



# HOLY ANGELS COLLEGE OF EDUCATION (For Women)

Cell : 96775 01216  
Cell : 90034 57931  
Off : 04254- 225597

9/82 JADAYAMPALAYAM, METTUPALAYAM - 641 302. COIMBATORE DIST. TAMILNADU.

Recognized : NCTE No. F.SRO/NCTE/B.Ed/2009/17271. dated : 05.01.2010

Affiliated with Tamilnadu Teachers Education University No. TNTEU/AFFLN/B.Ed (N) / 2010-2011/221/ dt.9.6.2010

Secretary/Principal  
Correspondent/Managing Trustee  
Smt. Chandra Ruban

E-mail : holy\_angels@yahoo.com  
www.holyangelscoe.com  
E-mail : holyangels4women@gmail.com

Date :  
15-02-2017

To

The Director,  
National Assessment and Accreditation Council,  
Nagarbhavi,  
Bangalore - 560072

Respected Sir,

**Sub :** Holy Angels College of Education for Women, Jadayampalayam,  
Mettupalayam, Coimbatore Dt. Application for NAAC accreditation - SSR  
and Institutional profile with annexure – submitted Reg..

**Ref :** 1. NCTE approval APSO9587 dt. 05-01-2010  
2. Provisional Affiliation issues by the registrar  
TNTEU/R/Affln/Syn-Jan 2017-Item.No.25/2017/165 Date : 30-01-2017  
3. Website [www.holyangelscoe.com](http://www.holyangelscoe.com)  
4. NAAC username : [holyangels4women@gmail.com](mailto:holyangels4women@gmail.com)  
5. Contact No : **Secretary : 9003457931 / Correspondent : 8870248714**

Greetings. In connection with the subject quoted above, we are thankful for the NAAC for accepting our SSR copy uploaded in our institutional websites on 11.02.2017. We received our latest order of our Provisional Affiliation for the period 2016-2019 (3 years) on 14.02.2017, a copy of which is hereby submitted for your kind reference. We hereby solicit your earlier action in initiating the accreditation process of our institution.

Thanking You

For Holy Angels College of Education  
for Women  
Yours faithfully

Chandria Ruban  
Correspondent.

Encl:

1. Copy of the NCTE order
2. Copy of the TNTEU order
3. Copy of the DD No. 651314 Dt: 20-01-2017 Rs. 28750.00
4. Four spirals of the application



**HOLY ANGELS COLLEGE OF EDUCATION FOR WOMEN  
JADAYAMPALAYAM, METTUPALAYAM**

<b>Sl.No</b>	<b>Particulars</b>	<b>Page</b>
<b>1</b>	<b>Covering Letter</b>	<b>1</b>
<b>2</b>	<b>Content</b>	<b>2</b>
<b>3</b>	<b>Demand Draft</b>	<b>3</b>
<b>4</b>	<b>NCTE order</b>	<b>4-5</b>
<b>5</b>	<b>Tamilnadu order</b>	<b>6</b>
<b>6</b>	<b>Executives Summery</b>	<b>7-8</b>
<b>7</b>	<b>Section A</b>	<b>9-11</b>
<b>8</b>	<b>Profile of the college Section B</b>	<b>12-21</b>
<b>9</b>	<b>SAR (Self Appraisal Report)</b>	<b>22-149</b>
<b>10</b>	<b>Section C</b>	<b>150-202</b>

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को या उनके आदेश पर Or Order प्राप्त मूल्य के लिए

मानने पर On Demand Pay

THE DIRECTOR, NAAC BANGALORE

रुपये Rupees

TWENTY EIGHT THOUSAND SEVEN HUNDRED AND FIFTY ONLY

अदा करें For Value Received

₹

28750.00

केवल केनरा बैंक For Canara Bank

OT  
DL  
IL  
CC

केनरा बैंक Canara Bank  
INIT OVER R. 28750

प्रमाणित हस्ताक्षर कर्ता  
AUTHO SIGNATORY

नाम पदनाम  
NAME DESIGNATION

इ.अ.सं.  
S.P. No.

प्रमाणित हस्ताक्षर कर्ता  
AUTHO SIGNATORY

नाम पदनाम  
NAME DESIGNATION

इ.अ.सं.  
S.P. No.

₹ एक लाख और ऊपर अंकित, डीमांड ड्राफ्ट के लिए दो प्रमाणित हस्ताक्षरकर्ताओं की हस्ताक्षर चाहिए  
Demand Drafts of ₹ 1 Lakh and above require signature of two authorised signatories  
Please sign above

CTDN J  
DRAWEE BRANCH, D.P. CODE

BANGALORE ACCOUNTS SUPERBANK 0000150001 651314 16

F.SRO/NCTE/APS09587/B.Ed /TN/2014-15/63087

Date: 31/03/2015

**TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4**

**ORDER**

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution, Holy Angels College of Education for Women, S.F.205, Jadayampalayam, Mettupalayam, Coimbatore-641302, Tamilnadu has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed, which require additional facilities

3. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017

4. Now therefore, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to Holy Angels College of Education for Women, S.F.205, Jadayampalayam, Mettupalayam, Coimbatore-641302, Tamilnadu or conducting B.Ed programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-16 subject to fulfilment of the conditions mentioned herein before 31.10.2015

5. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

Cont....

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made and issued there under, the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

*P Revathi Reddy*  
(P.Revathi Reddy)  
Regional Director

The Manager,  
Government of India Press  
Department of Publications (Gazette Section)  
Civil Lines, New Delhi – 110054.

To:

**The Principal,  
Holy Angels College of Education for Women,  
S.F.205, Jadayampalayam, Mettupalayam,  
Coimbatore-641302,  
Tamilnadu**

Copy to:

1. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, ShastriBhavan, New Delhi – 110 001.
2. The Education Secretary, Incharge of Higher Education, Government of Tamilnadu, Chennai, TN.
3. The Director, (Collegiate Education) Department of Government Exams, DPI Campus, College Road, Chennai, Tamilnadu.
4. The Registrar, Tamilnadu Teacher Education University, Chennai, Tamilnadu
5. The Correspondent, **Holy Angels Trust, No.8/62, Jadayampalayam, Mettupalayam, Coimbatore-641302, Tamilnadu.**
6. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan Wing-II, Bahadurshah Zafar Marg, New Delhi – 110 002.
7. Office Order file/Institution file.



## தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Gangaiamman Koil Street, Karapakkam, Chennai - 600 097.

Website: www.tnteu.in

No. TNTEU/R/Affln./Syn-Jan 2017-Item.No.25/2017/165

Date:30.01.2017

Dr.S.KALAICHELVAN, Ph.D.,  
REGISTRAR

To  
The Correspondent,  
Holy Angels College of Education for Women, (10334)  
S.F.205, Jadayampalayam, Mettupalayam,  
Coimbatore District - 641 302.

Sir/Madam,

**Sub:** Holy Angels College of Education for Women, Coimbatore District – Grant of Continuation of Provisional Affiliation to offer B.Ed. degree course for the three academic years 2016-2017, 2017-2018 and 2018-2019 – Orders issued - Reg.

**Ref:** Resolution of the Syndicate on Item No.25, dated 19.01.2017.

I am, by direction, to inform you that the Syndicate of the University, at its meeting held on 19.01.2017 has considered the request of Holy Angels College of Education for Women, Coimbatore District together with the report of the Inspection Commission and compliance report submitted by the college and granted **continuation of provisional affiliation to Holy Angels College of Education for Women College of Education,, Coimbatore District** to offer B.Ed. degree course for the three academic years 2016-2017, 2017-2018 & 2018-2019.

*“Resolved that the colleges of education those who have not submitted required documents and complied with the reports of the Inspection Commission, if any, be instructed to submit within three months”.*

Further the Management shall remit a sum of Rs.1,00,000/- (Rupees One Lakh only) towards a fee for grant of Continuation of Provisional Affiliation for the three academic years 2016-2017, 2017-2018 & 2018-2019.

The affiliation fee should be paid in DD Drawn in favour of the Registrar, Tamil Nadu Teachers Education University, and Payable at Chennai through any Nationalized Bank.

The conditions laid down by this University for affiliation are furnished below which the College should strictly adhere to and any lapse will attract penal action under the provision of the Tamil Nadu Teachers Education University Act.

**The Following Conditions shall be strictly adhered to.**

1. All the conditions laid down by the NCTE, Bangalore.
2. Candidates to be admitted in B.Ed. Degree course shall (a) satisfy the eligibility conditions prescribed in the Regulations and the guidelines issued by the Government of Tamil Nadu for the academic year 2014-2015 (b) obtain approval from the University for the students admitted to B.Ed. degree course

- as per prescribed norms and (c) earn required attendance prescribed by the University for appearing for the University Examinations.
3. The admission of students for B.Ed. Degree Course shall be made in accordance with the guidelines for admission prescribed by the Government of Tamil Nadu and the regulations of the University for each academic year. No student shall be admitted with irregular attendance. No ratification will be considered for any such irregular admission.
  4. The Syllabus prescribed by the Tamil Nadu Teachers Education University shall be followed.
  5. The college shall complete 200 working days as prescribed by the NCTE / University in its Regulations prescribed for B.Ed. course in an academic year.
  6. Arrangement shall be made by the college for the conduct of University Examinations.
  7. No donations shall be collected from the students seeking admission to any course of study in the college.
  8. The college shall only collect Tuition and other fees from the students at the rates as prescribed by the State Government / University. If any College found collecting more and above the fee fixed by the Government of Tamil Nadu, the affiliation of the College will be withdrawn.
  9. The Management of College shall not discontinue any existing course without prior permission from the University which should be intimated before the 30<sup>th</sup> September of the respective academic year.
  10. A Librarian and Physical Director/Directress with the prescribed qualification shall be appointed.
  11. Number of teaching and non-teaching staff shall be appointed as per norms prescribed by the University/ U.G.C./NCTE/Government for each course. The post of Principal shall not be kept vacant and qualified Principal shall always be in position.
  12. No teacher shall be appointed, if he/ she has not fulfilled the qualifications as laid down by the University and U.G.C./NCTE from time to time.
  13. An agreement shall be entered into with each teacher to be appointed as per the requirements of the University/ Tamil Nadu Private Colleges (Regulation). Act and rules there under.
  14. The Professor should be paid as per pay scales of UGC/NCTE/VI pay commission of the State Government, as the case may be, and their salary should be paid through Electronic Clearing System (ECS). This will be verified by the authorities from time to time.
  15. The posts of Professor and Head of the Departments wherever required for the proposed course shall be filled up before starting the course.
  16. No teacher shall be appointed or shall be continued in service, who has attained the age of superannuation as may be prescribed by the Tamil Nadu Government.
  17. Suitable leave rules for teaching and Non-teaching staff shall be framed, generally in conformity with the State Government rules.
  18. Approval shall be obtained from the University before appointing the teaching staff.

19. The College shall implement each and every recommendations of the Inspection commission.
20. The College shall have [1] Separate lounge [2] Rest room [3] Toilet for Women Faculty.
21. The classrooms shall be according to the specification suggested U.G.C./NCTE norms.
22. The library should be strengthened, as suggested by the Inspection commission. The library shall have common reading room and stack room as per standard prescribed by the U.G.C. /NCTE/ Government.
23. Land Use Certificate, Land Continuity Certificate and Land Classification Certificate obtained from the competent authorities shall be kept ready for verification at any time.
24. Fire Service Certificate shall be obtained and renewed and shall be kept ready for verification at any time.
25. The Laboratory shall have sufficient equipments required for performing experiments prescribed for the courses of study. The laboratories shall also have adequate arrangement for gas supply, regular water supply and electricity. The safety standard shall be fully observed.
26. The required area of land and the building shall be in the name of the Trust.
27. The College shall obtain Building Plan approval and License from the competent authorities for constructions.
28. The maximum number of students who may be admitted to each of the course shall not exceed the strength sanctioned (100) by the NCTE / University.
29. Necessary Hostel accommodation, Staff quarters, Play ground shall be provided.
30. Such other Rules and Regulations as may be generally prescribed from time to time by the University shall also be abided by the Management.
31. All the conditions shall be abided by the Management and in the event of any violation, the affiliation granted shall be ceased automatically.
32. As per the "National Council for Teacher Education, (Recognition Norms and Procedures Amendment)" Regulations December 2014, an institution shall be permitted to apply for new courses listed in the regulations. Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a University, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE is eligible to apply M.Ed. programme.
33. The attendance of the staff members and the students shall be effectively monitored and periodical report shall be submitted by post/online every day.
34. The Institution should submit the name list of students admitted along with the Medium of Instruction opted by each student i.e. English or Tamil (as per the availability of Medium of Instruction in the College of Education) to the University.



35. The institution shall maintain & update its Web-site as per the provisions of NCTE Regulations and always display following as mandatory disclosure:

- i. Sanctioned programmes along with annual intake in the institution.
- ii. Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph;
- iii. Names of faculty members who left or joined during the last, quarter;
- iv. Names of students admitted during the current session along with qualification, percentage of marks in the qualifying examination and in the entrance test, if any, date of admission etc;
- v. Fee charged from students;
- vi. Available infrastructural facilities;
- vii. Facilities added during the last quarter;
- viii. Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- ix. The institution shall be free to post additional relevant information, if it so desires.
- x. Any wrong or incomplete information on website shall render the institution liable for withdrawal of recognition.

While communicating the above decision, I am to request you to kindly forward a specific and detailed report in this regard, immediately after fulfilling all the above conditions of affiliation.

**The Management has to apply for Continuation of Provisional Affiliation for the three academic years 2019-2020, 2020-2021 & 2021-2022 for which the Management shall submit the prescribed application on or before 31.10.2018 along with the registration fee and processing fee as prescribed by the University.**

The receipt of this order shall be acknowledged.

Yours faithfully

REGISTRAR

**Copy to:**

1. The Regional Director, National Council for Teacher Education, Southern Regional Committee, Nagarabhavi, Jnana Bharathi Campus Road, Opp. National Law School, Bangalore – 560 072.
2. The Secretary to Government, Higher Education Department, Secretariat, Chennai – 600 009.
3. The Director of Collegiate Education, College Road, Nungambakkam, Chennai - 600 006.
4. The Vice-Chancellor Office, TNTEU.
5. The Controller of Examinations, TNTEU.
6. Finance Section, TNTEU.
7. Eligibility Section, TNTEU.
8. Staff Approval Section, TNTEU.



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.

Admin. Off. Phone: 044-28447304, 28447300 Exam Off. Phone: 044-28447305

Fax: 044 - 28447303 Website: www.tnteu.in

No. TNTEU/R/Affln./Syn-Feb 2016-Item.No.07/2016/118 Date:02.02.2016

Dr.S.KALAICHELVAN,

M.Sc., M.Ed., M.Phil (Phy.), M.Phil (Edu.), Ph.D

REGISTRAR

To

The Correspondent,

Holy Angels College of Education for Women,

S.F.205, Jadayampalayam,

Mettupalayam,

Coimbatore District - 641 302.

Sir/Madam,

**Sub:** Holy Angels College of Education for Women, Coimbatore District – Grant of Continuation of Conditional Provisional Affiliation to offer B.Ed. degree course from the academic year 2013-2014 – Orders issued - Reg.

**Ref:** Resolution of the Syndicate on Item No.07, dated 01.02.2016.

I am, by direction, to inform you that the Syndicate of the University, at its meeting held on 01.02.2016 has considered the request of Holy Angels College of Education for Women, Coimbatore District together with the report of the Inspection Commission and compliance report submitted by the college and "*resolved that the continuation of provisional affiliation be granted to Holy Angels College of Education for Women, Coimbatore District to offer B.Ed. degree course from the academic year 2013-2014*".

