution that later was ratified as the 13th Amendment to the U.S. Constitution

World Freedom Day, we remember the fall of the Berlin Wall and recall the hope felt around the world when freedom triumphed over tyranny. For decades, the Soviet Union ruled Central and Eastern Europe with an iron fist behind an Iron Curtain. But on that cold November night in 1989, the Berlin Wall fell, and East and West Berliners came together to send a clear message: the darkness that drives autocracy can never extinguish the flame of liberty that lights the souls of free people everywhere. Today, we reflect upon the power of people yearning for democracy and once again rededicate ourselves to the same cause.

Over the last 30 years, the forces of autocracy have been revived across the globe — exhibiting their contempt for the rule of law, for human rights and fundamental freedoms, and for truth itself. Russia’s unjust war against Ukraine, and its attempts to forcibly claim territory


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through brutal violence and sham reference, is the latest battle in a long struggle between liberty and repression — between a rules-based order and one governed by brute force. We are reminded

Once again that democracy is never guaranteed. We have to defend it, protect it, and stand up for it always.

The United States will be unabashed in promoting our vision of a free, open, secure, and prosperous world in the face of autocratic attempts to forge a darker path. The future will be won by countries where members of religious and ethnic minorities can live without harassment, where people can love freely without being targeted with violence, where privacy is respected and personal liberties are inalienable, and where citizens can vote freely and have that vote counted. We will continue investing in developing countries to help them drive down poverty, shore up critical infrastructure, and unleash the full potential of their populations.

We will continue marshaling security, humanitarian, and economic support to Ukraine, strengthening its hand militarily and diplomatically as it defends against Russian aggression. At home, I am determined to ensure that democracy continues delivering for our people — making lives better in meaningful, concrete ways.

To all the people around the world striving toward a better future — a future rooted in democracy and fundamental freedoms, hope and light, decency and dignity — the United States stands with you. From the Ukrainian soldiers fighting for their nation's very existence, to the brave women of Iran organizing to secure their human rights and fundamental freedoms, the people of Burma demanding democracy in the face of brutal violence, and the Cuban citizens standing up against oppression — the courage and commitment that helped bring down the Berlin Wall remains alive and powerful around the world today. History shows us that it is from the


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darkest moments that the greatest progress follows. That is true thanks to brave people who are bending the arc of history toward a freer and more just world.



Photos of Freedom Day on 01.02.2022

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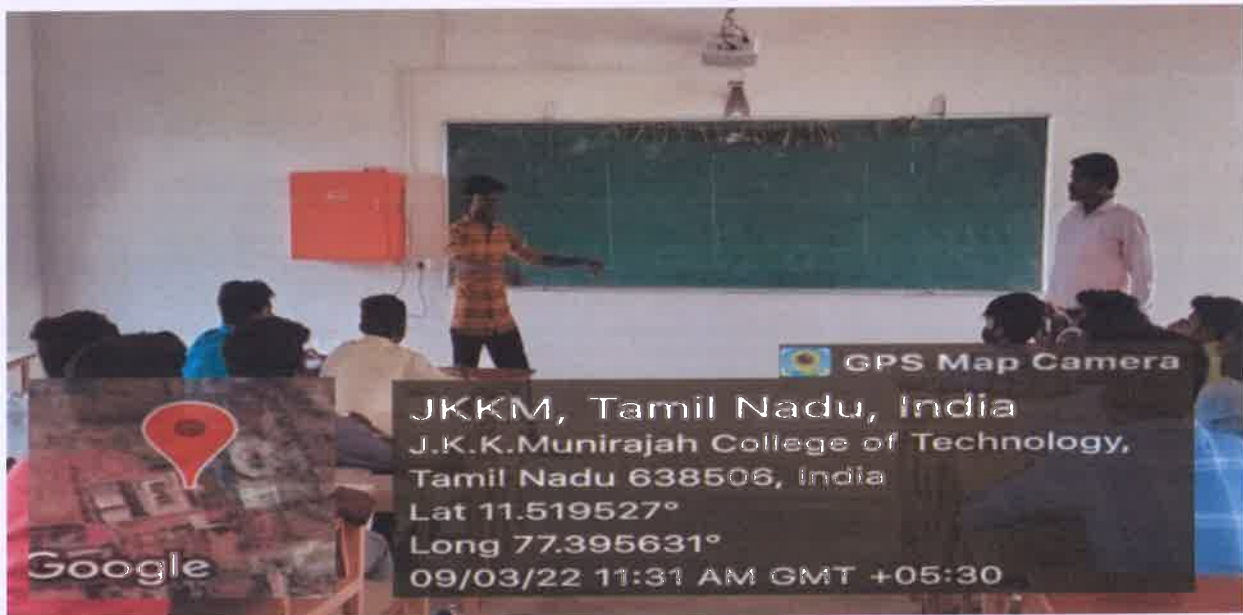
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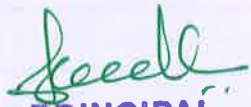
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Photos of Freedom Day on 01.02.2022



