

St. Joseph College of Teacher Education for Women Ernakulam



CRITERION IV

4.2: Library as a Learning Resource

4.2.2 : Remote Access to E-Resources

Submitted to

National Assessment and Accreditation Council (NAAC)

3rd Cycle of Assessment



ST.JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM KOCHI-682035, KERALA

4.2.3: Screenshot of Access pages of E-Resources

Sl.no	Library Automation	Page No.
1	NLIST	3
2	E-Journals	4-7
3	E-Books	8-20
4	Other free E-Resources	21-50



College Admin Login Licences and Fair Use

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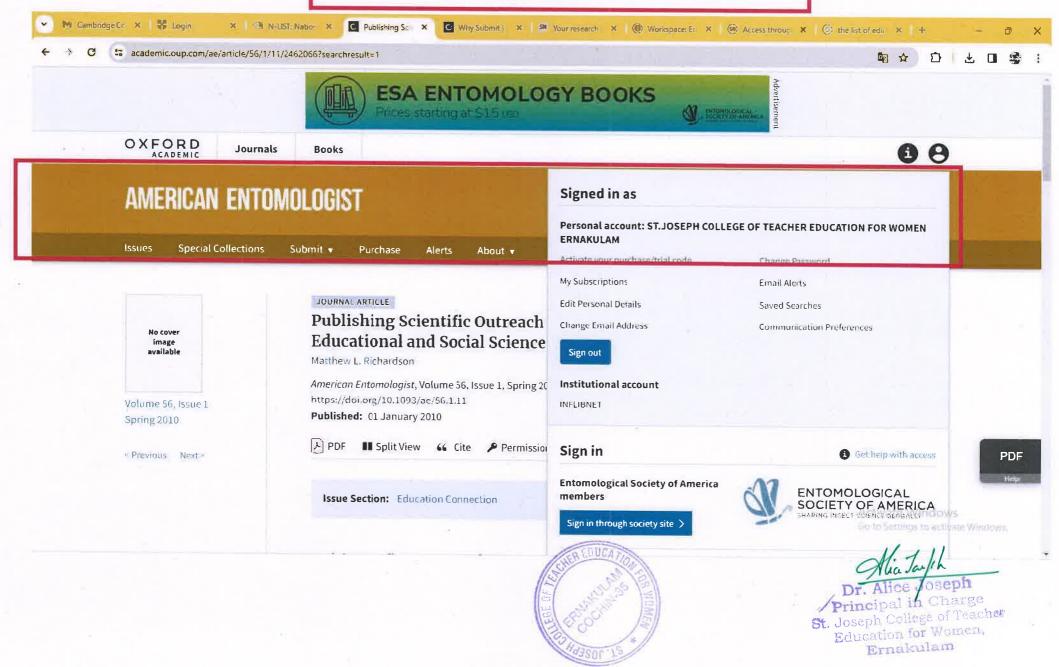
Users List



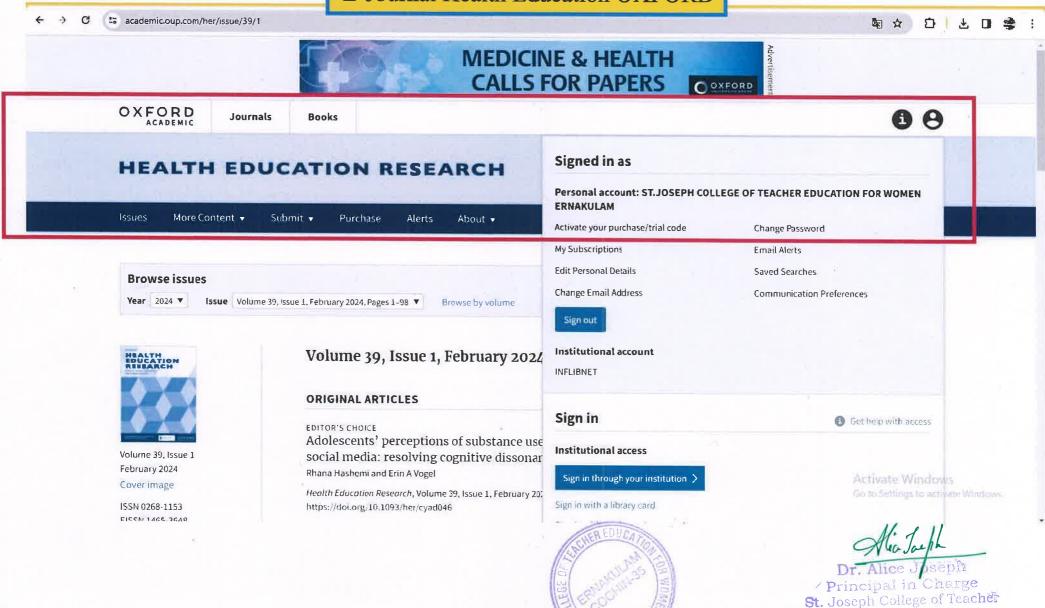
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E -Journal - American Entomologist