*Resolved further, the Management of the college of Education be instructed to submit the following documents as detailed below within six months and in the event non - submission of the documents within the period of stipulated, the Management of said college be not permitted to remit the examination fee and the students of said college be not permitted to write the subsequent examinations.*

1. Receipt for Payment of Infrastructure and Amenities Charges for Building plan.
2. Pollution Control Certificate from the concerned authority.
3. Land Area, whether Wet or Dry Land (Wet Land Conversion Certificate issued by Directorate of Town and Country Planning in case if it is Wet Land as per the new Section 47(A) in the Tamil Nadu Town and Country Planning Act 1971, vide notification in the Tamil Nadu Government Gazette dated 01.01.2011.
4. Certificate under Section 37(B) of Tamil Nadu Land Reforms (Land fixation and Ceiling) Act 1961, vide notification in the Tamil Nadu Government Gazette dated 10.06.2010.

## **Executive Summary**

As the new education policy set up in 1986, rightly observed that the “Destiny of the nation is being shaped in the class room” we the Holy Angels College of Education for women tries to adhere to fulfil this motto. Education is considered to the backbone of India Economy. To fulfil it we selected a rural area for setting up of such Educational Institutional for women for promoting economic welfare of the women folk.

The natural environment for our Education Institution has become more favorable for teaching and bearing process. A systematic and planned projection of the institutions path of growth in the ahead. The overall function of the “mission” is being supervised by the educators, and the management, and the key relationship with the practice teaching schools and the community and the alumni. The purpose is to inspire and act as a guide for decision making and plannery.

The learning resources which may be used by a learner to facilitate learning i.e, facilities such as library, laboratory, computer centre etc that are essential resources for the learning experience. A generic term for those techniques used to arrive at a specification of any aspect of further manpower requirement, deployment of developmental needs.

In addition we have utilize the following committee for the developments of the Executive committee.

1. Alumni Association
2. Student welfare committee

### 3. Co-curriculum activities committee

The academic council is solely responsible for all the academic policy, approval of courses, regulations and syllabi etc.

The executive committee ensures that valid information is available to review the activities of the institution from time to time. Every year in the management meeting, the college has to submit its report to the secretary of the society in which relevant matters are discussed in an open forum.

We are enjoying 21 schools for teaching practice for our students are the Executive Committee of expresses its gratitude for those school managements who under their kind hearted cooperative in the fulfilment of our vision and mission.

## SECTION A

### Introduction

Coimbatore erstwhile known as the Manchester of south india and its industrial capital has now come to be the hub of educational institutions outnumbering Chennai in multifarious disciplines with the establishment of several universities and colleges of higher learning aiming at research and innovation. The District though said to be urbanized in also more rural centered. Mettupalayam forms the northern part of Coimbatore is more rural and agriculture dominated is situated at the feet of the Queen of the hill stations. The Nilgiris having the lush green mountains to from a serene backdrop of snow caped travelling clouds. Since the place is full of poor villages, quality education is denied to most of the youth especially girls.

With a clear vision to educate the women folk Mr. Ruban Sukumar, hailing from Mettupalayam, a highly placed Bank official quit his lucrative job to this noble cause for furtherance of good education to the girl students in this area. Thus formed the Holy Angels Educational Trust in Mettupalayam nearly three decades ago that manager the Holy Angels Matriculation Higher Secondary School with sister institutions like Holy Angels Primary and Nursery schools. As managing trustee, the College of Education has its own Correspondent Mrs. Chandra Ruban, a retired teacher with a long service in school education. The Secretary of the Trust Mr. Devakumar is an educationist with a long stint as a teacher in school education. The services of Mr. Arul Jayaraj, a former lecturer in the Directorate of Ele. Education add more to the functioning of the trust.

It is a god given opportunity to the trust that they chose the right place at the right time. When a man is educated his family gets education as he is the breadwinner

and head of the family whereas when a woman gets education an entire generation is enlightened and emancipated from the shackles of ignorance and inequality.

Holy Angels then leaped further to launch teacher education with a clear vision that only a teacher can mold the society and hence started the Holy Angels Teacher Training Institute for the Secondary Grade Teachers in their campus at Jadayampalayam, The institute attracted students from far and near, mostly from the adjoining district The Nilgiris, Encouraged by the enthusiasm and response from parents the functioning of the TTI was exemplary. Being the one and only institute in this area for women the flooding support and robust functioning, parents, public and students participation boosted the image of the institution. So the management ventured for the Holy Angels College of Education and it came to fruition in 2010.

Ever since the first batch of students the enrolment was full and the results almost touched centum thanks to the tireless striving of the faculty who put their heart and soul in the development of the college. The management ever remains thankful to the NCTE for granting permission and the Tamilnadu Teacher Education University for their according provisional Affiliation status periodically till date.

The Correspondent and his team of trust members never left any stone unturned in fulfilling the cherished dream of developing the college in every aspect.

Women teacher trainees of course could feel the separation from their homes but the correspondent is always at their disposal providing them to be more than a mother and the college hostel is their home away from home providing a congenial atmosphere and conducive treatment.

The team of student teachers come out successful every year from thus

institution are absorbed in various schools and there is a growing demand for them, Schools and managements approach the college during staff recruitments’.

More than that we have special coaching closer for TRB and TET exam conducted by reputed professors and headmasters during weekends as per the recent syllabus of the NCTE. A special cell is created for guiding student teachers under the active supervision of a senior faculty who keeps close rapport with the school in our district and also appointment advertisements. We are aware of the fact that education should also provide job opportunity keeping our motto ahead ‘knowledge is power’.

Holy Angels College of Education camps is situated close to Mettupalayam Annur Road in Jadayampalayam spread over 8 acres in a serene locality free from all pollution far from the madding crowd. The building is ideal for a college with 15 classroom, spacious Library, Laboratories and auditorium, we have enough transport facilities provided fitted with latest models with all LCT, attachments, Our website is [www.holyangelscoe.com](http://www.holyangelscoe.com).

## SECTION B: PREPARATION OF SELF-STUDY REPORT

### 1. Profile of the Affiliated / Constituent College

#### 1. Name and Address of the College:

Name :	HOLY ANGELS COLLEGE OF EDUCATION FOR WOMEN		
Address :	9/82, JADAYAMPALAYAMMETTUPALAYAM		
City :	Pin : 641 302	State : TAMILNADU	
Website :	WWW.holyangelscoe.com		

#### 2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal		O: R:			
Vice Principal	Mrs.Julei S	O: R:	9894232455		
Steering Committee Co-ordinator	Mr.Arul Jayaraj	O: R:	9629256809		

#### 3. Status of the Institution:

Affiliated College

Constituent College

Any other (specify)

✓

#### 4. Type of Institution:

##### a. By Gender

i. For Men

ii. For Women

iii. Co-education

✓

##### b. By Shift

i. Regular

ii. Day

iii. Evening

✓



**5. It is a recognized minority institution?**

Yes ✓

No


If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

**6. Sources of funding:**

Government Grant-in-

aid Self-financing

Any other

✓

7. a. Date of establishment of the college: 10-01-2010 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

TAMILNADU TEACHER EDUCATION UNIVERSITY, CHENNAI

**c. Details of UGC recognition:**

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)		
ii. 12 (B)		

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/ Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	SRO/NCTE/B.Ed 2009 Date: 05/01/2010	<b>10-01-2010</b>		
ii.	F.SRO/NCTE/APSO9587/B.Ed/TN 2014-15 /63087	<b>31-01-2015</b>		
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes  No

If yes, has the College applied for availing the autonomous status?

Yes  No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes  No

If yes, date of recognition: ..... (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes  No

If yes, Name of the agency ..... and

Date of recognition: ..... (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Rural
Campus area in sq. mts.	8093.7
Built up area in sq. mts.	2787

(\* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities ✓
- Sports facilities
  - \* play ground ✓
  - \* swimming pool
  - \* gymnasium ✓

· **Hostel**

\* **Boys' hostel** - Nil

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

\* **Girls' hostel** - 1

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

\* **Working women's hostel** - Nil

- i. Number of inmates
- ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise)
- Cafeteria –
- Health centre - MBBS / NURSE / SOCIAL SCIENCE/ PART TIME.

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff -

Qualified doctor	Full time	<input type="checkbox"/>	Part-time	<input type="text" value="One"/>
Qualified Nurse	Full time	<input type="checkbox"/>	Part-time	<input type="text"/>

- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff - Yes
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage

- Available

- Solid waste management facility
- Waste water management
- Water harvesting - Available

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	B.Ed	2 years	BA, B.Sc MA, M.Sc	English Tamil	100	50
	Post-Graduate						
	Integrated Programmes PG						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes  No

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes	<input type="text"/>	No	<input checked="" type="checkbox"/>	Number	<input type="text"/>
-----	----------------------	----	-------------------------------------	--------	----------------------

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science				
Arts				
Commerce				
Any Other (Specify)				

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system
- b. semester system
- c. trimester system

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

6. Does the college offer UG and/or PG programmes in Teacher Education?

Yes

If yes,

- a. Year of Introduction of the programme(s) 10-01-2010 (dd/mm/yyyy)  
and number of batches that completed the programme
- b. NCTE recognition details (if applicable)

Notification No.: FSRO NO NCTE B.Ed 2009 / 17271

Date: 05-01-2010 (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes  No

19. Does the college offer UG or PG programme in Physical Education?

Yes  No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)  
and number of batches that completed the programme

b. NCTE recognition details (if applicable) Notification

No.: .....

Date: ..... (dd/mm/yyyy)

Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes  No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff		
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F	
	*M*	F*	M	*F	*M	*F					
Sanctioned by the UGC / University / State Government <i>Recruited</i>											
<i>Yet to recruit</i>											
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>											
<i>Yet to recruit</i>											

\*M-Male \*F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil.						5	
PG						9	
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

22. Number of Visiting Faculty /Guest Faculty engaged with the College. Nil

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2011-12		Year 2 2012-13		Year 3 2013-14		Year 4 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC		25		24		20		17
ST		2				1		18
OBC								
General								
Others		73		76		79		65

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	100				100
Students from other states of India					
NRI students					
Foreign students					
Total					

25. Dropout rate in UG and PG (average of the last two batches)

UG  PG

26. Unit Cost of Education

*(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled )*

**(a) including the salary component**

Rs.

**(b) excluding the salary component**

Rs.

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes  No

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes  No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes  No

28. Provide Teacher-student ratio for each of the programme/course offered

29. Is the college applying for

Accreditation : Cycle 1  Cycle 2  Cycle 3  Cycle 4

Re-Assessment:

*(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)*



30. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: ..... (dd/mm/yyyy) Accreditation Outcome/Result..... Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/Result..... Cycle 3: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

*\* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.*

31. Number of working days during the last academic year.

200

32. Number of teaching days during the last academic year

*(Teaching days means days on which lectures were engaged excluding the examination days)*

180

180

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC ..... (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) ..... (dd/mm/yyyy) AQAR

(ii) ..... (dd/mm/yyyy) AQAR (iii)

..... (dd/mm/yyyy) AQAR (iv)

..... (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

## ***SELF-APPRAISAL REPORT***

### ***INTRODUCTION***

*Holy Angle College of Education for Women, Mettupalayam has always been for enriching and uplifting the weaker section – women of the society. In this mission of the institution for a period of over seven years, has enabled hundreds of women with the power of education. The college had planned, organized and executed improvement and enrichment programmes in order to elevate equality and meet the expectations of NAAC.*

*On these lines the college has completed about seven years. The next few pages will provide enlightenment into how the college has been handling changes towards improvement in the seven criteria recommended. The college developed short term and Long term plans based on the seven criteria recommended by NAAC. The college, therefore, proposed these criteria as the basic framework for executing action towards quality management.*

*Work done for the past Seven years is as follows:*

## **CRITERIA – 1: CURRICULAR ASPECTS**

Curriculum was given prime importance and the syllabus was revised by the TNTEU for B.Eds and by the DTERT for D.Eds Accordingly, the college regularly conducts the Academic Council staff meetings at the beginning of the academic year before the starting of the class. The meetings are held during the month of March, so that the faculty members will have sufficient time to acquaint themselves with the new syllabus to be introduced in the ensuing academic year. As per this modification, the B.Ed. course provided opportunity to prepare the B.Ed students capable of handling elementary schools.

Education has not only enabled the B.Eds capable of handling the elementary school system, secondary, and the higher secondary school systems, it has also provided a better exposure to the elementary school children with teachers with more knowledge. During the same year, the institution introduced Psychology for the B.Ed, students in order to enable them understand the capabilities, the personality and the emotions of the students in the upper elementary levels (VI-VIII Std).

During these seven years, the college introduced techniques of teaching the elementary school education, especially in the optional subjects, which are more relevant for the level. The institution took it up as a mission in including the techniques of teaching elementary school children in the B.Ed curriculum.

An innovation in the teaching of B.Ed, was made by introducing practice teaching for elementary school Children. A great deal of modifications were planned and executed during 2010-11 in the pattern of question papers for B.Ed. (General). For this management took initiative to have a fully equipped activity based learning ABL laboratory which could train not only the D.Ed students but the B.Ed students also in the task of teaching primary children.

## **INFORMATION RELATING TO QUESTIONS RAISED IN THE MANUAL**

### **1.1. Curricular Design and Development**

#### **Objectives of the College:**

Holy Angels college of education envisages the empowerment of women in the field of academics and their all round development through education. With the sole aim of achieving excellence in education, the college strives towards fulfillment of the following objectives:

- To develop teaching skills and thereby strengthen professional competency
- To comprehend the various methods employed in the teaching learning process
- To help in holistic development of an individual
- To comprehend the existing worldwide educational scenario
- To understand the recent innovations in the field of education.
- To get equipped with the latest trends in the field of educational technology.

- To develop an appreciation of the role of teachers in the prevailing social, cultural, economic and political context.
- To efficiently incorporate ICT in curriculum transaction
- To cultivate values of love, charity, sacrifice and piety
- To create in the minds of student – teachers a sense of responsibility and service – mindedness.
- To gain insight into the psychological principles involved in the growth and development of an individual.
- To develop leadership skills in tune with professional demands
- To be aware of the obstacles and challenges in education
- To create in student – teachers a thirst for educational research.
- To realize the present day need of environmental education, women’s education, peace education and inclusive education.
- To equip student – teachers with adequate life skills.

With these objectives, the college has addressed the major considerations as follows:

**Intellectual:**

The college has been fostering the relevant cognitive processes inclusive of analytical thinking and rationalizing for effective living through opportunities for teaching, learning, application, and research. Thus the institution enables the students in utilizing their intellectual capabilities.

**Academic:**

Academically the institution has always been modifying innovating and enriching the learning process based on the needs and requirements of the students and the society at large. In the present century, Globalization has been the order of the day and mobilization of human capital has become necessary. This has emphasized the need for upgrading and enriching knowledge, understanding and implementation in order to equip the students profile. Due attention is given to systematic preparation and learning with emphasis on the incorporation of technology in the classroom.

1. Micro teaching
2. Classroom teaching
3. Regular Model teaching by experienced teachers

**Training:**

As training is the main component in the teaching learning process, the student teachers undergo systematic training thereby enhancing skill development, teaching competency, developing leadership qualities and cultivating the spirit of innovation in the classroom. Outreach activities have been organized by the college every year to encourage students become aware of needs of the society and create methodology to alleviate ignorance and create awareness regarding.

Social and health related problems such as impact of substance abuse such as alcoholism and use of narcotic drugs, health problems of pollution, adulteration, Contamination, infectious diseases like tuberculosis, Cholera, Typhoid and the like.