Photos of Freedom Day on 01.02.2022


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EVP AWARENESS PROGRAM

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JKKMCT/CIRCULAR/MARCH-2021

02/03/2022

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All the students and staffs are hereby informed that **EVP Awareness Program** in our college on 09.03.2022 at JKKMCT seminar hall on 10am. All the Students and Faculty members are informed to attend the function.



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10. EVP AWARENESS PROGRAM

Event Organized by	NSS-JKKMCT
Name of Event Organized	EVP AWARENESS PROGRAMM
Date of the Event	09.03.2022
Venue	T.N. Palayam

The EVP for the post pandemic workforce must orient toward employees as people, not workers; provide an exceptional life, not work, experience; and focus on the feelings, not just the features that match employee needs.

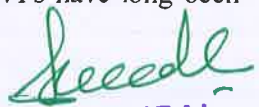
Pandemic has changed the relationship between people and their work, and the employee value proposition (EVP) must evolve to reflect these changes.

Organizations today spend an average of \$2,500 per employee on employee experience every year, and such investments are expected to continue.

Attempts to modernize the EVP typically add on features — from up skilling workers to keep up with emerging digital skills to offering pet insurance. These efforts are costly and are not yielding the expected benefits. Employee engagement hasn't improved tangibly since 2016 — and then came COVID-19.

Conventional employee value proposition is on shaky ground

Persistent **engagement** and attraction challenges, and the human crises of 2020, have proven that the management principles underlying the EVP are outdated. EVPs have long been


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managed with three principles in mind: defined around employees, designed to provide an exceptional employee experience and focused on delivering features that match employee needs.

“Clearly, this traditional approach to employee value proposition is falling short,” adds Valencia. Recent Gartner research of 5,000 employees and 85 HR leader interviews on EVP practices, challenges and solutions indicates that the problem could be too much focus on “what we give employees” rather than “why.”

Here are some telling signals that point to deepening weakness in traditional EVP

- **Engagement**

Which drives both performance and retention outcomes, has remained relatively flat since 2016.

- **Attraction**

Only 29% of functional leaders report they have all the talent they need to meet current performance requirements. This challenge is especially pronounced in the most competitive areas of the labor market, such as IT and data science roles.

- **Intent to stay**

Only 23% of HR leaders believe most **employees will continue** working in their current organization after the pandemic ends.

- **EVP satisfaction**

Only 31% of HR leaders think their employees are satisfied with the EVP, and 65% of candidates report they have actually discontinued a hiring process due to an unattractive EVP.

HR leaders must evolve their EVP management by delivering a more **human deal** centered around the whole person, designed to provide an **exceptional life experience** and focused on the

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feelings and features that match employee needs. The new human deal comprises five components: deeper connections, radical flexibility, personal growth, holistic well-being and shared purpose.