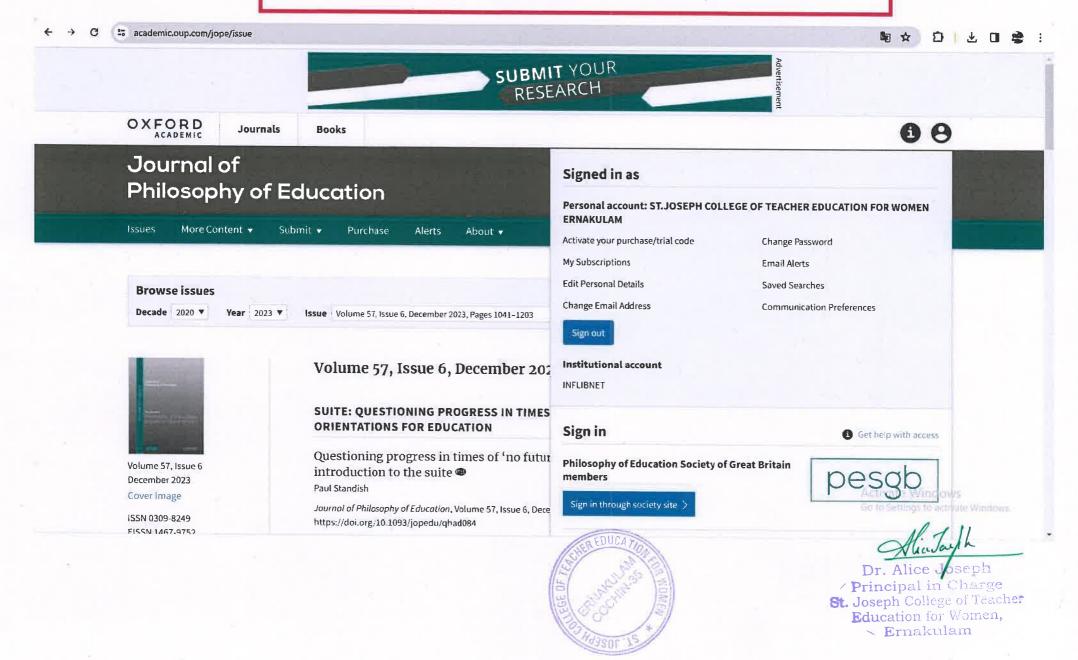


E-Journal Health Education OXFORD

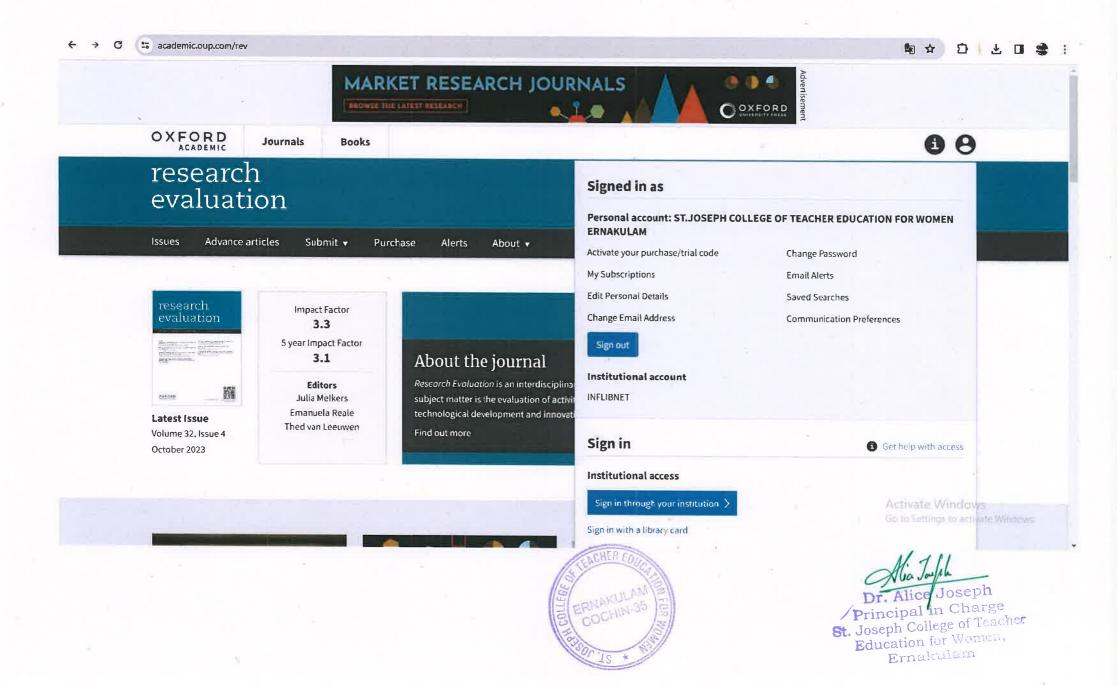


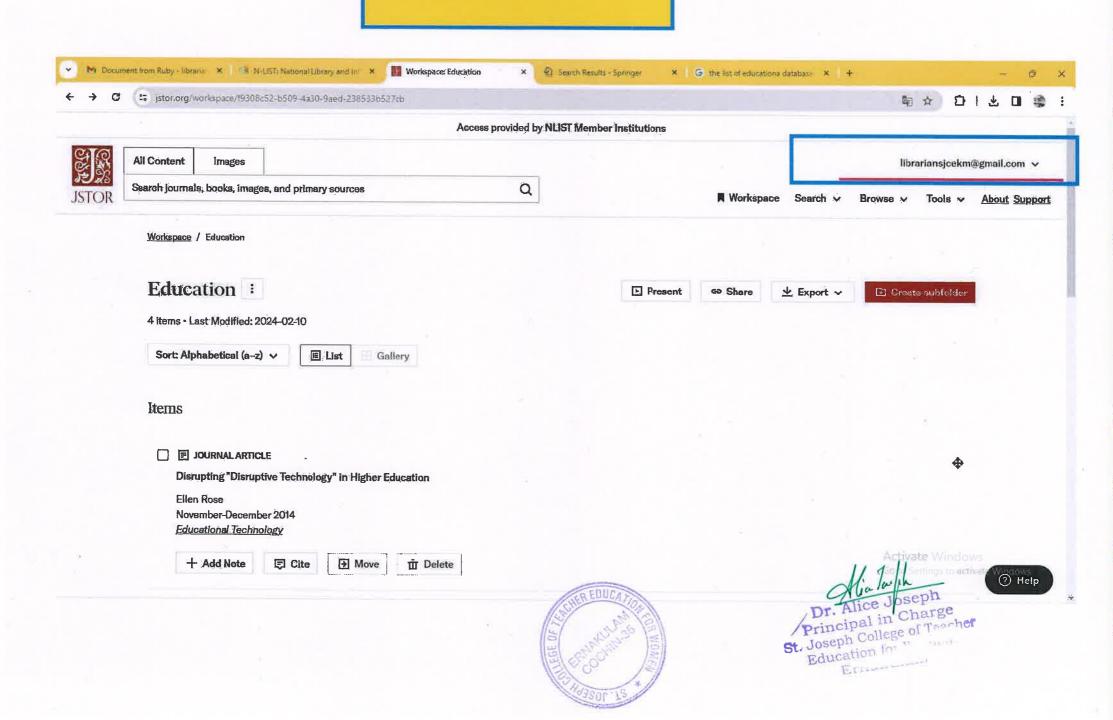
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E-Journal - Journal of Philosophy of Education