- Needs of the socially downtrodden were taken care by the students in areas of educating them on low cost healthy food and nutrition.
- Awareness in small savings enabling them to supplement the family income.
- The methodologies for creating such understanding and enabling them to learn were innovative and the students made use of rallies, Skits, Street play, and exhibition.
- Preparation of cleansing agents such as Phenyl, washing powder for cloths and utensils were taught.
- Socially useful protective work such as tailoring and hand work.

### **Access to the Disadvantaged:**

Adequate consideration for the weaker sections of the community, physically, visually challenged, economically under privileged and the non – creamy layers are given priority in the form of fee concessions. The college taps all the possible available resources to help the disadvantaged. To ensure fair access to the disadvantaged, the college has implemented the following measures:

- By using bilingual of teaching in teaching core papers.
- By equipping the resource room with all the necessary plus curricular materials.

### **Equity:**

By creating equal opportunity and through fair treatment of individuals irrespective of their caste, creed, or religion, the college strictly adheres to the principles of secularization and try our best to follow the norms of the state government and the

central government in the admission of students, appointment of faculty members, administrative staff and basic staff all educational concessions for the disabled proclaimed by Government of India have also been implemented in our college.

### **Self Development:**

#### **Student:-**

Our major focus is on developing the holistic personality of student teachers by providing them adequate knowledge in life skills by motivating them to participate in cultural meets and competitions. True to the motto of the college Thannambikaiyeh Uyarvu – Self Confidence is a key to success, the curricular, Co – curricular and extracurricular activities which are being organized by our college regularly help the student teachers to develop an integrated personality. The potentialities and hidden talents of the students are identified and proper guidance and counseling are provided.

The college union activities also help students develop their social skills. The students actively participate in all the activities of the union. The students create awareness of Traffic rules among the people by participating in the activity called Police Friends. The students are encouraged to participate in talent shows and competitions through the union. The union also sponsors guest lecturers in association with Lions club, Tamil Valarchi kalagam, Consumer club, SIMA, National Youth Forum, Res cross society, Rotary Club, All India Women's Association, Government of Tamilnadu, on Domestic violence, law of the soil which favours our Indian women. Every year, the college celebrates Talents Day, Union Day and other days of State,



National, and International importance for students to realize and imbibe the spirit of different cultures and races and also to find unity in diversity.

### **Faculty:-**

The institution is concerned about the improvement of development of each and every faculty member. In this regard, the institution has concerned itself in providing opportunities for the teaching faculty enabling them to participate and organize seminars, conferences, and workshops on their own during every academic year. The institution firmly believes that such exposure to faculty members help them gain new knowledge, have a great deal of interactions and academic sharing. The institution has taken utmost care to provide computer application training through the Intel and Microsoft. This training has helped our teachers to develop Software Programmes for their classrooms and teach computer applications to their students. Our student teachers thus imbibe all the skills and competencies to prepare presentation software to aid their practice teaching.

Our faculty members are highly motivated and focused in research activities. Few of our faculty members are Ph.D degree holders and few are pursuing their Ph.d and M.Phil degrees.

### **Administrative Staff:-**

The Administrative staff is given opportunities to pursue higher education. Our sweeper has qualified with B.A and is continuing to work for her M.A our information technology trainer has qualified herself in Tally above her PGDCA. Our staffs are

trained in computer Applications with Intel and Microsoft. This has enabled our administrative staff to function with ease and comfort. The administrative staff were also sent for training in file management and also attend seminar on inter – personal skill development. Thus, the college provides many opportunities for staff development and self – development.

### **Administrative Staff:-**

Importance is given to community development through organization of social service camps, providing knowledge on first aid techniques, organizing rallies on abolition of child labour, and other socially related issues, adult literacy programmes, dental camps, Ophthalmic camps and AIDS awareness programmes. National days are celebrated with great enthusiasm by both staff and student teachers.

The college has identified many slum areas to render social service in the field of:

1. Mass Literacy for women in the age group of 15-35 years.
2. Awareness programme on Immunization schedules.
3. Health checkup for pregnant women in collaboration with Government Family Welfare Association.
4. Educating house wives about small family norms.

5. Aids awareness programme through street play, Puppet show, Video show, etc.,
6. Environmental Awareness Programmes.
7. Organizing blood camp in collaboration with Rotary and Lions club to help the people.

Who cannot afford to buy blood during any emergency period.

Our student teachers visited

- Neyam – A voluntary organization for the spastic children in Karamadai.
- Leprosy homes – at the foot hills of Maruthamalai.
- Anbu Karangal – An orphanage on Coimbatore to Pollachi main road.
- Prisons in Coimbatore.

The college undertakes the following activities in National development:

1. Literacy programmes to help the country to achieve the goal of “ *Education for all*”
2. Helping the Government to reach the goal of “*Health for all*” through the college Health Club.
3. By implementing the entire positive measures introduced by the Government of India and the State Government of Tamil Nadu in the field of education, to achieve its goal of “equalization of educational Opportunities”.

4. By Introducing “*Life Skills for Teachers*” the college aims to help the Government, achieve its economical goal of Liberalization, Privatization, and Globalization.
5. By organizing campus interview, student teachers are given job opportunity and job security, which adds upto India’s goal of achieving ‘Full employment state’.
6. By giving equal treatment to students from all religions, the college ensures that the Government’s goal in establishing a secular state is achieved.

### **Issue of Ecology and Environment:-**

A paper on environment helps the B.Ed students to be aware of the issues related to the environment. The science club also has environmental awareness as one of its focus areas.

### **Value Orientation:-**

The morning assembly is conducted by the student teachers daily irrespective of religion, gender, language or community to inculcate values in the student such as co – operation, mutual understanding, punctuality, orderliness and respect for each other, despite their diverse background in the student teachers. We celebrate all importance religious festivals of different faiths.

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### **Employment – Extension Service Department:-**

Campus interviews are conducted towards the end of each academic year for enabling the students to find the right placement even before they complete the course. Newspaper advertisements and publicity for requirement of teachers in various schools in the around Coimbatore are displayed from time to time on the notice board for facilitating the student teachers to shoot their application forms before the expiry of cut of dates. The placement Cell of the college has networked with different schools about their faculty requirement and invites them for campus interview at the end of each academic year.

### **Global Trends and Demands:-**

Since the communication skills are very viable for the quality teaching, the college conducts spoken English course as add on course to develop effective communication skills among student teachers. Basic computer Application programme has also been offered which facilities hands on training on the computer.

### **Steps in the Curricular Development Process:-**

Curriculum is always given prime importance in order to maintain the quality of education. In order to enrich the existing courses, a detailed study was made by the members of the board of studies, giving due weight age to the opinion of the faculty and student teachers.

### **Reflection of Global Trends in Teacher Education in the Curriculum:-**

The existing courses have been modified to meet the emerging needs of the student teachers. The board of studies during the year 2008-09 decided that the student teachers.

### **Thrust on National issues like Environmental Education, Value Education and ICT:-**

National issues like Environmental, Value Education and ICT have always been an integral part of the B.Ed. course curriculum. *Environmental Education:-*

#### **Environmental Education**

Environmental Education had been a core paper in the previous years and now it is incorporated as an elective paper in the B.Ed course, keeping in mind the changing global environment and its disastrous effect on the planet and also to

obey the Supreme Court directions. The optional papers like Teaching of Physical Science and Teaching of Biological Science also have a few topics related to Environmental Education.

### **Value Education:-**

The Value Education elective paper was modified including the concept of Peace Education from the academic year 2008-09. This change was effected, keeping in mind the multiplying situations of global unrest among the young Generation.

### **Computer Education:-**

Computer Education is offered as one of the add – on course to impart computer literacy to the student teachers. They are given an introduction to computers, and also to get familiarized them with hardware and software, windows, internet, word, excel, Power point presentation. Student teachers are motivated to deliver their seminar presentations through Power Point Presentations.

### **Use of ICT in Curricular Planning:-**

The classrooms of today are more technologically oriented to give the students an in depth knowledge of the studied. Hence, both students and the teachers are extensively using ICT in the classroom. All our faculty members

prepare software packages in the respective subjects and same will be used in their classes by using LCD projector. Faculty members and Research scholars use the ICT for analysis and statistical interpretation of data for educational research. ICT is extensively used in constructing question papers.

## **1.2. Academic Flexibility**

### **Teaching as a Reflective Practice:**

The college focuses on all round personality development of the student teachers. Regular full time B.Ed, and D.Ed., courses are offered. The various activities of our B.Ed, course proceeds systematically right from the beginning of each academic year. All the observation classes provided by the college to the student teachers help them get an in depth insight into teaching learning process. Practice of micro skills is essential for the development of teaching skills. The development of teaching skills through micro teaching techniques are very useful for the student teachers to learn the art of class room teaching and also to attain mastery over some vital teaching skills. After completing their teaching practice phase each student teacher used to experience the art of classroom teaching in real classroom situation, the joy of teaching, the soul satisfaction drawn out of their teaching and their interaction with the students which lay a foundation stone for them to develop their teaching caliber further. Practice teaching is a compulsory component in the curriculum and the student teachers not only involve themselves in actual teaching practice but also in all the activities of the school they are tied up. The practice teaching session of student teachers are monitored by teachers,



mentors and guide teachers of the respective schools to which the student teachers are allotted. Students record a case study of an individual and the particular institution. In addition to their teaching, they need to construct an achievement test for their respective classes and also to undertake action research and case study for student with specific problems. Apart from core and elective papers, the curriculum also gives more emphasis for organizing exhibitions, workshops, and seminars for the student teachers on crucial topics related to teaching of their subjects. Students are motivated to showcase their talents in various competitions organized by the institution as well as by their institution.

#### **Adequate Flexibility and scope in the operational curriculum:**

The curriculum is flexible to accommodate changes to benefit the student teachers. Apart from the core papers, elective papers such as Women's Education, Peace Education, Environmental Education, Physical Fitness and Health Education, Library Education and Institutional Management are offered, giving student teachers the opinion of selecting one, purely based on their interest. In addition to this, add-on courses such as Spoken English, Pre –Primary and Nursery Education, Guidance and Counseling, Yoga and Basic Certificate Course in Computer Applications are also given to the student teachers. On completion of all these courses, they are given certificates, which will enable to give ample scope the student teachers to enrich their knowledge and also face the competitive examinations and special interviews with a lot of confidence. Our institution organizes field trips, educational tours, visits to blind schools , camp activities, inter- college competitions, programmes such as visits to old

age homes, orphanage, and home for the destitute to create a sense of responsibility and sensitivity to social issues to our students. First – aid classes are also organized by the institution every year, in collaboration with KPS Hospital, Mettupalayam to equip the budding teachers to acquire the functional knowledge to raise the occasion of emergency and crisis situation and also to give first aid treatment to the student before taking them to the hospital for appropriate treatment. The experiences gained through interactions help our faculty and students to have positive attitude towards liberalization, globalization and privatization.

### **Communication Skills:**

Spoken English Course, an add-on course offered by the college helps to sharpen the communication skills (Verbal & Written) of the student teachers. As communication skills forms the basis of the teaching profession, these students on completing the course feel comfortable enough to perform with ease.

### **ICT Skills:**

Hands on Computer Training are offered to all student teachers at the beginning of the academic year to enable them to incorporate technology in their classroom teaching. Apart from this, Add-on course on Computer Applications is offered to students with motivates the student teachers to present their arrangements and project in the form of CD.

### **Community Orientation and Social Responsibility:**

Keeping the social needs in mind the college designed to offer elective courses such as Peace Education, Women’s Education, and Environmental Education. SUPW

(Social Useful Productive Work) has aided the students to learn useful crafts, which help them to earn while, learn.

### **Inclusive of various aspects in the Curriculum:**

#### **STAFF LIST**

##### **(ii) Multi skill Development:-**

Multi skill development is enhanced by motivating the students to participate in cultural, camps, club competitions, and sports like volley ball, throw ball, Tenni Koit, Kho-Kho.,

##### **(iii) Practice Teaching:-**

Practice teaching is the core of the B.Ed course. Practice teaching sessions are arranged for students in various schools – corporation, Govt, Aided, Matric, Anglo Indian in Coimbatore. The session lasts for 100 working days for B.Eds for 2 years. Before the commencement of practice teaching, the faculty members effectively give training to student teachers to attain mastery over all the skills by using micro teaching technique. The student teachers are also trained in the construction of achievement test, preparation of lesson plans, teaching aids and software packages. After getting necessary inputs, the student teachers take up practice teaching in the schools assigned to them where they are further guided by the mentors and their teacher educators to face the practice teaching phase effectively and also to participate in all the activities of the school with the total commitment and involvement during their stay in the schools.

##### **(iv) School Experience:-**

During the month of practice teaching in the schools assigned to them, the student teachers are trained for 40 working days not only in teaching but also in the maintenance of registers and records, organizing the school assembly and school functions and in effective classroom management which facilities made them to take up their teaching profession with enthusiasm.

**(v) Work Experience / SUPW:-**

Socially useful productive work is also one of the components of the B.Ed curriculum. The student teachers are trained for two periods i.e., 2 hour per week in arts and crafts, so that when they get in to the teaching profession they would help their students to acquire these skills. SUPW gives the student – teachers an opportunity to exhibit their talents as they design greeting cards, flower vase, bags and photo frames. SUPW work inculcates in the student teachers the value of self – sufficiently, dignity of labour and labour is worship etc.,

**1.3. Feed back on Curriculum:**

The necessary feedback on current curriculum is obtained periodically in order to have an overall picture about the quality of the existing curriculum and the modifications to be made in the same. The feedback is always obtained from the following stakeholders:

**a. Students**

- Feed back on the course content and faculty are obtained through feedback forms designed for students.

**b. Heads and Mentors of teaching practice schools** – give their opinion about the activities related to the practice teaching and also about the requirement of the curriculum which served as the base for our curriculum modification. Periodical meetings and district wise meetings in Ooty are conducted and opinions are sought.

#### **1.4 Curriculum Update :**

Curriculum is the prime focus to maintain the quality of education. As per the guidelines of UGC, the curriculum is revamped once in every 5 years. New syllabus was introduced at the B.Ed and D.Ed levels. Curriculum is given prime importance and accordingly the Board of Studies and the Academic Council of the institution meet regularly at the beginning of the academic year before the commencement of the courses. Accordingly, the meetings are held during the month of March, so that the faculty members will have sufficient time to acquaint themselves with the new courses and the curriculum to be introduced in the ensuing academic year.

As such, the B.Ed course syllabus is studied in the very beginning and changes in methods of teaching and innovations are introduced in a phased manner. During the 2008-09, the B.Ed syllabus was modified by the TNTEU. **(Vide copy of the Syllabus)**

#### **Innovations/Best Practices in Curricular Aspects Implemented by the Institution:**

A course like Computer Education was introduced at the B.Ed level in order to increase the career opportunities of the student teachers. The college has evolved a

mass action plan for national adult generation to alleviate the problems of Adult Literacy. Under the scheme, every B.Ed student has to undertake the responsibility of enabling an adult illiterate to become functionally literate.

The college has introduced choice – based elective subjects such as Institutional Planning and Administration, Physical Fitness and Health Education, Women’s Education, Peace Education and Library and Information Science out of which the student has to choose any one. Guest lectures are organized regularly for the student – teachers on a variety of topics related to their subject. The faculty members prepare software package for their syllabus and use power point presentation to effectively teach the student teachers. The student teachers are also motivated to use LCD projectors for seminar and project presentations. The faculty members contribute to student improvement programmes within the academic year for better performance. In this context, tutorial systems that are being undertaken by the college are online with the activities that are cited in the first criteria.

## **CRITERIA – 2: TEACHING – LEARNING AND EVALUATION**

For the past few years, the college focused on proper teaching – learning techniques to enhance the quality of education. The students are given as exposure to relevant social skills, such as, communication skills, presentation skills, and interpersonal skills. In order to equip them with confidence to face a group, career oriented interview skills are also imparted.