An **EVP awareness programme** was held in our college campus on 09.03.2022 for students regarding the Electors verification programme was mainly conducted for the young voters to understand EVP and in depth presentation on the various

EVP processes and its purpose and objectives followed by the registration process in EVP and how to use EVP website and to verify their own details give feedback on polling stations in regards to various facilities, listing to family and enrolled members.

This programme was held in the presence of our respected Principal, Vice Principal Mr. Thangaraj, R.I. Gobichettipalyam and Mr. Ravindran, VAO, T.N. Palayam.



Photo of EVP Awareness on 09.03.2022

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Photo of EVP Awareness on 09.03.2022

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INTERNATIONAL DAY OF MATHEMATICS


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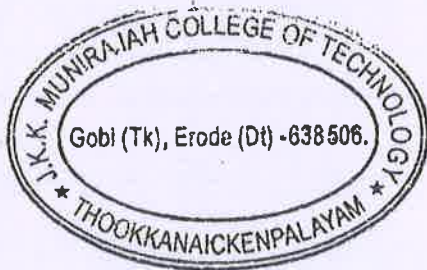


JKKMCT/CIRCULAR/MARCH-2021

11/03/2022

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All the students and staffs are hereby informed that **International day of Mathematics** in our college on 14.03.2022 at JKKMCT seminar hall on 10am. All the Students and Faculty members are informed to attend the function.



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INTERNATIONAL DAY OF MATHEMATICS

March 14, 2022 at 10 am

Chairman

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Secretary

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Research Director

Dr.S.KIRUPAKAR MURALI B.Tech., M.S., Ph.D.,

Principal

Dr.K.SRIDHARAN ME., M.B.A., Ph.D., MISTE.,

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11. INTERNATIONAL DAY OF MATHEMATICS

Event Organized by	S&H-MATHEMATICS
Name of Event Organized	International day of mathematics
Date of the Event	14.03.2022
Venue	T.N. Palayam

On behalf of “INTERNATIONAL DAY OF MATHEMATICS” our college organized a International day of Mathematics on 14th March, 2022 in our college campus at J.K.K.Munirajah College of Technology.

The “FREEDOM DAY”- was held in the presence of our respected principal J.K.K.Munirajah College of Technology.

Our Students were participated in speech, Quiz and Memory Related Games.

Our all Departments CSE, IT, ECE, EEE, MECH, CIVIL and AUTO Students were participated in that programme.

The International Day of Mathematics (IDM) is a worldwide celebration. Each year on March 14 all countries will be invited to participate through activities for both students and the general public in schools, museums, libraries and other spaces.

The theme was proposed by **Marco Zarco Rotairo** of the Trece Martires City National High School at Indang, Cavite, Philippines.

“I believe that Mathematics should be for everyone because all of us have mathematical ability, but only with varying extent and degree. Also, we must let everyone enjoy the wonders of Mathematics. The notion that Mathematics is only for the gifted and the genius must change.”



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Others also proposed this theme, with slight variations in the wording. **Blanca Margarita Parra Mosqueda**, from ENES León, UNAM, Mexico, says:

“Everyone needs mathematics in every aspect of their life. It is not only for specialized professional issues; it is not only for those who have a supposed gift. It is for everyone, every day.”

According to **Fin McLaughlin** from Cabot Learning Federation, Bristol, UK:

“Many see themselves as not being mathematical or that maths is not for them and yet it is for everyone and everyone is capable of thinking mathematically.”

Luis Miguel Paz Corrales, from Universidad Pedagógica Nacional Francisco Morazan, Langue, Valle, Honduras, adds:

“In my opinion, access to mathematics should be democratized for everyone. Because traditionally, it has been believed that it is only for those who possess certain types of problem-solving skills. And research, mainly in Mathematics Education, has shown that Mathematics is compulsory all over the world because it contributes to the formation of competent citizens.”