E Journal - Research Evaluation

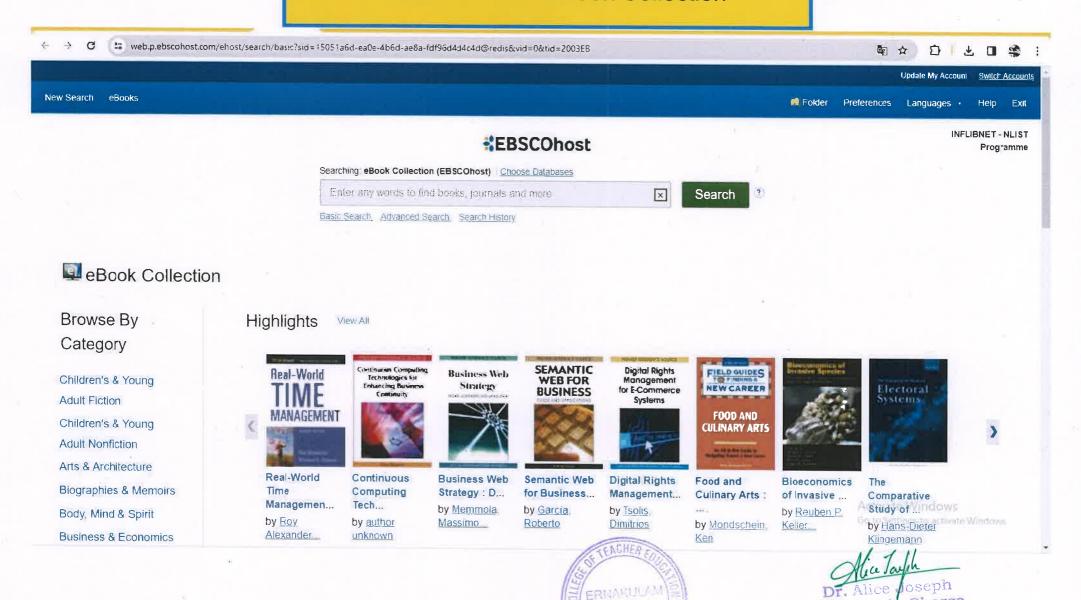




E Books From EBSCOhost



EBSCO host - EBook Collection

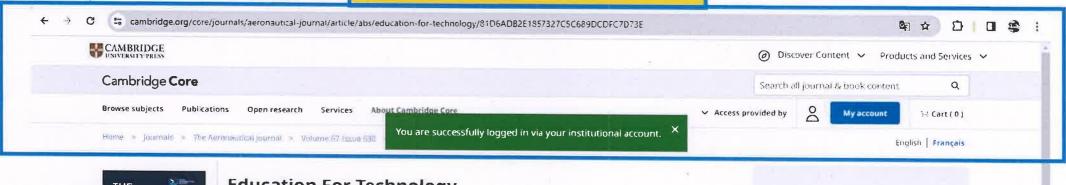


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E-Book From Cambridge Core





The Aeronautical
Journal

Article contents

Abstract

Education For Technology

Published online by Cambridge University Press: 04 July 2016

H.R.H. The Duke of Edinburgh, K.G.

Metrics

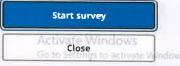
Abstract

Article

The First Handley Page Memorial Lecture, organised jointly by the Cranfield Society and the Royal Aeronautical Society, was given by His Royal Highness The Duke of Edinburgh, K.G., at the College of Aeronautics, Cranfield, on 21st May 1963 before an audience of some 1500. The Chair was taken by Sir Harold Roxbee Cox, Ph.D., D.I.C., D.Sc, B.Sc.(Eng.), F.R.Ae.S., F.A.I.A.A, M.I.Mech.E., Chairman of the Board of Governors of the College of Aeronautics, and a Past President of the Royal Aeronautical Society.

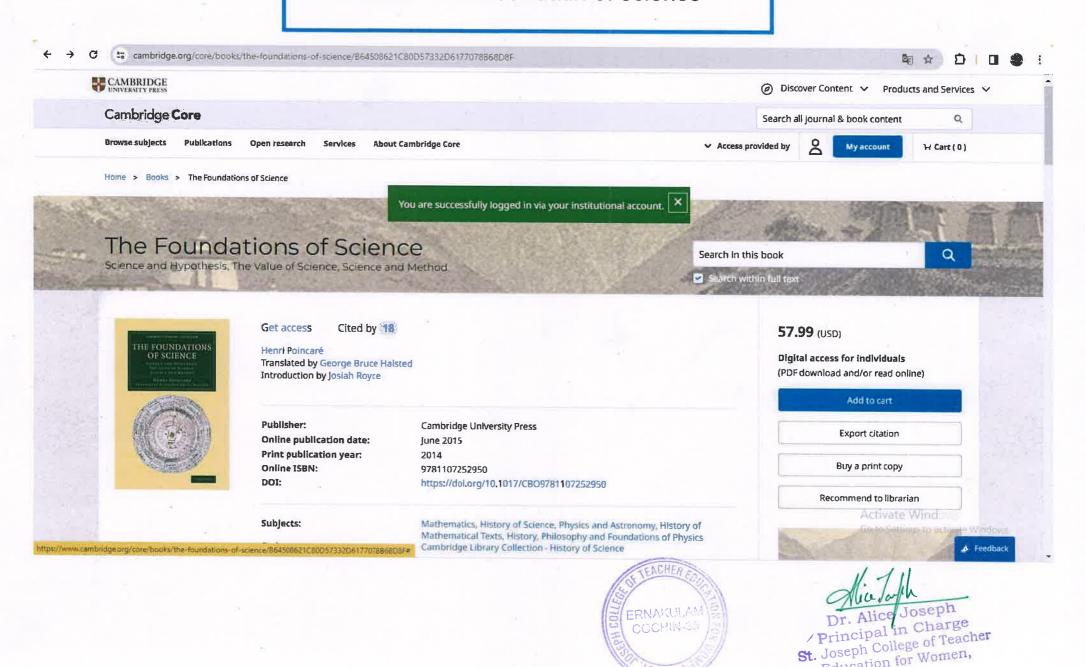
Sir Harold Roxbee Cox said that the late Sir Frederick Handley Page was one of the greatest figures in British aviation. His was the unique achievement of creating his company in 1909 and