Conducting group discussions, debates, and projects for handling various topics, make the classrooms atmosphere lively and that motivates students to participate enthusiastically. The students are also given an exposure to reach the community to mingle with the social milieu and not to live with some unrealistic dreams. Students, who are not given this exposure, find it difficult to cope with situations, when they need to go to rural areas, live with semi literates, and the like. The institution takes special care to enable the socially disadvantaged and backward community to get education and training by following certain admission regulations along with the guidelines of the state Government.

On par with the plan tulty members to prepare software packages for their syllabus. The student teachers also encouraged to prepare their learning materials as a software packages. They are given due weightage. The college continues to monitor life skills training for the student teachers by providing practical assignments. The faculty members are trained to make power point presentations for effective teaching – learning situations. For enabling them to integrate power point presentations in the curriculum transaction the college has equipped every classroom

with LCD projectors and accessories. The students are encouraged to prepare and use power point presentations for seminar and project presentations. The college takes necessary steps to have placement centers from various other institutions in order to provide the student teachers with information on career availabilities, job descriptions, and specifications enabling them with information. The student teachers performance is continuously monitored using periodical evaluation techniques such as, tests, seminars, debates, and assignments. The faculty members are committed to contribute maximum standards to student's improvement and self development. Before the closure of the academic year. They are also guiding the underachiever to accomplish this goal by adopting tutorial system and quality circle. Faculty members are encouraged to organize seminars and conference in the institution.

## **INFORMATION REALTING TO QUESTIONS RAISED IN THE MANUAL**

### ***2.1 Admission Process and Student Profile:***

The institution has been instructed by the Tamil Nadu Government, Ministry of Education to follow the single window counseling system for admission, as adopted in Engineering Colleges and Medical Colleges. As per the norms, an eight – member sub – committee is constituted with the eight senior Principes of the colleges of Education along with the representatives from the Directorate of collegiate Education. This sub – committee, is solely responsible for the conduct of Tamil Nadu single window counseling for B.Ed course. It decides the date to begin admission procedures for colleges of education. The Government of Tamil Nadu



takes the prerogative of establishing contacts with eligible candidates through media. After obtaining orders from the Government of Tamil Nadu, the colleges of education start issuing application forms. The filled in forms are then submitted to the nodal officers in charge of Tamil Nadu Single Window System Council. The merit listed students will be intimated by the Nodal Centre after processing of the applications to assemble in the premises of counseling centre for counseling. As per the norms of the Government of Tamil Nadu, 90% of seats in the aided courses are surrendered to the Government and 10% of the seats in the aided courses are retained with the management of the college.

The management is given the freedom to admit the candidates 100% of the B.Ed course. For all those seats of the different courses retained by the Government, admissions are made through the Single Window system.

The Holy Angels Trust which is the governing trust of the institution makes an elaborate arrangement which includes several layers in the admission strategy and hence the management advocated more human policy in the form a modified, personal interview where in both the aspirants; parents were all at their convenient date to the college office. Questions were not only on academic side but also on their psychological bent, general knowledge, sports, games, extracurricular activities and more on their attitude for teaching.

2. Merit: At the qualifying examinations apart from personal interview their entrance for B.Ed class being a bachelor degree more emphasis is given to merit in part third of their university degree. This will generally helps the management to get

the cream of the students into our institution and later no doubt makes them the best pedagogy that will in turn the wheel of the nations of the nation's future. We get even first class graduates with distinction and sometimes even university rank holders.

3. Common Quota: While admitting the meritorious students the Management is also keen to admit the student who are from socially oppressed and economically backward section of the society namely OBCs, STs, SCS, MBCs, DNCs, etc., For your kind information we have in our alumni students belonging to very thin populated tribes found only in the Nilgris. Numbering only a few hundred like Toda Kota communities owing to this fact even before they complete their course they are assured of permanent jobs in Govt and aided institution with attractive perks. While a mere pass is sufficient for B.Ed entry to an SC, ST student it is 43% for an MBC student and 45% for BC student. The management takes into considerations to admit students based on these categories.

4. Physically challenged students like visually ortho impaired are given preference and financial assistance to pursue their studies so that they can they find jobs for their lively hood.

5. Ladies are generally thought to be more suitable for teaching profession and in this attitude the management admits mostly girl students who show more inclination towards this noble profession. Men students are very less in number when compared to girl students. But their role is all the while significant.

While admitting girl students it is a gain like gesture of the management that ladies of deserted families and destitute background and economically backward and economically backward class are given more encouragement by the way of admission though it is a self financing institution the trust feels that social justice and the cause of equity should play prime role in giving admission to students teachers.

### **Strategies to represent diverse population:-**

The institution adopts different strategies to retain the diverse student population admitted to a course. Hostel accommodation is provided to ensure the safety and security of women students coming from far o places. Concession in tuition fee is also given to the economically backward and physically challenged students and extra coaching classes are conducted for the SC/ST, non creamy layers of students to help them perform well academically. A bilingual medium is provided in the college to aid better performance of the Tamil Medium students.

### **Contacts:-**

The students are informed about admission through mass media contacts especially the press media. The institution also provides admission information through their college notice boards. In addition, prospectus is also provided for those who seek application for admission. Better communication and vital information are possible because of our phone links to departments which are always authentic.

## **Student Evaluation:-**

Aptitude tests are conducted every year to realize the inbuilt potential of the student's knowledge and skills before the commencement of teaching programmes. English proficiency test is conducted to assess the English communication skills of the students. The faculty members of the institution will have interaction with the students to bring them in to the circle of the Holy Angels Trust and also to have a sort of ice breaking which created a conducive environment for them to perform. Our faculty members are also used to assess their needs and skills by adopting various techniques. After gaining such information, the faculty then plans their teaching methodologies to be adopted during the course of the academic year. Student teachers are encouraged to purchase copies of Standard Allen's living English structure. F.T Woods remedial English Grammar and Horn by's books on teaching items. In this direction our language laboratory with more than 30 terminals plays a boom to the students hailing from rural background who have no opportunity than this to a native pronunciation.

## **2.2 Catering to Diverse Needs:**

An envisioned in the mission and objectives, all the activities are planned for the academic year well in advance for a conducive learning environment towards holistic development of the students.

The institution lays emphasis on student – centered teaching with added focus on the latest teaching techniques. An active Grievance cell in the college attends to the

Grievances put forth by the students on diverse matters. A guidance and counseling cell provides valuable guidance to students who are academically under privileged and emotionally disturbed thereby creating an environment for the normal development of students. The library is equipped with sufficient learning materials with reprographic and internet facilities so that the students can have pages Xeroxed at their interest. The learning resource room provides the research scholars with extensive material to carry on their research. There are about 50 arm chairs under cooling fans for the trainees to have comfortable seating and go for reading the reference material.

Knowledge is updated through periodical revision of curriculum based on the needs of the student – teachers. To cater to the needs of slow learners, remedial teaching is carried out and the under achiever used to show tremendous progress in this achievement. Peer teaching, tutorials gather information on a topic pertaining to their subject by using various search techniques.

The syllabic for optional papers, core papers and electric papers are carefully designed to suit the diverse academic needs of the students. The college offers add-on courses like yoga, guidance and counseling ,nursery teacher training, basic certificate course in computer applications and spoken English to the student teachers. The student teachers have the option of selecting all the above mentioned courses according to their interest. Union activities create an environment of equity for students, as they are able to showcase their talents , which make them feel equally important. Various strategies like discussion, debates , seminar presentation, brainstorming and

workshops are employed to provide varied learning experiences to the students in the classrooms. Computer based presentation on the topics by the faculty give the students an in-depth and systematic knowledge in the topic.

The faculty members regularly update their knowledge by attending conferences, seminars and symposium at state , national and international levels and also by presenting papers in different forum.

The outreach activity organized by the institution envisioning diversity and equity caters to diversity of culture prevailing in the society especially with regard to linguistic differences, communal and caste differences, equality among human beings is inculcated from the time formal education begins for an individual. The reservation policy of the government in admission and communal rotation made in appointment, both at the formal educational level and at the recruitment level have enabled the population to understand equality among human beings. The institution the two concepts of diversity and equity.

The teacher educators are very well aware of the varied needs of the students. Their frequent interaction with the students make them understand more about entry behavior. In addition to that , the faculty members used to conduct aptitude test every year to access the background knowledge of the students. When they correlate their entry, behavior with the goals to be accomplished towards the end of the each academic year our faculty members are able to understand the deficiencies in each and every student their needs, abilities and interest. Accordingly, they used to device the strategy

to address to the varied needs of the individual learner. Gifted students are provided with varieties of enrichment programmes according to their caliber.

Additional help like remedial teaching of the tutorial are given to the under achievers enabling them to enhance their academic performance according to their mental ability.

In addition to that , numbers of interactions take place between them and the students during their visits to various schools while practicing their teaching. School students come out with their strengths and weaknesses and sometimes even indicate what they need during their formal interaction. The information thus collected is analyzed and inferences drawn, through which students needs are very well understood. The students are given a great deal of exposure to relevant social skills, such as communication skills, presentation skills, interpersonal skills and interview skills to prepare them for careers.

As per the dictum “Sound mind in a sound body” Our institution makes an all over effort for healthy physique and an active mind through games, intramurals, yoga, well equipped jem for an amusing learning environment towards holistic developed of students.

### **2.3 TEACHING-LEARNING PROCESS:**

The institution adopts a system of working in the academic atmosphere to maintain a learner centered environment. Students are not dormant spectators. The institution adopt diverse strategies to engage students in “active learning”. It starts with active participation of the students in classroom interaction. The teacher creates an interactional atmosphere to enhance the motivation of the advanced learners, the

average learners and the slow learners, paving way for “active learning”. The students are encouraged to present seminars in each paper to enable them to understand of concepts and draw meaningful inferences. The faculty also initiate group discussions in the classrooms. Such discussions are planned discussions wherein the teacher educators motivate students to present their report and initiate others to participate in discussion in detail, thereby developing their ability to express themselves effectively. Both seminars and group discussions pave way for them to use their convergent, divergent, creative and critical thinking to the maximum and that will help them to draw meaningful inferences.

The students are aspired to undertake small projects in their respective subjects. They collect data through search engines to discover and validate their innovative thoughts. The projects are submitted in the form of records. In languages classes, the teacher educators take up “role play” and “dramatization” for “active learning”. Role-play is the core of communicative language teaching. Each individual plays a variety of roles in society. Language is employed as a vehicle to lend expression to these roles in a variety of ways. These natural roles in social life are stimulated in communicative language teaching. They are either given time for preparation or asked to perform extempore, for which marks are awarded and that contribute to their internal assessment. Dramatization includes a variety of activities right from simple enactment of a piece of conversation up to some form of a skit. While student-teachers with second optional are engaged in debates, those with a major are motivated to perform one act plays for their practical assignment.



As an extension of this activity, the student – teachers enact any one renowned play on college day. Peer teaching is employed to enable the weak students. One gifted student is assigned to each group and is responsible for the performance of the group.

The college harbors a well-constructed and well-equipped library to which the student teachers swarm to gather information for their assignments, seminars and discussions. The college library is fully equipped with an online reference centre where students engage in browsing the net and accessing online information to update their knowledge thereby actively participating in the teaching-learning process. The library has a rich collection of research journals, surveys, dissertations and other reference materials which help the research scholars immensely. Websites provide additional information about the curriculum and help students download worksheets for various school- based activities so that they can augment their teaching resources during practice teaching sessions.

Lecture method, wherein the students are highly passive is seldom followed. The teacher acts as a facilitator, aiding them to participate in the teaching-learning process. Class hours are made highly interactive. The learning is made student centered by following the techniques of questioning, narration, illustration and demonstration. Listed below are some of the participatory activities adopted by the institution:

- Preparation of assignments
- Seminars
- Group discussions

- Group work
- Preparation of models and other teaching aids
- Preparation of albums
- Preparation of files
- Preparation of lesson plans
- Conducting the morning assembly
- Participating in club and union activities

For teachers of any subject, methods and instructional approaches of teaching are important. There are large number of methods and approaches available for the teaching of any subject. The teachers of this institution follow some of those apt instructional approaches like lecture method, problem solving method, project methods, discussion method , demonstration method, question and answer method ,inductive-deductive method, heuristic method, team teaching etc. The language teacher educators follow methods like direct method, bilingual method and grammar translation method.

Adopting situational, structural and communicative approaches for imparting the languages.

Various models of teaching are taught to the student teachers and every student teacher is required to prepare at least one to three models depending on the richness of the lesson. Thus, we enable the student teachers to make use of dummy models, working models, charts, slides, flash cards, transparencies and sometimes even real models especially in natural sciences. A good rapport exists between the faculty members and

students teachers. After conducting tests, the corrected answer scripts are handed over to the students to enable them to be aware of their mistakes and the teacher provide adequate opportunity for the students to come out with their problems. Teachers take utmost care in identifying their difficulties and guide them towards rectifying their errors in order to enable them face ensuring examination with self confidence.

The student teachers use microteaching as teacher training technique to master teaching skills. They undergo three phases of micro teaching procedures, which comprises of knowledge acquisition phase, skill acquisition phase and transfer phase. In the knowledge acquisition phase, they learn about the presence of thirty two skills in general and about eleven skills in detail. The following are the skills practiced by the student teachers among their peer group.

- Skill of set induction
- Skill of motivation
- Skill of introduction
- Skill of fluency in asking questions
- Skill of probing questions
- Skill of illustrating with examples
- Skill of stimulus variation
- Skill of achieving closure
- Skill of reinforcement
- Skill of explanation

- Skill of using black board

The selection of skills by the student teachers varies according to the topic chosen and also their teaching deficiencies. After the selection of the skills, the student teachers plan their lessons for each of the skills to be taught for 6 min and practice the teaching skills through a micro teaching cycle. Immediate feedback is given for each student teacher, both by the peer and the teacher educator. The student teachers need to practice the same skill until they attain mastery over that particular skill in their micro teaching cycle phase. After gaining mastery over each of the skills, the student teachers integrate all these skills and transfer them to actual classroom teaching. After the micro teaching phase the student teachers are allotted to different schools in Coimbatore for teaching practice for 40 working.

Days Before sending them for their practice teaching, teacher educators impart all the essential inputs about the classroom teaching, Classroom management, lesson plan writing which includes formulation of instruction objectives in the form of general and specific objectives, construction of achievement tests, action research, case study, preparation of teaching aids and also to some extent knowledge in computer applications to our student teachers which enables them to undertake their practice teaching assignment very effectively. Before the commencement of their the teaching practice, teacher educators correct their lesson plans and teaching aids caliber of the student teachers are assessed and monitored continuously by the mentor teachers as well as by the teacher educators by using nine point rating scale Performa. Immediate feedback is given both by the subject teachers in the schools and by the teacher

educators to the student teachers. The students come to college on Saturdays during their constructive suggestions to enhance their teaching Competence. All their suggestions are incorporated by the students' teachers once they go back to their respective schools

ABL Lab: The crowning glory of our D.T.Ed Teaching learning approach is our well equipped, well furnished, well maintained "Activity Based Learning" laboratory where in we will find shelves or racks on which a no of trays are placed. Trays have cards in them for first to fifth classes according to their lessons to teach clearly differentiated by color and logos. Cards are so arranged as per milestones for the purpose of continuity and orders. All the four walls are fully pointed with drawings pertaining to their lessons to motivate the budding minds. A puppet show is not only done by the teacher but also enthusiastically practiced by Students as well. A low level blackboard of about easily accessible to the tender hands two feet above the floor is arranged for their writings on the wall.

## **2.4 Teacher Quality**

The ratio of student teachers to identified practice teaching schools is 1:15 for B.Ed and 1:4 for D.Ed. The college used to take the following factors into account before deciding the number of students teacher to be sent to each school.