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Photo of International day of Mathematics on 14.03.2022



Photo of International day of Mathematics on 14.03.2022

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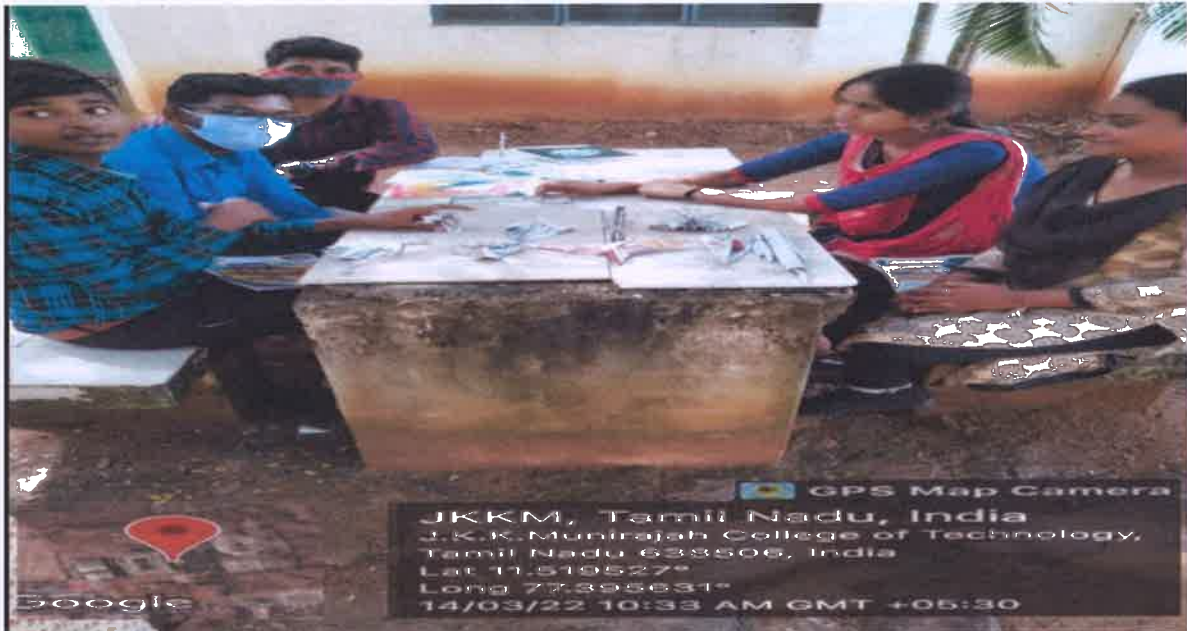


Photo of International day of Mathematics on 14.03.2022



Photo of International day of Mathematics on 14.03.2022

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Photo of International day of Mathematics on 14.03.2022