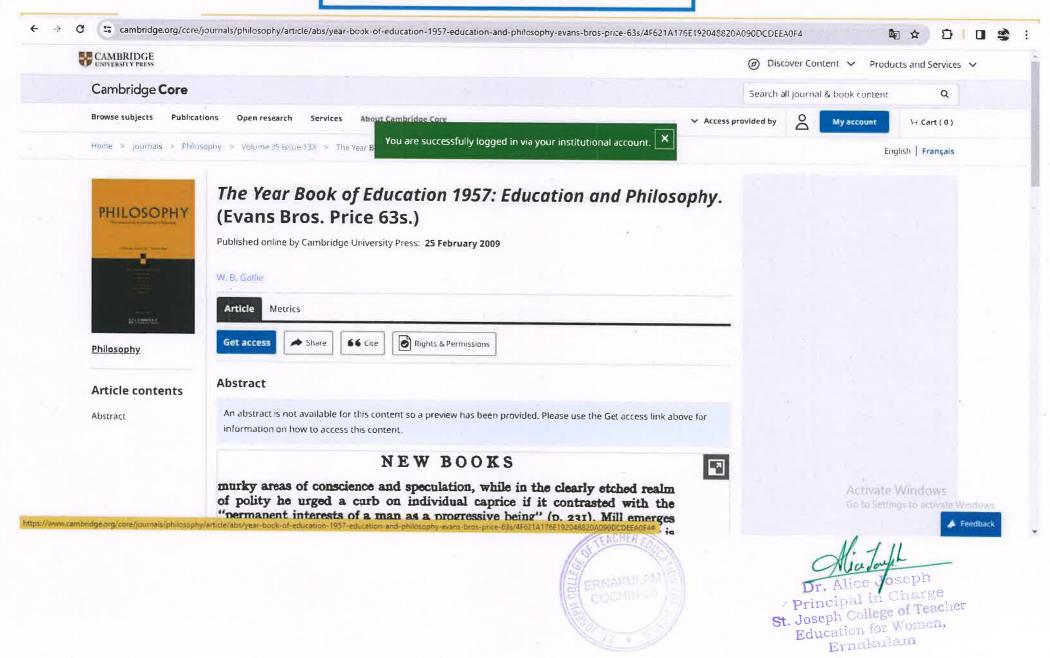
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E Book - The Foundatin of science

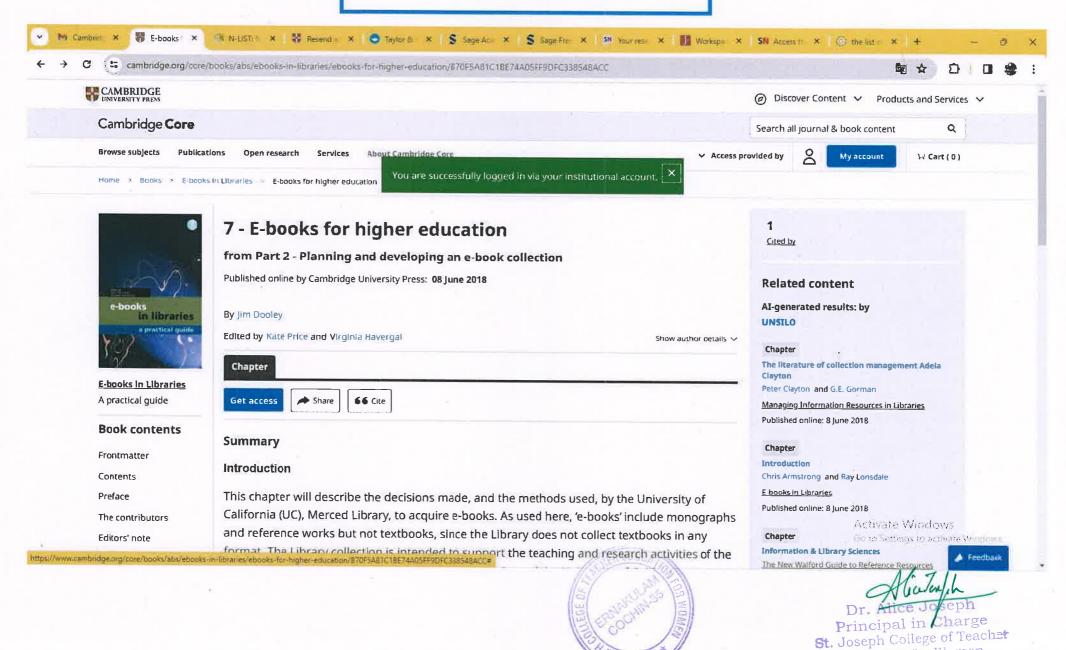


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E Book from Cambridge Core

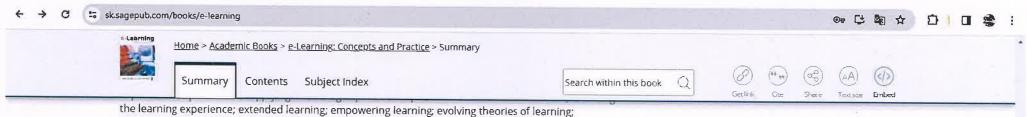


Database - Cambridge core



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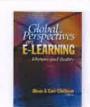
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the learning experience; extended learning; empowering learning; evolving theories of learning; emancipatory learning; and the creation of ecommunities.