1. Availability of subjects
2. Availability of sections
3. Distance between the student teachers residence and practice teaching school

4. Willingness of the school to accommodate student teachers
5. Reputation of the schools
6. Availability of Tamil medium and English medium
7. Schools approach towards our student teachers teaching assignment

Throughout the course of their teaching practice, the student teachers regularly give feedback to the students either during the class or after assessing their performance in the tests. The student teachers also identify a few students with academic problems and adopt case study technique to diagnose problems, render remedial services and assess their improvement and submit their report.

The institution ensures that the student teachers are updated on the policy of the schools by gathering information from the school calendars to and also the various schedule of the school. The lectures of the various optional subjects also brief the students about the teaching practice schedule. The school allotted to the student teachers gives them a complete picture of the academic and co-curricular activities of their schools. Prior to their teaching practice student are required to observe the various teaching learning activities and regulations of their teaching school respectively

The student teachers and faculty members keep pace with the recent developments in the school subjects and teaching methodologies to enhance and sustain quality of teaching – learning process. Our faculty members are well informed by heads of institution orally about the recent developments in the school subjects when they visit

practice teaching schools. Based on their information the faculty members arrange for guest lectures on those topics by inviting experts in those field.

The leaders of institution work to achieve and accomplish more in the direction of quality education, professionalism and towards opening up of more avenues of career for our students. The paper presentations in several seminars and conferences give a lot of exposure for exchange of ideas in field of education. The management always motivates the faculty members to improve themselves and provide a democratic, conductive and open climate. Each department is equipped with computer and printer and laptops are given to the senior faculty members to ensure quick access to information and to update their knowledge. For the B.Ed students about 30 educational institutions are required to have their observation and teaching practice which are selected by the faculty members. During teaching practice they visit the schools and access their quality of teaching and motivate for further improvement. This is done in active co-operation by the department of school education, heads of institution and the teacher training institution internal marks for practicum are awarded based under cumulative performance of the student teachers during internship in their schools.

### **2.5 Evaluation process and reforms:**

Through the institution has adequate infrastructure, there still exists certain barriers to student learning in the form of communication skills, family problems, and academic deficiencies These are identified by analyzing their performance in the class tests and also by observing their behavior in their classroom. This lacuna is communicated

personally, or as a generalized problem in the school assembly or through interaction with the tutor group. Performance in the class can be addressed through remedial teaching, team teaching, peer group, teaching and quality circles.

The college gives due weightage to both internal and external assessment. The breakup of internal evaluation for the past 4 years is as follows.

<b>Components of Internal Assessment</b>	<b>Marks Allotted</b>
Theoretical Assignment	5
Seminar	5
Practical Assignment	10
Class test	10
Revision	10
<b>Total marks</b>	<b>40</b>

After each component of internal evaluation, students are provided a feedback on their performance and the following techniques are practiced to enhance students performance.

- Remedial Teaching
- Supervised Study
- Team Teaching
- Tutorials
- Quality Circles
- Counselling

The curriculum is flexible and modifications are made to suit the needs of the students.



Technology is incorporated in the teaching – learning process to bring about an enriching environment in the classroom. Faculty members prepare their lesson by using MS-PowerPoint presentations of the topics handled in the classroom and ICT is also used in preparation of question paper and marksheets.

Evaluation is a healthy and accepted term then examinations in the sense the former is more students centered and inclusive of all aspects of learning. Students are given unit tests, Mid term test, monthly tests and culminating in terminal examination. They are judged by not only by the performance made in the terminal examinations but also by their entire performance round the year by which the weakness of a student in a particular area is easily DETECTED and sooner remedial measures are taken.

Here the role of the tutor who is always a friend, philosopher and guide to the learner is more stressed and loud pronounced. He actually surprise the sheep under his block with tender care and studies their weakness then and there so that the hurdle the student faces is easily crossed over towards achieving his goal. It's the bounding duty of the tutor that the parents or well-wishers of the students are periodically informed of the performance of their wards. They are requested to meet the tutor concerned with the class teacher and the head of the Department and also the correspondent from the management side. To make the discussion cordially they are often closed with a cup of tea and snakes.

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The D.Ed Students are given compulsory compute instruction to meet not only the practicum requirement but also their knowledge enhancement.

### **2.6 Best practices in Teaching – Learning and Evaluation process:**

Collaborative learning and technology supported instruction are significant innovations introduced by the institution in the teaching – learning process. Technology has taken center stage in the classrooms where faculty members create a lively environment by using technology in delivering circular content. The concept of Quality circles was introduced and applied in every subject to improve performance. The task of quality circles has been to identify wrong learning and replace the some right learning.

Teachers are role models and students follow their footsteps. Students present seminars as one of their internal components through power point presentations, thereby reflecting on the technology supported instruction initiated by their faculty. ICT plays a significant role in our teaching learning process. Our computer lab with 15 computers are easily assemble to the learners needs and they can easily search for more

information through E-lessons and provide them to the learners. In this direction the management has spent a lot to have this come into fruition.

### **CRITERIA-3: RESEARCH, CONSULTANCY AND EXTENSION**

The college through the years has given due weightage to research activities. To illustrate this fact it can be observed that to of our faculty members have been awarded Ph.D., two of our faculty members are doing Ph.D degrees and many of our faculty members got their M.Phil degrees while doing service in our college. The college has also experimented with innovative teaching techniques using computer assisted instruction and the concept of Quality circles in Improving scholastic performance.

### **INFORMATION RELATING TO QUESTIONS RAISED IN THE MANUAL**

#### **3.1 Promotion of Research:**

Any institution will grow only by updating its system with the recent trends in research. Because of this belief our college promotes research among the faculty members and makes satisfactory provision for them. The college motivate them to undertake major and minor research projects, to conduct action research, to present papers in various International, National, State and Regional level seminars, workshop, Symposium, and conferences, publish articles in national and international journals and also organize the same kind of seminars, workshops, symposiums, and conferences in our college. In order to facilitate the faculty members to get them involved in various research activities, the college adopts very flexible workload norms and alternative

arrangements which are within the norms of the government. To update their research horizon, the colleges always encourage faculty members to attend various training programs on research related areas like SPSS training, computer training etc.

The college organizes seminars and workshops for those topics, which are well related to the new trends in research. The college recently conducted a two-day state level workshop on “Challengers and changing global educational scenario” during the month of March, 2011. As the outcome of this workshop, new topics for research have been evolved and framed. The thrust areas of research are mostly from educational technology, Personality Development, Classroom Management Styles, Job Satisfaction, Innovative Methods in Teaching, Achievement of Students and motivation of teachers. The institution encourages action research which aims at improving the styles of existing classroom instructions. All the student- teachers carry out an action research program as a vital practical component during their teaching practice. As a result, they are sensitized to the immediate classroom problems and gain valuable experience in solving them under realistic situations. The faculty members participate and present papers in many National and International conferences, seminars, symposiums and workshops and thereby striving towards academic excellence. The Management and the Principal effectively scaffold the staff in all the endeavors they undertake.

How supw useful in time management is taught/ given guidance by special Guest Lectures.

Art and Craft in the promotion of cultural values in children has significant role in teacher education For the preparation of TLM materials a two days workshop is arranged by the management to enhance the skills of student teachers.

Action Research: The management takes its prime duty to encourage the faculty members to do research.

Our periodical tests and evaluation task undertaken monthly mid Term and Term wise are meant for pinpointing the areas.

Where the student teachers find difficult to cope with and adjust. These areas are identified by concerned staff and remedial measures are taken to improve their quality of teaching. Here more thrust is given on Microteaching where the skills to be attained are the main focus of the unit. We found several students after our research and evaluation go wrong in framing question or starting lesson which proper motivation. After repeated exercises in these lines definitely improves the ability of the student teacher.

Action Research is finding solution to a specific problem then and there not involving much homework In this end all experienced members of the staff in their long service are able to guide the student teachers under their to do similar research when they go for actual teaching after their completion of their training.

### **3.2 Research and Publication Output :**

Multimedia software in all subjects have been developed by the faculty members which augment the students learning. Integration of technology in the curricular Transaction is

given higher priority by the institution. Delivery of instruction through LCD systems creates an in-depth knowledge of the subject content. Every department is provided with a computer with internet facility. The faculties also motivate the students to employ power point presentations during their seminar. LCD's are available in all classrooms to enhance the teaching competency and to impart excellence by providing a better learning process. INTEL also conducted programs for our faculty members to create a Computer – friendly atmosphere in the campus. Beginners Level and Master Level Training courses were provided to the faculty members to enrich their knowledge in the usage of computers. A few of our faculty members were trained in the usage of SPSS package. Our faculty of Physical Science – Education had developed a CD module @ Science for school students to help them in learning science the easy way. This motivates the student teachers every year to adopt technology based teaching practice sessions.

#### **Details of training Programs /Workshops / Seminar organized by the Institution:**

##### **STATE LEVEL SEMINARS**

1. 10<sup>th</sup> September 2010 **“Issues and challenges facing Universalisation of primary education”.**

##### **Thrust areas**

- a) To find out whether our higher and research projects are done at the cost of elementary education.
- b) To Check the ways and means of growth of educational institutes.

- c) To find out practical remedies facing our present system of primary education.
- d) To discuss how far samacheer Kalvi dispels the inequalities in the different areas of education.

### **Chair person**

V.Chandrasekaran MA., M.Ed., Mphil.,

District Elementary Educational Officer Coimbatore

### **Guest Speakers**

1. Mrs. Sethamarai Arumugam MA., M.Ed.,Mphil.
2. Mr.R.Chandrababu M.Sc., M.Ed., Mphil.
3. Headmistress, Govt. Hr. Sec. School, Vellakinnar

### **Invitees**

Principals of nearby colleges, Professors, Mphil., Ph.D., scholars, M.Ed and B.Ed students

2. 5<sup>th</sup> March 2009 seminar on **“Woman Education as guaranteed in our constitution myth/real”**

### **Thrust areas**

- a) To know woman empowerment in our political system
- b) To find out issues and problems faced by co-educational institutions
- c) To spell out job securities for woman

## **Chairperson**

Mrs. Rajeshwari – Joint Director Employment and Training, Coimbatore Region.

## **Guest Speakers**

Dr. Kanal Myindian., MA., Ph.D.

Retired HOD/Tamil Dept Govt arts Cbe

## **Invitees**

Principals of nearby colleges, Professors, Mphil., Ph.D., scholars, M.Ed and B.Ed students

4. 8<sup>th</sup> August 2009 seminar on **“Growth at the cost of environmental degradation”**

## **Thrust areas**

- a) To find out problems faced by urbanization
- b) Is Gandhian economy an anachronism
- c) To find out the issues of materialism in contrast with preservation of nature.
- d) To spell out the bio-diversity and natural habitat due to traffic conjunction.

## **Chairperson**

S.D.Ezhiel

Vice Principal

Nairs College of Education



## **Guest Speakers**

1. Dr Pugalendhi

Assistant Profeddor

Sri Ramakrishna mission vidhyalaya

Coimbatore

2. Mr. Jose Mathews IFS

Principal and chief conservator of forests

Central forest Academy, CBE

## **Invitees**

Principals of nearby colleges, Professors, Mphil., Ph.D., scholars, M.Ed and B.Ed students

4. 12<sup>th</sup> February 2010 Seminar on **“Continuous non forming education for defense Personal”**

## **Thrust areas**

- a) To find out the root cause of school dropouts among the economically backward class
- b) To findout formal education has become too costly due to globalization and privatization of education
- c) To find out non formal education programme is successful

## **Chairperson**

Mr.K.K.Sivaprasad., DIG and principal, CRPF,Cbe.

## **Guest Speakers**

Mr.P.Alwarsamy

Retired Colonel.

## **Invitees**

Principals of nearby colleges, Professors, Mphil., Ph.D., scholars, M.Ed and B.Ed students

5. 26<sup>th</sup> November 2010 “**National Policy of Education**” has its fulfilled?

## **Thrust areas**

- a) To find out the root cause for the failure of elementary education policy
- b) To find out whether political system has really understood the values of national education policy.
- c) Is globalization and privatization are the true causes towards the failure of national education policy.

## **Chairperson**

1. prof- Nagarajan Park College of Education

## **Guest Speakers**

1. Nanchil Nadan – novelist and shathiya academy award winner
2. Prop. Mr. Ramaswamy Kasthuri college of Education

## **Invitees**

Principals of nearby colleges, Professors, Mphil., Ph.D., scholars, M.Ed and B.Ed students

6.12<sup>th</sup> March 2011 seminar on “**Challenges in changing global educational scenario**”

## **Thrust areas**

- a) To have an insight into Samacheer Kalvi- Curriculum. Will this proposal usher in much desired equality in Education?
- b) Medium of instruction is it an issue today?
- c) Is the secondary Education curriculum overburdened? How far do we need a flexible Curriculum?
- d) To create an awareness of the changes in the global scenario and their impact on impairing education.
- e) To develop a critical appraisal of the Technological inroads in learning techniques.
- f) To develop the concept of ever learning in the backdrop of knowledge explosion.
- g) To inculcate the principle that the teacher is a facilitator.

## **Chairperson**

Prop & head. Dr. S.M.Ravichandran

Bharathiyar University, Cbe

## Guest Speakers

1. Dr.M.Jayakumar – Director & professor, Bharathiyar University.
2. Dr.R.Jayaraman – Associate professor, Bharathiyar University.

### **3.3 Consultancy:**

Since the student population of our institution are ladies and Some tribal communities a better communicated consultancy is of great importance Here, we have an academy council which consists of senior faculty members meet once in a month with the evaluation sheet of a particular student and his /her problems if any which require immediate guidance are discussed and solved. Even career guidance is required to most of the girl students who have opted for teaching profession.

### **3.4 Extension Activities**

The college has various programmes to cater to the needs of the neighboring community. With the motto, 'Each one - Teach one'; ' This programme concentrates on educating the illiterate of the neighbouring community. During our days citizenship training camp- many programmes and competitions were conducted. Street plays were conducted by our students, an eye check up camp for the Municipal high school at Railway Colony and various AIDS awareness programmes

were organised by us which are an eye opener to sensitise them to the burning issues related to AIDS in our country at present.

The institution helps the neighboring rural schools by way of organizing supervised studies after working hours for the needy students. The resource teacher who caters to the needs of the visually challenged students is paid by the management. Low vision students are also motivated to attend many rallies, which brings an awareness about the social issues prevailing in the community.

Rallies are organized under the banner of Population Club, Consumer Club,

Health Club which nurtures to the public on the burning issues and that promotes active students participation. In spite of diverse activities round the clock, every club functions effectively. Health club focused on issues pertaining to general health and hygiene. "Say No to Plastics" was the central theme on "World Consumer Rights Day." A rally was organized this year as part of the camp activity where the student teachers focused on "Abolishing Child Labour" which is

our Nation's grave concern.

The college premises are utilized by many social organizations to conduct eye camps, dental camps and other programmes which benefit the neighbourhood community as well as the institution. Every year, Samathuva pongal is organized at our an open air theatre which can accommodate audiences around 1000 at a time.

The institution has future plans and major activities to be executed under the banner of a full-fledged outreach department with the following objective of serving to people in the slum areas and remote rural areas at the grass root level:

- To promote quality of living of the people living in those areas.
- To help them to acquire functional literacy.
- To create health awareness by motivating them to adopt immunization programmes and other health related activities which have been launched by NGO/State and Central Government.
- To make them aware of the most precious Natural Resource "Water"
- To sensitize them towards a clean environment
- To highlight the importance of Small Savings, Family Planning, Vocational Training and Civic sense.
- To focus on broader issues like Domestic Violence, Women's Right and Human Trafficking.
- To be aware of the ill-effects of Child Marriage and recent problems faced by students who are coming from broken families.