Photo of International day of Mathematics on 14.03.2022

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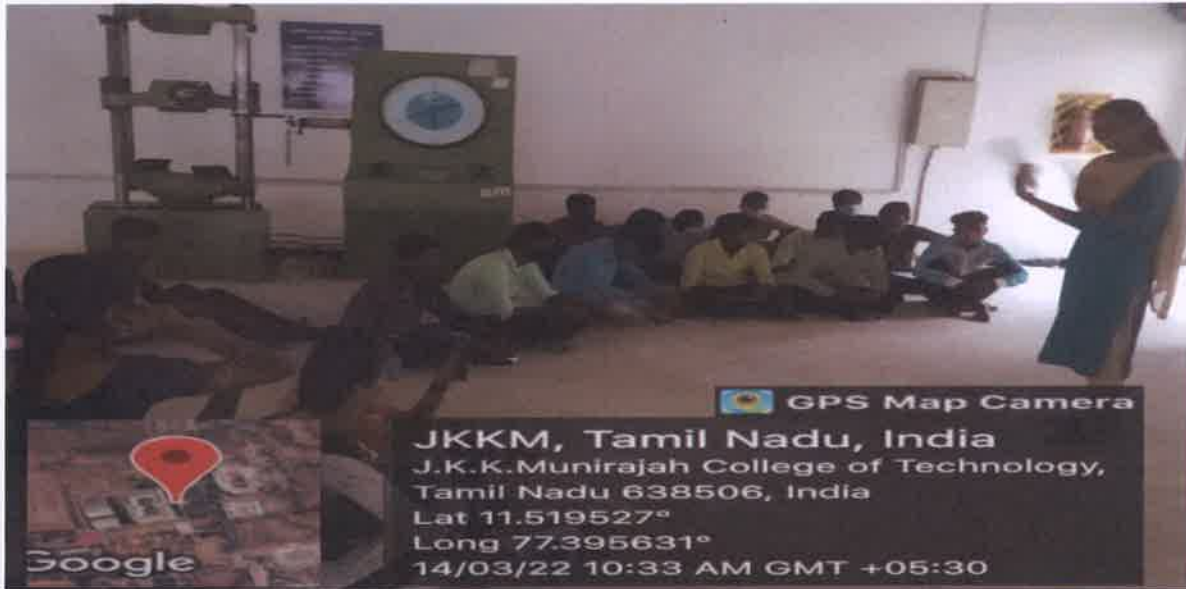


Photo of International day of Mathematics on 14.03.2022

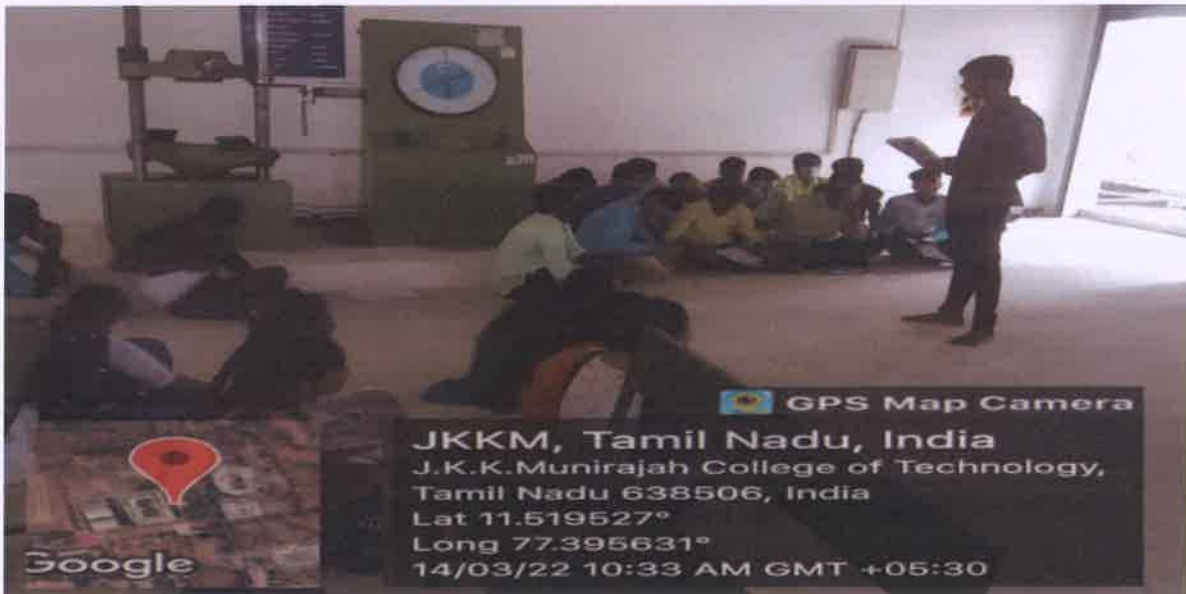


Photo of International day of Mathematics on 14.03.2022

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