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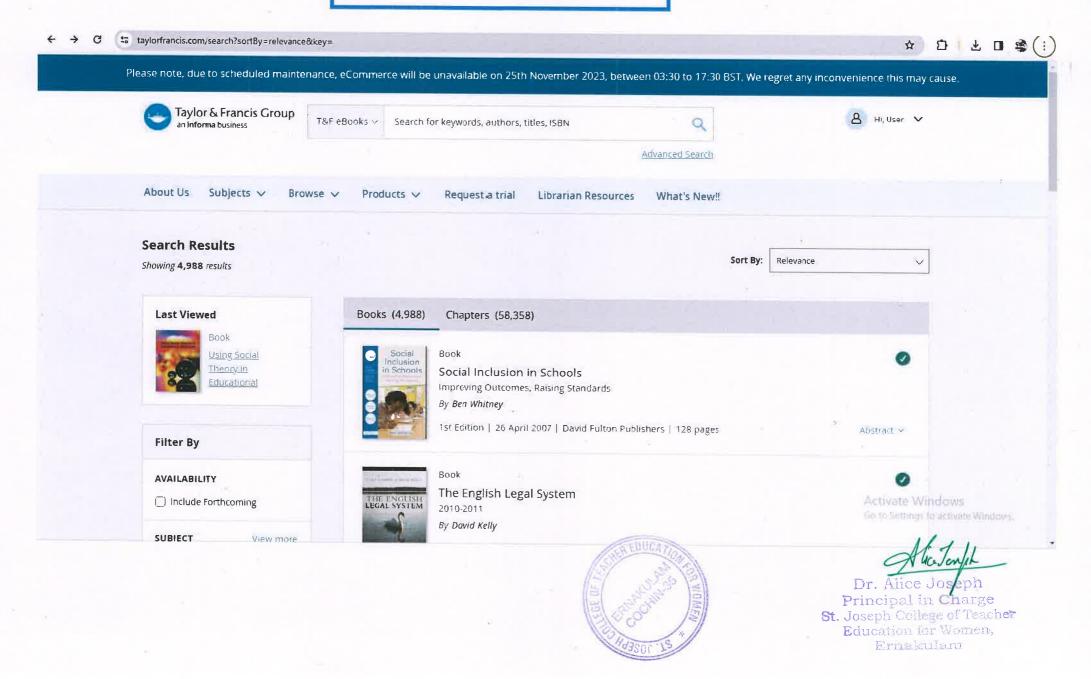
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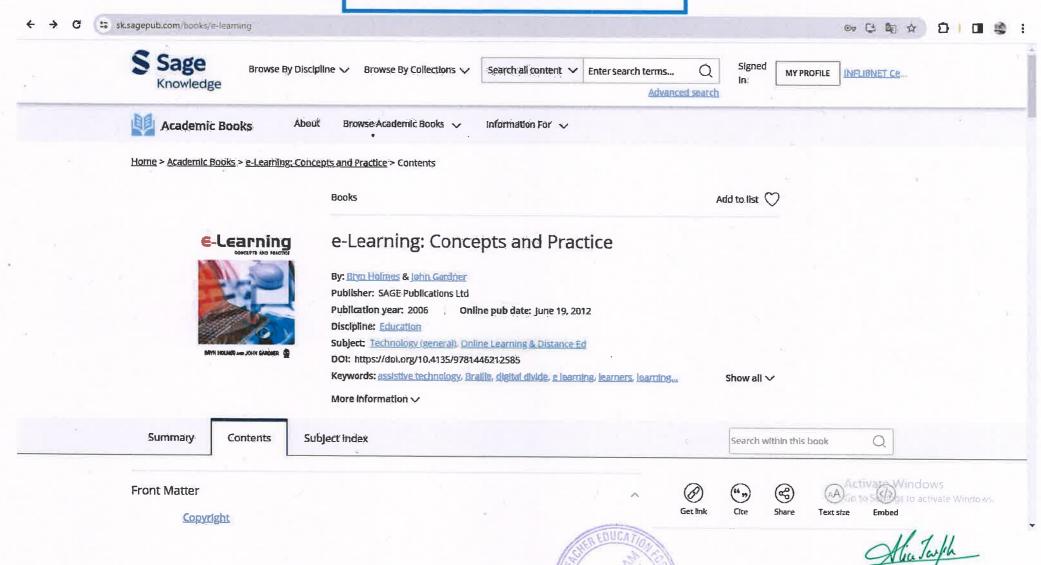
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Taylor & Francis Database



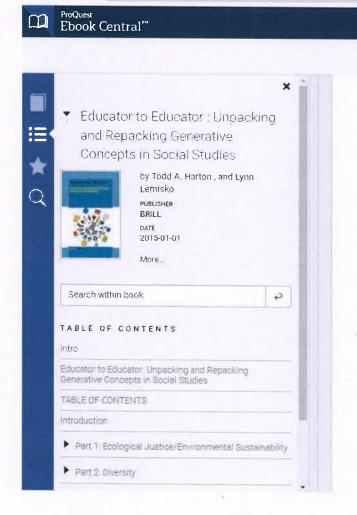
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ProQuest Database



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On voting day, we all listened to one final pitch from a representative in support of each option and proceeded to a secret ballot. The vote was close, 18–16 as I recall, and from my personal perspective, students chose what I believe was the lesser of the two arguments put forward. Nevertheless, when balanced against not only the excitement generated for the field trip but also student participation in decision-making, the exercise was a huge success. Indeed, students felt the gamut of emotions often felt by politicians and supporters after a long electoral campaign – euphoria at victory, pain in defeat, desire to try again and in a few cases, withdrawal from the process.