Every year our students conduct exhibitions on banking, liner-free environment, health needs and preparation of useful products from waste. yted.,,,;,,astec--" Int,' ca.\_ Neighbouring schools and our own rweee+ school are benefited by these exhibitions.

By organizing social services camp and citizenship training camp for the students, social values like co-operation, dignity of labour, duty- mindedness and civic responsibilities are promoted. Blood Donation Camp was organized by the institution in collaboration with Lions Club.

The preparation of "Low -Cost Food" was demonstrated to people of the neighbouring locality to create an awareness on consuming healthy diet on a low budget. Many exhibitions have been organized by the institution to highlight fat free nutritious food intake- the dire need of the current young generation.

The Institution helps the neighboring rural schools by way of organizing supervised studies after working hours for the needy students .The management was kind enough to spend the expenditures involved on its own to meet this task. They are admitted on reduced fee concession and which is met by the Holy Educational Trust These students are motivated to score good marks in their studies attend rallies and competitions which bring awareness about the social issues prevailing in the community.

Every Year We have a 3day celebration during the pongal holidays popularly known as Amperum Vizha while include Five festivals celebrated in our (auditorium) college open air theatre which can accommodate an audience of about 1000 at a time.

This celebration includes not only free meals to the neighborhood, parents and students but also stress the importance of sharing a common platform while eating

with the rest of the society without social differences Equality is stressed and the seed of which is sown in the tender minds as well as in the adults the honor of which solely goes to the correspondent of the institution. A yoga teacher is appointed by the management whose advice is freely available to the yoga aspirants Slogans on several courses on yoga are colorfully illuminated on the walls so that the spectators can easily emulate those postures. During sport day 2009 the institution proudly displayed the yoga demonstration which included colorful pyramid which a loud applause An aerobic dance accomplished by a recorded rhythm and music was not only entertaining but instructive also to the on lookers Our volley ball team won Nehru yuvakendra cup for the year 2010 organised by Karamadai Panchiat union One of the district elementary educational officer who visited our language lab and information centre highly commented the functioning of these units and appeal to the management to arrange special training for the primary school teachers in Karamadai union under the supervision of the concerned AEO With the cooperation of the Hospital CBE as a joint venture a health camp was organized to bring the services of several eminent doctors which were largely attended by the public as well as students The doctor gave free medical advice and medicines also to the needy the students, They were given proper advice to keep the medical track record of their own so that it will be of much use for future emergency treatment.

Blood donation camps were arranged by our faculty in which a blood collection unit from Govt medical college Coimbatore visited our institution. Most of our students donated blood and the interesting part of it is the knowledge of their blood groups



The doctors stressed the importance of blood donation as it helps the patients in their emergency situations. A similar camp was organized in our college under the auspicious of the Lions club and local primary health centre in march 2012. A Eye camp was organized by Lotus Eye Hospital, Mettupalayam in our college in Sep 2013 in which doctors of various department took part and advised the public and students on measures to be taken for health and long life.

The Eye foundation Coimbatore organized a free eye camp on — 2010 to the people of locality especially to the Thudiyalur Panchayath union mass publicity was made through our student teachers and that was utilized by the public in a remarkable way.

Problems like head-ache, poor vision, common weakness are discussed and proper advice is given by the medial team,. Free eye glasses for about one hundred persons were distributed by the eye foundation. The management had made elaborate arrangements for the people to have an easy transportation. Dr.Purusothaman KPS hospital, Mettupalayam village primary health centre who is co coordinating the red ribbon clubs of the college students visited our institution on 7-8-2010 and declared open the name board of the college. A procession by our students with marked slogans and distribution of pamphlets pass through the main streets of Jadayampalayam village and distributed literature to the commuters at the bus stop. The student teachers were taken to the railway station at north Coimbatore to visit the red ribbon express which depicted the evils of aids and it's after math. It was instructive and informative too.

A pilot study was conducted in Jadayampalayam Panchayat Union in which • our college is housed, on the literary rate of the people as it is a totally agrarian area and short of industries. It was found that more than half of people i.e adults above 50 years were totally illiterates. To them applying for a bank loan or a ration card seems a herculean task. Our students stressed the importance of adult education to those elders.

Our economic students add a survey of Jadayampalayam sandy and submitted a report to the president of Jadayampalayam panchayat union\_ Even though it is a large sandy attracting thousands of people benefitting the treasury of the panchayat no proper sanitation is provided to the small vendors who come all the way from a long districts.

A top on civil liberties and citizenship values as told in our directive principal and fundamental rights of the constitution was given to the students on 17-9-2009. in his talk Mr.Watson , a leading advocate made attempts to drive home the points on fundamental rights which are the pillars of our parliament democracy a 30 minute movie depicting the relevance of primary education was prepared by our college of education extension service department with a help of Mr.Balamurugan one of our past D.Ed students. It was focus in street corners, places of worship, bus stops, Railway stations, Hospital Zones, etc... to make people aware of the government's policy on compulsory primary education as envisaged in Sarva Shiksha Abiyan Scheme

The management has liberally contributed to several social urgent needs carried out by NGO's and GO's in the form of cash and kind. Class room construction ,repair work and infrastructure provision like furniture have been provided to the needy institutions run by Panchayat union and other government organization. Mention must be made of the management's contribution to Jadayampalayam Panchayat union school which have been adopted by this institution for the provision of furniture, electrical wiring, sanitation, and drinking water facilities. Similarly for a near by Primary School the management carried out the aforesaid helps to meet their requirements which could not have been fulfilled otherwise. Many of the local celebrations and community gathering in this area carried out in this compound with full cooperation of the college authorities, members of the staff and students. So also the government functions in this locality are held in our open air auditorium as it could house more than a thousand capacities.

The institution has intended to start a rural polytechnic and coaching classes for higher secondary students and a rural clinic for emergency purposes all free of cost. While applying for accreditation by NAAC the institution has a clear mission to start M Ed course meant for working teachers as two year course and also to have M.Phil programme for research aspirants . in this direction we want to establish a We trust that we could make ours one of the pioneering institutions of education and study centre for various discipline Value education stresses more importance on citizenship, democratic principals, fundamental values, social values and moral responsibilities. Our directive principles of the constitution speak high of cultural

values and social obligations which ought to be done by every citizen of this country. Bearing this in mind our Morning Prayer session which last for about 20 minutes takes major share in takes about national leaders, patriotism, important national days and character building Presently. wct \_are having study centers for- two universities of this land- namely Bharathiyar university' and Perriyar Manniy e \_mai University. Our proposed tie up with other university will really nce our position and stature that more will approach for admission and ollment which will really have a good impact on the upper middle class ctions of the CoirnhtnrP, Nilgries and Kerala elite,

### **3.5 Collaboration:**

The institution has established linkages with National organizations such as UGC, NCTE, DTERT, DIET,Schools etc. Our curriculum is intended to develop the holistic personality of students so as to equip them to face the ever competitive world.

Linkage programmes have created a better atmosphere for teaching and learning process.

The faculty of the institution provides expertise to the practicing schools in areas such as recruitment, career advancement, updating their subject knowledge to help them keep in line with the changing syllabus. The institution also provides database of their alumni to help the practice school to identify suitable personnel for their institution.

The institution lends its expertise and resources, both infrastructural and academic to Universities like Bharathiyai University and Perriyar Man\_nivyamai University.

Our institution maintains a cordial relationship with the local bodies like Panchayat Union and Coimbatore Corporation through educational authorities like district educational officer, Chief educational Officer, assistant educational Officer and Corporation educational Officer. With their patronage we send our student teachers to their institutions of local bodies for about two months. For this we send our students at the time of their admissions, examinations, sports festivals and in-service training periods. Our extension service department is taking best efforts in this direction to see that all teaching practice sessions to be carried out successfully. We have close access with the heads of schools where our students go for teaching practice. We often invite them to our college functions as special guest and our members of the staff take part in their special occasions. The headmasters help us in our micro teaching classes, model lessons, model classes, administration training, sports and extra curricular activities. This has richly benefited our trainees that they could emulate similar relationship when they are appointed in their respective schools. The educational officers often guide our trainees to handle classes at the time of their teaching practice and the approaches they ought to take when faced with real life situations.

When we have celebrations we invite university staff and also faculty from fraternal institutions for their active cooperation. Similarly our staff members take Part in all

university activities like seminars, symposia, in-service training and paper valuation. One large area we close access is the inter college sports meet and cultural feet where our staff members and student teachers actively participate.

### **3.6 Best practice in Research, Consultancy and Extension:**

All the regular faculty members of the institution are MPhil , Research Scholar.

Two of our staff members are PhD holders. One of the staff members is pursuing her Phd in education and another staff is doing Ph.d in her major subject. When we are arrange seminarskeeping in mind the rural and urban localities we develop the thrust areas which are very much useful and give proper guidance to our student teachers. Our system of education should reach the remotes village also Keeping this as a goal, most of the scholars are encouraged to pursue their studies in a comparative manner. Our faculty members are motivated to enroll themselves for the doctorate as well as the postdoctoral degree programme. Faculty members keep "abreac'ted'of their knowledge "by participating and presenting papers in the national and international seminars. The research culture prevailing in the institution is reflected through the n'umber of minor and major projects. Rallies are organized on the important problems to educate the community and also to enable the student teachers to realize their social, crucial and decisive responsibilities in the society. Our extension activities vary from community development to programmes for the creation of environmental awareness. A wide range of social service scheme is in operation all round the year.

The management is keen in quality enhancement and sustenance in teacher education at all levels, they help the college in updating their supportive system with reference to conduct of research. Some of the Measures taken by college with the support of UGC and management, since the previous peer team visit are listed below:

Computerized and has a rich collection of books, journals, encyclopedias to augment the knowledge of the students. Departmental libraries help the students with resources in their optional subjects. The classroom has adequate infrastructure to ensure the comfort of the students. Technology is incorporated in the classroom and faculties prepare their lessons and present the same through latest technology.

(Multimedia Presentation)

Academic planning has always been at the forefront of the institution. Faculty at the beginning of the year, familiarize the students with the sequence of events to be carried out during the academic year Assembly provides a platform for the students to voice their suggestions to the faculty. Student Council members form a link between the student community and the faculty. The Principal and the faculty of the institution carry out regular interactions with Heads of Institutions and mentors of the different schools where practice teaching is conducted in order to get feedback on the performance of the students and the proceedings of the school. The General Body, Board of Studies, Academic Council, Finance Committee, College Committee evaluate the developments taking place in the institution and carry out necessary modifications and conduct meetings regularly. Staff meetings are held at periodically to monitor the progress of the academic activities, which are being carried out in the institution as per the master plan.

Care is taken to see that the norms of statutory bodies like UGC, NCTE , SCERT, DTERT and Tamil Nadu Teachers Education University are not violated and all the matters go on as per the requirements.

Objectives are well-communicated and deployed at all levels to assure individual employee contribution for individual development. Faculty members are provided with orientation in the beginning of the year prior to the admission of students for the academic year in order to prepare the workload and to discharge specific duties. The team of dedicated faculty regularly updates the websites and designs the college calendar.

The Planning and evaluation committee formed by the Governing body of the institution takes care of the implementation of both short term and long term plans of the institution. The short-term plans are monitored by collecting feedback from faculty members who have experienced the problems in implementing plans. Their suggestions are analyzed and modifications made by the committee. Similarly, the long term plans are also continuously monitored at every stage and inferences drawn which indicate the hindrances faced by the people who actually implement the plans. Modifications and Changes are made as and when necessary. It is evident that evaluations go along with monitoring as the very purpose of monitoring necessitates evaluations simultaneously. Revisions are made easy-and relevant.



The faculties are motivated to undergo short term courses on emerging technology and senior faculty have also been given training on the use of SPSS package helpful in statistical research.

#### **CRITERIA 4 : INFRASTRUCTURE AND LEARNING RESOURCES**

The college focused on enhancing and enriching both physical and academic infrastructure in order to enrich the learning resources. The institution has met the need for augmenting the infrastructure through finance 'granted by the management. Philanthropists have also been benevolent in sponsoring to uplift the institution.

The physical facilities for students and staff were enhanced with addition of furniture, computer tables, cupboards, Xerox machines, Thermoform machine, computers, printers, white board etc. 2 journals along with internet facility gave the library a facelift during the years. The college purchased several computers with UPS, pen drives, mats for yoga practice, LCD projectors with screens, instruments for Psychology laboratory, the Language Laboratory for English was enriched with the latest equipments necessary for learning

phonetics. To encourage physical activities, more number of physical education equipments were purchased to provide a fitness centre for the students and staff.

Our management constructed new buildings in order to strengthen our infrastructure. In addition to that our institution enhanced the number of furniture, chairs, tables, cupboards, fiberglass boards, white boards, LCD projectors and screens,

ORP Projectors,electrical and electronic equipments for enabling the faculty members and students to have effective curriculum transactions.

The institution purchased equipments with a combination of copier,scanner and printer. We also have provision for helping all departments to build a huge database for helping the management and institution in admission and academic procedures.

The hostel was renovated and upgraded during the year 2012-2013. The campus was also beautified. In consultation with the local nursery, many plants were purchased and pathways were laid. The benefit of going green are reducing the pollution, contributes towards genuine environment health and emphasizes the student teacher to have an eye on the environmental issues.

In future, our college periodically assesses the existing physical and academic facility based on the feedback given by the stakeholders and based on the outcome of our academic\_auditing.

## **INFORMATION RELATING TO QUESTIONS RAISED IN THE MANUAL**

### **4.1 Physical Facilities:**

Understanding the importance of infrastructure and physical facilities, the institution has taken utmost care to provide the same as per NCTE norms. The physical facilities for students and staff were enhanced with addition of necessary furniture like, computer tables, cupboards, book cases, printers, white boards etc. Addition of seven hundred and eleven books, -twenty six journals along with internet facility has given the

library a major facelift between the years 2012-2013. The college has also purchased several computers with UPS and LCD projectors with screens.

The psychology laboratory and language laboratories have been enriched with the latest equipments. In addition to all these existing physical facilities, extra classrooms have been constructed with the help of finance granted by the management. Institution has provision for fire extinguishers wherever necessary.

Ample facilities for indoor recreational activities such as table tennis, chess, carom, Chinese checkers and yoga are readily available for the students. True to the saying 'A healthy mind in a healthy body' we have fitness equipments like tread mill, twister, abdomen bench, stepper, cycle and rowing machine for both the faculty members and the students. Facilities for outdoor games such as volleyball, throw ball, tenni koit, kho-kho, badminton and basketball are available for students use. The Music room is present with musical instruments to cultivate musical talents in students.

A cultural kit is also available along with cultural costumes. Information on the dances, art and culture of various States of India is made available in the campus. The well renowned Kala Mandapam in our campus has been staging historical plays and continues to be the main open air auditorium where cultural events are held

Adequate facilities are also available with the institution to ensure the health and hygiene of the staff and students. The college has provided 34 toilets for students. A health centre functions during college hours with a trained nurse to provide first aid as

and when an emergency arises. A canteen in the campus offers quality refreshments for the college staff and students.

The college has a hostel attached to it, called Angel Hostel which caters to the needs of students who need such facility.

Hostel Facilities include

Number of rooms	-	8
Occupancy per room	-	4
Mess hall Number of bathrooms	-	6
Number of toilets	-	6

#### **4.2 Maintenance of infrastructure:**

The college management provides necessary support in generating funds for maintenance of infrastructure. In addition to this, the caution deposit-collected from the students contribute to the maintenance of the infrastructure.

The students welfare committee headed by Mrs. Selvakumari .N assisted by Mrs.Amasvei .M ensure that available infrastructure is optimally utilized. Feedback is also received verbally from students and faculty members on the utilization of resources and care is taken to see that the infrastructure is utilized appropriately.