I particularly enjoyed that year of teaching. By beginning to integrate democratic principles into the classroom, I felt I was starting to live up to my promise as a teacher. I was acting as a guide, facilitating the educational, social and spiritual growth of young citizens. It was exciting! All students in Canadian schools are taught about democracy, but far fewer get an opportunity to experience it in the classroom. That's a shame because it is such a rich and dare I say generative concept with infinite possibilities.

WHAT IS 'DEMOCRACY'?

Students may not get to experience democracy in the classroom as often as I believe they should, but by upper elementary school Canadian children are more or less



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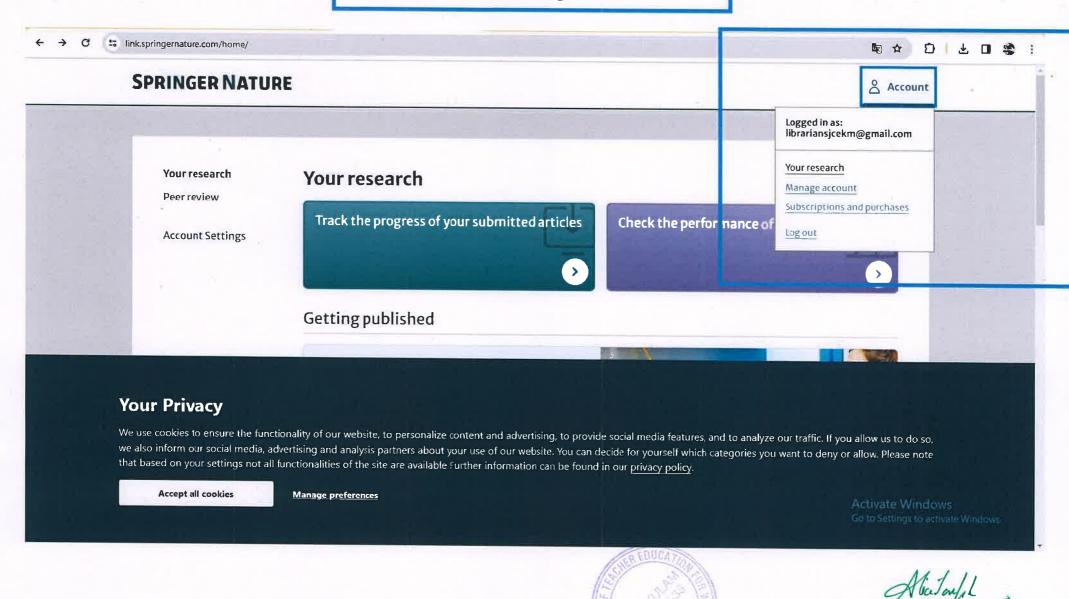
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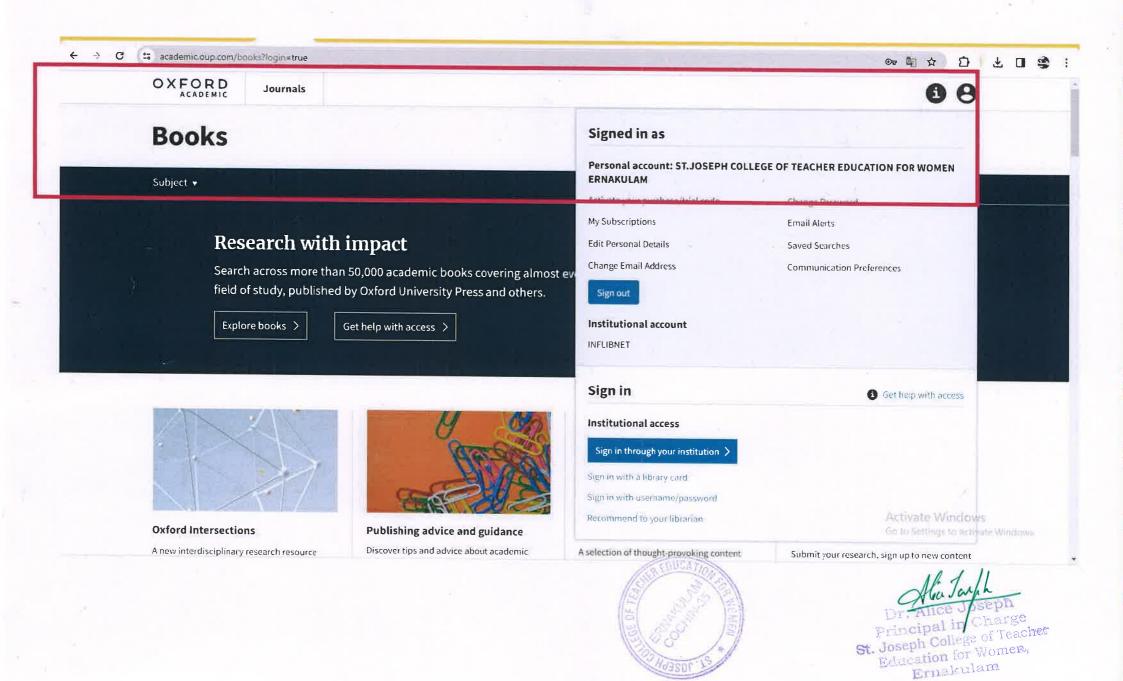
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Database - Springer Nature



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Oxford Academic - Database







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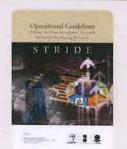
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SJCTEW Library Using Calibre









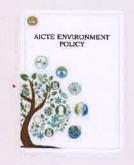




















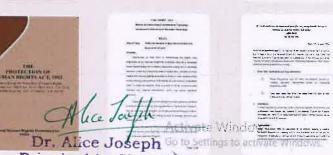








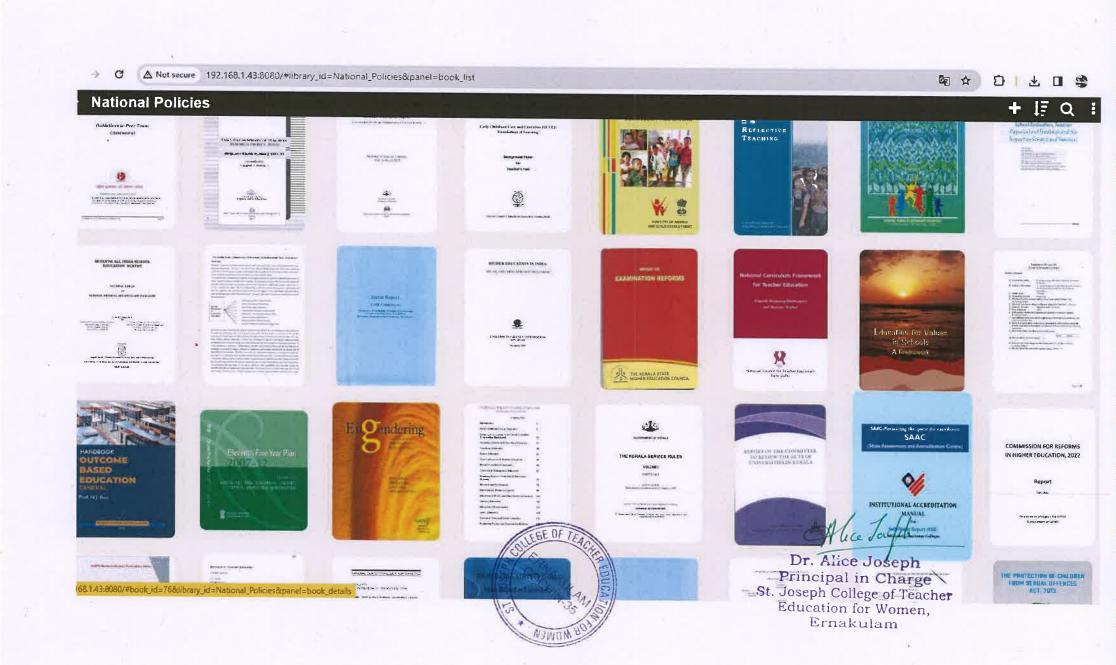


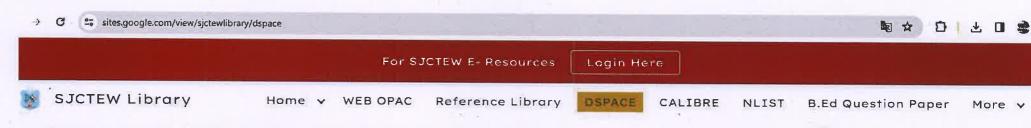


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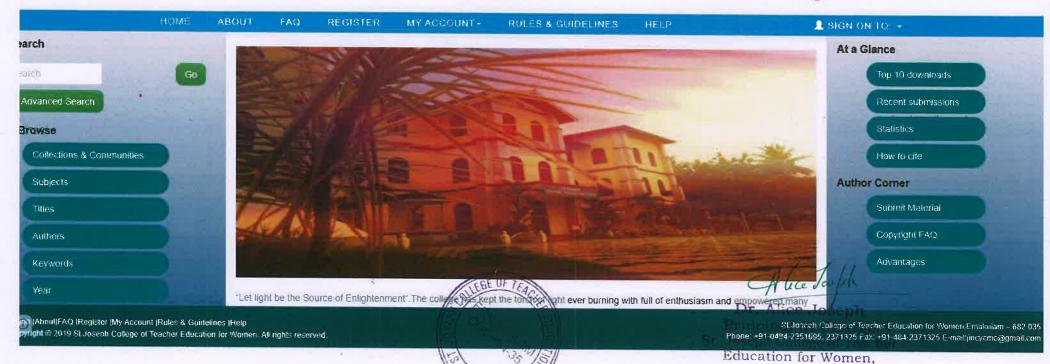




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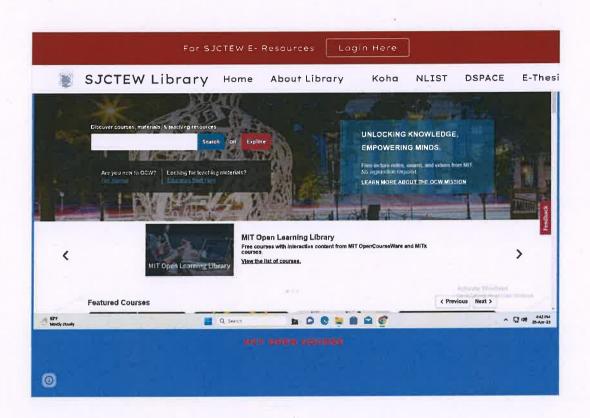






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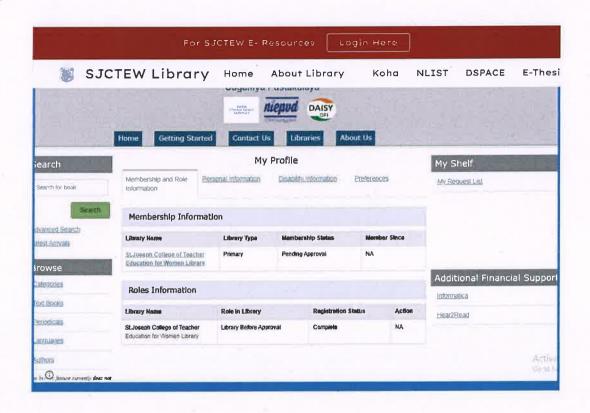




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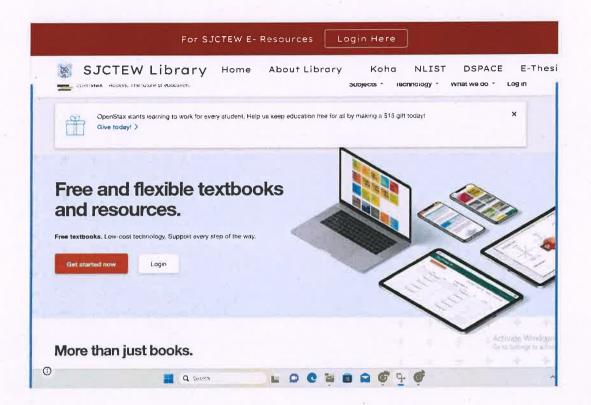