#### **•Building**

The management bears all expenditure pertaining to the maintenance of college building and various aspects related to expenditure to be incurred, duration of time and

quality of work. In order to make a decision the college has an open air auditorium which can accommodate 1000 people and is utilized for conducting functions, festivals and social festivals.

• **Laboratories**

Laboratories are being maintained by the college through the caution deposits collected from the students and by the management.

• **Furniture**

The management takes the responsibility of maintaining all furniture. Expenditures are met from the corpus funds collected from students and trust.

• **Equipments**

The institution maintains equipments from the management grant and special fee in addition to individual.

• **Computers**

A separate fund has been created for the maintenance of computers purchased for the institution.

• **Transport/Vehicle**

The institution is having enough vehicles to enable student-teachers to attend to the institution and for other activities concerning academic matters.

The college environment is made conducive for the students by making the campus green, plants are planted in the campus. Lots of saplings have been planted and

pots are watered everyday to give a fresh look to the campus. many coconut trees and mango trees are planted in the campus. Rainwater harvesting is practiced as a gesture to conserve water. Biodegradable wastes are dumped in pits to produce organic manure. The teacher trainees are involved in gardening and in keeping the campus clean and tidy.

Biodegradable waste and used out stationery are dumped in pits periodically to produce organic matter which is used in our vegetation within our campus. One can see a horse and a colt grazing through the grass. We have guineapigs which lay eggs in the shade of our plants. The teacher trainees are involved in gardening work and keeping the campus clean and tidy to drive home in their minds that “An idle mind is a devils workshop”.

#### **4.3 Library as a Learning Resource:**

The institution has eel qualified and very competent librarian who keeps library activities well in focus. Collection, development, circulation and dissemination of information are the activities undertaken by the librarian to maintain the library.

The library is well-equipped with learning resources of various kinds both in printed and non-printed form. The following table shows the rich collection of books that the possesses.

S.No	Resource items	Number of Items
1	Total books	4650
2	Reference Books	1230
3	Text books	1360
4	Titles	70

5	Total Journals	20
6	National Journals	15
7	International Journals	2
8	Peer Reviewed Journals	1
9	Back Volumes	20
10	Magazines	20
11	Audio Cassettes	250

***Functions:***

- The Library committee supervises and advises the librarian in the policy of book selection and administrative matters.
- In the improvement of library infrastructure by providing suitable furniture and equipments.
- In the tabulation of rules and regulations.

**The working time of the library**

Days	Timings
on working days	8.00 am to 6 pm
On holidays	9.30 am to 1 pm

The library has purchased foreign books and journals for approximately Rs. 2,00,000/- (Rupees two laths ) enriching its collection. In order to make the faculty members and the students aware of the new arrivals.

**The library:**

- Sends the list of new arrivals to all faculty members
- Places the list on the library and college notice boards
- Displays the cover page of the new books in the new arrival rack

The library also has a book bank facility. This is the most popular and widely used facility, the library offers to its members.

The book bank facility is to help the student community especially the economically deprived students.

Total no. of books in Book Bank	1105
Duration of Loan	One Term
No. of students who use this facility	20

Making its collection, resources and services accessible to all users is the main principle of the library. To further this aim, the library provides additional assistance to students with disabilities to facilitate their access and use. Our institution has a qualified and very competent young and energetic librarian with graduation in economics and library science. She is active in collection, development, circulation and dissemination of information activities round the year before the commencement of the regular college hours. She is at the counter to issue books in the morning and also late in the evening. Enough number of books and copies are available so that student teachers who could not buy books of their own can very well utilize the library. Student teachers can have the books for a period of two weeks and later renew for two times. Staff members can have the books for 2 months and have them renewed again for their reference. Our



encyclopedia collection has volumes of encyclopedia Britannica, encyclopedia Americana versions; The Hindu speaks on education of several volumes. A collection of MahathmaGandhi's writings and speeches housed in one large rack is meant for teaching value education to the budding teachers. Our dictionary collection includes recent editions of Oxford, Cambridge, Advanced learners, Webster's in English and several bilingual dictionaries English to Tamil, English to Hindi and Tamil Agarathi. Copies of Thesaurus, synonyms and antonyms, Collins—co build's students' dictionary, advanced deluxe dictionary , pocket dictionary are also available.

We have a completely computerized library and taking a particular book is easily available through our cataloguing system. Not only our library is computerized but also we have internet and reprographic facilities with a technical assistant to help the student teachers when they require portion of the reading materials needs coping. More over most of our students are well versed in this field

The library is open on all working days including Saturdays. The working hours are from 8am to 5pm. Whenever a new book is purchased its arrival is marked by information on the library notice board along the outer jacket of the volume.

The outgoing students are encouraged to passion their well kept used books to the library so that it could be of use to their successes through our book bank.

One of the salient features and best practices of our institution is to donate a book to the library by the student teacher on his/her birthday which is announced daily the morning

assembly and a greetings song by his friends. Through this we could collect at least a hundred books every year. This scheme has the nomenclature.

#### **4.4 ICT as Learning Resource:**

Students compulsorily undergo an add on course entitled 'Basic Certificate Course on Computer Application' in which they are provided with hands on experience in using MS-word, MS-Excel and MS-Power point and to enhance their browsing skills. As a result they become competent in integrating ICT into their academic framework.

Adequate provisions are made to integrate ICT in the transactional process. All the faculty members have developed CD for their power point presentations pertaining to their syllabus to integrate technology into their classroom teaching. The faculty members are master trainees of 'INTEL Teach to the Future' and , training programmes. Internet connectivity is provided in all the systems in the institution. Teachers and students evince keen interest in updating their knowledge using the net and transact the same in the teaching-learning process.

All the student teachers are required to prepare at least one lesson plan using a power point presentation technology. They type out the question papers for evaluating the students, using MS-Word. As a part of their classroom assignments, student-teachers present seminars on topics assigned to them using power point technology. Further, project reports are prepared by them using MS-Word and they submit the same for their

optional evaluation. Our D.T.Ed teacher trainee students have 150 for their ICE practicum subject and this is reflected more in almost all their school subjects. They are taught word processors to write and present class work and how to use a spread sheet to enter data for creating charts and interpreting the results. The training includes how to use the database to enter data as part of investigation and hypermedia to write a layout and present publication on the internet.

In their syllabus there is trust on inter-net and CD rams used in research and investigation operations like windows, paint, word excel animation template PowerPoint email usage of scanner and printer are taught and trained by experienced computer assistants and lecturers

The students are required to prepare one lesson in each subject in CD and present the same in PowerPoint that they appear for practicum commission Similar importance and more are found in the B Ed core subject-Educational innovation and management where students undergo regress practice in computer aided instruction for preparing lesson plans, programmed learning materials, innovative ideas etc..This is applicable for their optional subjects also when they go for teaching practice in schools.

Our lecture halls and seminar halls are equipped with LCDs through which lessons are taught through power point illustration by our faculty members and also student teachers

#### **4.5 Other Facilities:**

All instructional infrastructures are put to optimal use. The institution has open air theatre designed by our Correspondent himself during the year 2007 for conduct of cultural programmes. The institution has two big halls with sufficient to conduct programmes of the college and other institutions.

The institution has an audio visual unit with a qualified technician who guides the student teachers in using the audio visual facilities such as the CDs, audio and video cassettes, ORP, LCD projectors, film strip projector and other equipments to aid in the teaching learning process.

#### **List of Audio-Visual Equipments**

1.	Epida Scope	-	1 No
2.	Film strip cum Slide Projector	-	1 No
3.	Automatic Slide Projector	-	1 No
4.	16 mm Sound Projector	-	1 No
5.	Television	-	3 Nos
6.	Video Camera	-	2 Nos
7.	Still Camera	-	1 No
8.	Digital Camera	-	1 No
9.	Over Head Projector	-	11 Nos
10.	Two-in One	-	2 Nos

11. VCR	-	1 No
12. Amplifier	-	3 Nos
13. Xerox Machine	-	2 Nos
14. LCD	-	9 Nos
15. Dish Antena	-	1 No
16. Generator	-	1 No
17. Screen	-	4Nos(Tripod)
		7 Nos.(Wall Mount)

The college possesses a well equipped Language Laboratory with the latest equipments to help in phonetics and communication. The educational technology laboratory has effective audio-visual facilities mentioned above, to provide concrete experience in the teaching learning process. The psychology laboratory is well equipped with following apparatus which enable the students to conduct various experiment related to their syllabus.

## **PSYCHOLOGICAL INSTRUMENTS & TESTS**

### **1. APTITUDE TEST**

1. Aptitude test (Mechanical and Reasoning ability) - David's Battery of Differential Abilities

2. Differential Aptitude tests - George K. Bennett.
3. Teaching Aptitude Test Battery — Singh
4. General teaching competency scale P.K.Passi

## **II. ATTITUDE TEST**

1. Teaching attitude test Dr. R. P Singh
2. Teacher Attitude Scale- Goyal

## **III. ATTENTION**

1. Division of attention
2. Span of attention
3. Distraction of attention

## **IV. ACHIEVEMENT**

1. Metropolitan Achievement Tests - World Book Company
2. Study skill — M. Kanchana

## **V. CONCEPT FORMATION**

1. Concept formation blocks
2. Concept achievement test

## **VI. CREATIVITY**

3. Intelligence
4. learning
5. Verbal test of creativity Dr. Bagger Mahidi

## **VII. INTELLIGENCE**

1. Dr. C.M. Bhatia's Battery of performance tests of intelligence
2. Indian Adaptation of WAN (Wechsler Adult Intelligence Scale)
3. Standard Progressive Matrices Test Raven
4. Coloured Progressive Matrices Test
9. Melhrotra General ability test
10. Weschler Intelligence scale for children with leather case
21. Alexander Pass along test
22. Koh's block design test
25. Five figure form test
26. Two figure form test
29. Matching familiar figure test-Kaiyani Devi
30. Emotional Competence Scale — Bharadwaj & Sharma

## **VIII. INTEREST**

1. Interest Record Raghuraj Pal Singh
2. Thurstone Interest Schedule
3. Educaitional interest record- S.P. Kulshrestha

## **IX. LEARNING**

1. The Bangor Dyslexia Test - T.R. Miles

2. Mirror Drawing apparatus
3. Habit interference board
4. Letter cancellation test
5. Number cancellation test
6. Visual discrimination test
7. Complicated Maze test
8. Simple Maze test
9. Style of Learning and Thinking, D.Venk\_ataraan

## **X. MEMORY**

- I. Visual memory test

## **XI. MOTOR SKILLS**

1. Tweezer dexterity board
2. Finger dexterity board
3. Whipples taping board
4. Minnesota dexterity text

## **XII. PERCEPTION & SENSATION**

1. Kinesthetic sensitivity board
2. Illusion — Muller Lyer illusion
3. Colour preference on the Basis of pair Comparison method 6 colours
4. Form preference test



5. size weight illusion
6. Colour cancellation

### **XIII. PERSONALITY**

1. 16 Personality Factor Test Form - Catell (1957)
2. Personality Development Index - Dr. Kaliappan
3. Edwards Personal Preference Schedule
4. Junior Eysenck Personality Inventory
5. Hermann Rorschach Ink Blot Test 6. Meier Art Judgment Test
6. Minnesota Multiphase personality inventory
7. Multi dimensional Assessment of Personality
8. Bell Adjustment Inventory (student form)
9. Extraversion-Introversion Inventory-Kundu
10. Judging Emotions through Photographs
11. Emotional Stability Test for Children-A. Sen Gupta
12. Revised Behavioural Deviance Scale — Chauhan & Aurora
13. Mangai Teacher Adjustmeffi inventory-S.K. Ivlangai

### **XIV. SOCIO ECONOMIC STATUS SCALE**

1. Socio Economic Status Scale - P. Gyanendra P. Srinivastava

### **XV .SELF CONCEPT AND SELF RELATED VARIABLES**

1. Self — Concept list — Pratibha Deo

### **XVI. STRESS, FRUSTRATION, ANIXETY**

1. College\_\_ Student Stress Management Scale --Dr. S. Malathi
2. College Student Stress Reaction Scale - Dr. S. Malathi
3. Teacher Stress Source Scale — Santhappan S.
4. Anger Expression Inventory
5. Stress Questionnaire by Dr. Latha Satish
6. College Student Stress Scale — Dr. S. Malathi
7. Time Management Scale (College Students) Dr. S. Malathi
8. Emotional Maturity - Yashvir Singh
9. Anger Expression scale — Spielbergers Trait Anger
10. Test Anxiety Scale (TAS) V.P. Sharma

The computer laboratory possesses 15 computers and printers with the latest configuration available in the market today. The laboratory is spacious and well ventilated. There are two science laboratories, the biology classroom cum laboratory and the physical science classroom cum laboratory equipped with sufficient equipments to carry on experiments in science.

The sports facilities available are indoor- chess, carrom, table tennis and Chinese checkers and outdoor — basket ball, volley ball, tennikoit and kho-kho.

There is a music room with musical instruments like veena, violin, guitar. jingle bell and harmonium.

The classrooms are well ventilated with adequate furniture OHP. A blackboard a white screen and LCD projector. Provision is made for LCD projectors to be used in the

classroom. The quality of teaching —learning process is enhanced with the integration of technology in the classroom.

We have three multipurpose halls for conducting seminars, meetings. Competitions, contest and workshop provided with LCD and computer facilities. The halls easily accommodate 200 participants. We have a band troop for March-past on special occasions at the time of flag hoisting receiving guest of honor. For this we have enough musical instruments and trained students every year who make the functions more colorful and expert's help in this regard is sort every year to train students in this aspect.

We have five buses, two vans and a few cars for the transport of our members of the staff and students who come from distance villages. We have crew men to fly these vehicles on all working days fro in almost all the directions leading to our college from Annur, Mettupalayam, karamadai, and neighborhood. One of the vans fitted with A/C to be used at an emergency situation when eve take sick students or members of the staff to nursing homes.

The management is keen to air-condition all classrooms, lecture halls and laboratories so students may feel comfort and ease with the class room class hours. To make learning more attractive there are steps taken to install ICT facilities in all classrooms institution every year, which stand as an empirical evidence to the availability of infrastructure facilities.

## **CRITERIA 5: STUDENT SUPPORT AND PROGRESSION:**

The institution has always been interested in student performance in other words '*student orientation*'. There were reports of each student's performance, problems, and resolutions. These reports were compiled and a database was generated much earlier to the introduction of personal computers to the administration of the college. This was very much helpful in understanding, the gradual improvement or deterioration that had taken place in every student within the academic year. They were provided with periodical feedbacks of their academic performance and given insight and counseling for improvement. The faculty members were also helpful in handling their emotional and social problems. Overall, the academic body was supportive and encouraging a sense of well being in every student, belonging to each academic year. Our Tutorial system is in vogue for more than fifty years in the college. It continues till date. The student profiles were maintained regularly indicating their academic progress and personality development. The institution organizes relevant outside exposure and resources for the students by conducting seminars, conferences and workshops subject wise. Resource persons are invited to provide special lectures from other institutions in order to have a wide exposure. Students are trained to use the facility of the library and computerization in order to have net meetings and net interactions.

The teachers train the student teachers with traditional teaching techniques with recent audio-visual equipments, such as the LCD projectors and power point presentations. Students are further enabled to develop software for every topic in every

subject, so that they are equipped with the present technique of using computer-assisted instruction.

Students' health had been a priority to the institution, as a team of three faculty members, periodically organizes medical checkups with medical practitioners who are specialists in the city. Camps, such as free Dental awareness, Eye Testing, Blood Donation etc., are organized every year.