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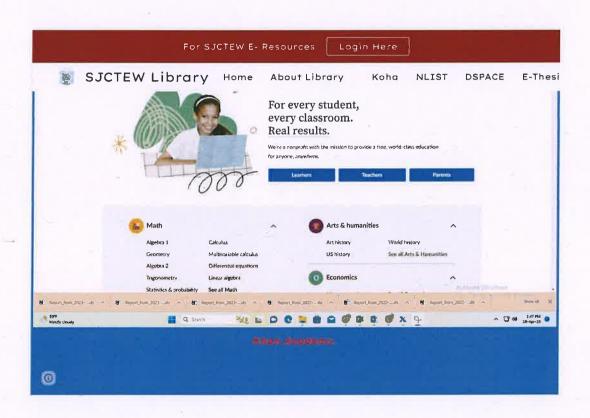






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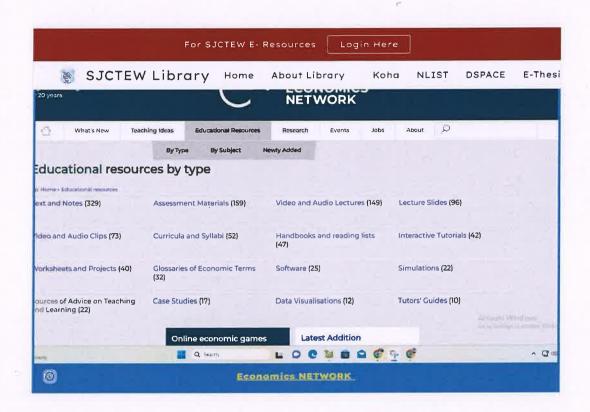




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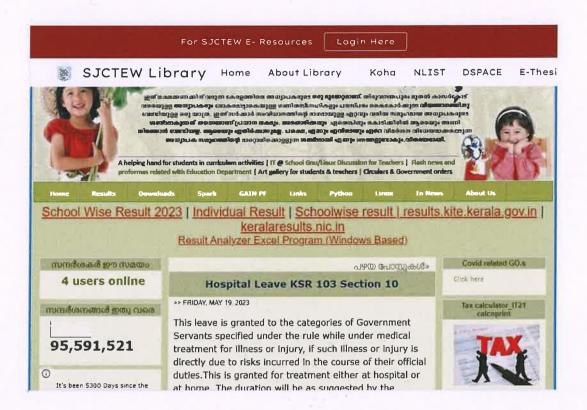






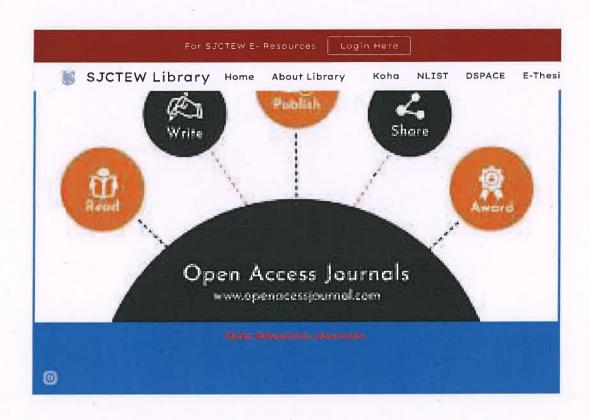






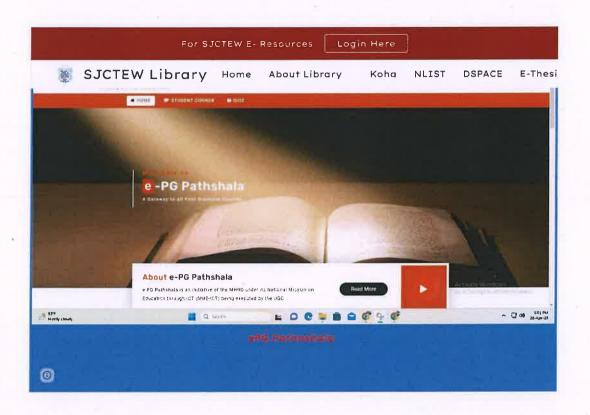






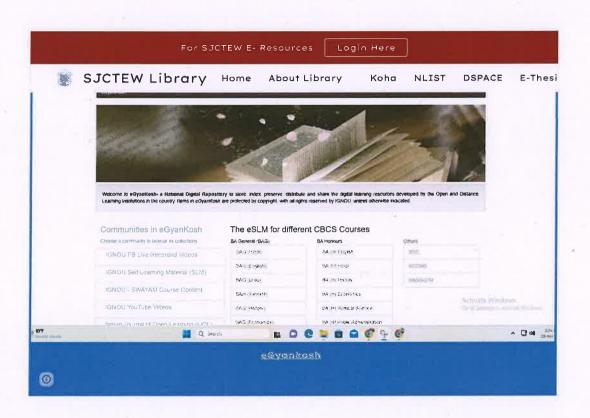














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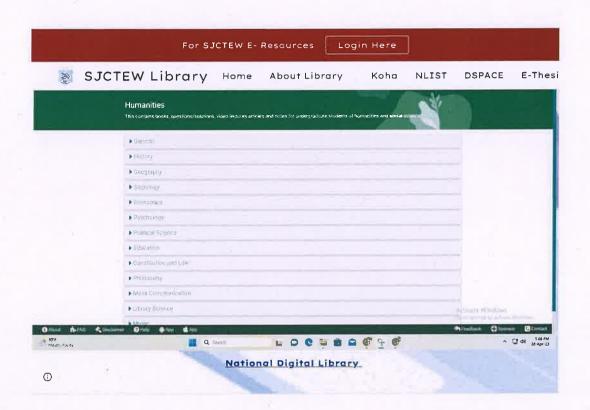
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