The students' personality development is monitored using case schedules where a profile is finally drawn showing the general performance in academics and listing problems and resolutions. The profile is indicative of their strengths and weaknesses and student counselors give them suggestions to strengthen the strength and weaknesses too. Thus, it is believed to help them modify behavior appropriately according to contingencies.

The college is providing campus interview facility during the course in order to enable the students comprehend job opportunities and working conditions in every job. The interaction between the campus interviews and the students interviewed during this period facilitates both the institution interested in selecting student teachers and the student teacher to make a mutual selection. Further, the add-on courses have opened ample scope for jobs affiliated to teaching.

### **5.1 Student progression:**

#### **Assessment of students' preparedness:-**

The institution is singularly focused on student performance and in the maintenance of high educational standards. A 'bridge course' at entry point enables a student teacher to feel at ease and quickly settles down to tackle the curriculum. Students are enlightened on the history of the college, its mission and the milestones it has crossed since its inception. The 'bridge course' serves to familiarize the student — teachers with the choice of various papers offered and the curricular programmes chartered out for the academic year. An English proficiency test is conducted for the new entrants and the medium of instruction is allotted based on their performance.

### **Campus Environment:-**

The campus environment is thoroughly conducive to motivate the student teachers to perform their very best during the course of study.

- Classroom infrastructure is upgraded with the latest technology such as LCD projectors to impress the students to receive information in their subjects.
- In addition to the main library, departmental libraries are also stocked with the latest books on the subject concerned in order to kindle the intellectual vigor of the students.
- The computer laboratory has twenty-four computers with the latest configuration and internet facilities for the utilization by the trainees.
- The latest language laboratory is well equipped for the development of communication skills.

- The psychology laboratory has acquired relevant equipments and tools to conduct experiments and research in educational psychology. Students enthusiastically utilize - the sports
- Students enthusiastically utilize the sports facilities of the college to the maximum. Students are given the opportunity to learn Silambam Fencing, an Indian Martial Art, while Yoga is offered to whoever is interested.
- Guidance and Counselling centre in the institution provides help for the maintenance of academic and personal well being of the student teachers.
- Various club activities and cultural programmes are conducted for academic and social purpose.
- A health centre functions in the college with a qualified nurse to attend to emergencies. Students' health has always been a priority to the institution and so medical checkups with medical practitioners who are periodically organized from time to time. Free dental awareness, eye testing, blood donation camps have also been organized.

The institution is more interested in student's performance in other words student's orientation. The administrative council studies every student's performance, problems, achievements and short comings. The concerned tutor of the student along with the administrative council members designed the course of action, advices to be given, evaluation to be made and remedial measures to be under taken. There is no punitive measure held out in any point of time during all this deliberations but only the student's

welfare given prime importance. If needed some of these are kept confidential. Our tutorial system in worked ever since the establishment of our institution which in many ways diffuses campus problems.

Students are given ample opportunities for more outside exposure through seminars conferences and workshops. Even regular topics of interest are taught some times by special lectures from other institution to avoid familiarity and boredom by this way we promote motivation, development and performance improvement of the students. mention may be made on our regular Friday get together where in trainees are given ample opportunities to express themselves through their multi - faceted talents like speech, song, drama, mimicry, debates etc... this has really helped in the personality development of the student teachers to a remarkable level and the word of encouragement is that the management by its kind gesture permits sizable finance for these functions

### **Drop-out Rate:-**

As the college grooms graduate students to become professionals, the incidence of dropout is minimal, the main reason being either physical inability or having acquired te) . government jobs. As the college is for girls students the dropout is mostly due to marriage and shifting of the families.

### **Additional Services available for students progress:-**

The college provides campus interview facility at the end of the course in order to enable the students to get placed in esteemed institutions. Resource persons related to



the field of life skills are invited to familiarize the students with the skill of facing an interview panel with confidence. The college notice board regularly displays the job opportunities available for student-teachers in various schools in and around Coimbatore.

The students are provided information regarding competitive examinations and the availability of coaching. Thus, the students are made familiar with competitive exams such as NET, SLET, DIET TRB, UG/PG TET examinations.

We have the students guidance cell headed by the Vice Principal of the institution and four of our senior faculty members who guide the students whenever they gofer competitive exams like INPSC, TRB, & TET.

#### **Placement services:-**

The Placement Cell assisted by another faculty member, The college provides ample facilities for the smooth conduct of the campus interview. About 60% of the students are placed in reputed schools in and around mettupalayam and Coimbatore through the placement cell of the college. The institution organizes placement fair in the campus in which the schools are invited to conduct interviews to recruit faculty satisfying their expectations. The interaction between the campus interviews and the student teachers interviewed facilitate both the institution interested in selecting student-teachers and the student-teachers themselves to make a mutual beneficial selection. Most of the student teachers who complete their diploma/Degree courses choose teaching as their carrier,

though it may not be of Government or aided service. Those who do not have this chance opt for self finance institution under matriculation and other such schemes.

The comments of the interviewers from various schools have been collected every year to create a data base for the school management requirement

### **Tie-up with. practice Teaching Schools:-**

The teacher requirements of the practice teaching schools are given high priority by the placement cell.

### **Status of students after completion of the course**

In, the diploma in teacher education course, 80% of students have been appointed as teachers in both government and private schools. Only a few students opt for higher studies .

The number of B.Ed students who appeared for TRB interview intended for school employment are almost 100%. However, information regarding the percentage of passes is not made available to the institution. The institution therefore intends to make it compulsory for the TRB selected candidates from our college to inform the results.

The status of B.Ed students after completion of the course are mostly either employment or take up higher education. Some of our students refrain from formal employment due to various familial reasons. How-ever, it was not possible for the institution to have exact percentages.

### **Training and access to Library/AV resources/Computer:-**

The institution allows the students to access the library even after their graduation. The library has rich facilities and is fully computerized with Internet facility for quick information support. placement cell is ably guided in collaboration with the extension service department in fulfilling this social task

### **5.2 Student Support:**

#### **Planning of curricular and extra-curricular programmes:-**

The schedule of curricular and extra-curricular activities in store for the academic year are prepared well in advance by the college. For the preparation of the college calendar, a separate committee is formed which formulates the series of events for the year. The history of the institution, college motto, details of B.Ed, and D.Ed courses offered, eligibility conditions for admissions to the courses, scheme of examination and scholarships offered are provided in the calendar.

Communication across the institution is transparent from the top level of the management to the grass root level-the students. To modify the curriculum and to make necessary changes, experts in the respective fields are invited.

Proper feedback is procured from the students and staff to know how far the curriculum is effectively implemented.

### **Academic and Staff Council**

We have an academic and staff council headed by the vice principal and five senior faculty members of various disciplines to plan the programmes to be carried out every year from July to June as per the curriculum guidelines. In this direction the curriculum devised for 33 weeks forms a pointer to every development and action taken round the year.

### **The Academic Calendar**

The academic calendar is so planned that our trainee students have access to their nearby schools of their residence for their teaching practice for about 2 months. After their teaching practice by the trainees their records are evaluated and we have a feedback session for a week to assess their work done during teaching practice.

### **Plan for Physically Challenged**

In the year 2009-10 and 2010-11 we had physically challenged students in our B.Ed class. It was a lady student in the former period where the said student had problems in spinal cord due to which she cannot sit properly but read and recollect. After getting necessary information from the university authorities with disabled certificate from a medical panel the girl's student was permitted to write examination with a help of a guide and she passed in first class. In the year 2010- 11 it was the case of two men students who were visually impaired. Both of them were PG in English literature, highly

talented , enthusiastic and ever bubbling with spirits . One is an expert in playing musical instruments and other is a singer. Again with the permission of the of the examination scribes were arranged and provided for these two students whom we believe will come out with flying colors.

### **Mentoring arrangements**

Our correspondent herself is a mentor and more than a father to all the students whom they can approach at any time for help and guidance. Under his care to mission there are tutors who form the tutorial system. Each tutor has about ten students to guide and care not only in the academic side but also in his every aspect to be a better teacher and citizen and a guide to his students.

The tutor's job is more in the line of a friend philosopher and guide. Our management takes role of a mentor in the sense that it helps the students in every whenever necessary.

### **Remedial programmes for academically low achievers:-**

The academically low achievers are identified through their performance in test , dictation, assignments given ands they are provided special coaching in subjects in which they find difficult to learn peer tutoring, tutorial and quality circles are some of the techniques followed by the management for remedial teaching the identification of low achievers is done through formative analysis so that the methods of teaching and developing techniques in teaching can be modified according to the learning needs and

capabilities of the low achievers. Ten students are allotted to each tutor. The concerned faculty guides the students group throughout the year both academically and personally

### **Teaching strategies adopted for advanced learners:-**

Excellence in education is the prithe focus Of the college. To cater to the needs of advanced learners, various teaching strategies have been adopted. Such as

- Group Discussion
- Panel Discussion
- Seminar
- Website browsing
- Power point presentation on various topics
- Project method
- Application oriented method
- Problem solving method

### **Teaching strategies for slow learners:-**

The faculty members are especially concerned about the slow learners. as matter including financial aspect. By this way the students are more encouraged and they find the institution their second home.

### **Faculty Enhancement:-**

Faculty members continuously update their knowledge by attending and presenting papers in seminars, conferences and workshops at the State, National and International levels. The present era of globalization has brought in its wake an awareness among the faculty members of this institution to judiciously incorporate relevant life skills training for the student teachers.

The management makes every effort to enhance the capabilities of its faculty members by granting them leave and arranging tour programmes to refresh themselves during summer holidays and Dasara holidays. The finance to meet this are met by the management and it provides vehicles

#### **College Website:-**

Institution has its website. The website provides detailed information about the institution, academic resources, administration, faculties, research, events and services and admission procedures. The website is updated.

#### **Teaching Practice:-**

Practice teaching forms the core of the B.Ed curriculum. Teaching competency is developed in a phased manner. Student-teachers observe classes handled by faculty of the college as well as school teachers in order to familiarize themselves with the proceedings of the teaching- learning process. This is followed by micro teaching which is the basis, where student—teachers practice six microteaching skills after demonstration by teacher educators. Immediate feedback is given by faculty and peers on the performance of the students.

Teaching practice sessions lasts for forty days where the students are allotted to various schools to gain practical teaching experiences to become innovative, efficient, effective and inspiring teachers, gain good work experience and experience a personal development in the field of education. Practice teaching helps to develop self-confidence, spontaneity, presence of mind, shrewdness and dynamism in solving the student's problems in an effective way.

Faculty members and mentors of the respective schools periodically evaluate the teaching of the student-teachers and the faculty gives feedback to the student-teachers at the end of every week so that they will be able to modify their teaching methodology.

As per the university norms the teacher trainees have their teaching practice in government, govt aided, private, and matriculation schools. For this we approach the Chief Educational Officer, Dist Educational Officer Inspector of Matriculation schools and the corporation Educational officer with request to allot schools for toe F5 41) Nix( our trainees for teaching practice for a period of 44days for B.Ed students 28 days in

### **Alumni Activities and Contribution**

This association organized seminars for the student teachers they had an annual get-together with lunch. They organized friendly matches with current students .they have done community service also in cleaning the Jadayampalayam public places.

The college alumni association contributes immensely to the growth and development of the institution and is continuously interested in its well being. Every



year the alumni association organizes a get together. The association has also contributed to the improvement of infrastructure by providing Financial help to renovate the college auditorium. They have also helped in sponsoring seminars organized by the college. Thus the alumni association forms the back bone of the institution as it offers valuable services to ensure the progress of the college in the educational field.

### **Contribution of Alumini to the growth and development of The institution:-**

The College Alumni Association contributes immensely to the growth and development of the institution and is continuously interested in its well being. The College Alumni Association has helped in getting sponsorship for the visually and physically challenged students. Every year, the Alumni Association organizes a get together of the teachers. The Association has also contributed to the improvement of infrastructure by providing financial help to renovate the college auditorium. They have also helped in sponsoring seminars organized by the college. Thus the alumni association forms the backbone of the institution as it offers valuable services to ensure the progress of the college in the educational field.

### **Participation in Sports and Games:-**

The institution strongly believes the age old Vedic diction "Sound Mind in a Sound Body". Sports and games and other such activities are given equal importance along with academic activities in the development of holistic personality. a teacher to be more successful in his / her carrier has to have the physical and mental strength to discharge

his/her duties faithfully to the accomplishments of its students. In this direction the management arranges intra-mural and extra-mural competitions on important and national days. To instill the spirit of sportsmanship in the rural youth and the local school children we organize "Pongal Sports Festival" and "Republic Day Tournaments". Last year our B.Ed students P.K.Kalapanam state level posts conducted by Madras University ground, Chennai on 10-04-2015 was awarded the 2<sup>nd</sup> place in athletics she was specially awarded and honored by the colleges.

Our physical education lecturer herself being a sports personality is keen to develop the sports spirit in the minds of our teacher trainees. For this a brisk march for a period of 15 minutes is allotted in the morning assembly and mass drill for the entire institution on alternate evenings using electronic media rhythms. Aerobic training is also given during these exercises to develop cardiovascular endurance of the physique. A trained yoga expert from the city regularly visits our institution and trains student teachers on several yoga postures. The college correspondent and the physical education lecturer is very much particular in the college discipline. Pyramid exercises and other such group performances like Kolattam, Karagattam, Classical; Western dances are ever marvelous events in many of our celebrations.

### **Intra Mural competitions:**

Games like volleyball, batminton, Fenni-koit throw ball, Kho-Kho kabadi are some of the regularly conducted items for intra-murals.

## INTRAMURAL COMPETITION

### TEAM CHAMPIONSHIP

Year & House	13-14	14-15	15-16
Winners	Green	Yellow	Red
Runners	Yellow	Green	Green

#### ***Training Programme:***

- Aerobic training is given to develop cardio vascular endurance of the body.
- An expert was invited to impart training in Kummi during the camp held for the BEd students.
- Yoga training is given as an option to the students every year to ensure harmonious development of body, mind and soul.
- An expert was invited to train the B Ed students Lezium Dance which is a popular Folk Dance of Maharashtra, combines beautiful physical exercise and dancing.
- The students were given training. on Pyramid formation, which they performed enthusiastically.

- Training on eye exercise was given to all the students by the Eye Foundation

Hospital to have perfect eyesight.

- Yoga training was given to teaching and Non-Teaching staff who desired to learn yoga
- . Every year during the annual sports meet exercises are displayed.

### **Student Contribution:-**

Students actively involve themselves in contributing articles, stories, puzzles and quotes for the college notice board and the bulletin board in the class rooms. Many of the post graduate students and research scholars present papers at state level seminar. Recently, State level workshop on Recent Trends in Research on Education organized in the college received an overwhelming response from the students as they presented papers on related topics at the workshop.

### **College Magazine**

In every academic year under the chairmanship of an editor and a few members under him and a few student members make an exercise of preparing and publishing our college magazine it includes articles from old students, stake holders, faculty and student teachers. Subjects like short stories, poems, paintings, puzzles and essays are some of the features of the college magazine. The magazine committee sends a circular even before three months to the entire college to submit the articles well in advance. So that the magazine prepared will be of more informative and attractive. In the year Head

of our Tamil Department was the chief editor having and as staff members and B Ed students

One of the major publications was an elaborate news letter on the achievement of the edited by principal institution our vice

Year	College Articles			
	Poems	Jokes	Puzzles	Articles
2013-14	7	5	3	2
2014-15	10	1	1	2
2015-16	6	4	3	4

### **Student's Contribution to College magazine**

#### **Student Council:-**

All the student teachers and the members of the faculty form the college student council otherwise known as college union. It is a usual practice to have an election at the beginning of the every academic year. The principal is the Ex-officio president of the college union. Students elect a president, secretary and treasurer from among themselves mostly avoiding unnecessary practices of creating unlawful activities.

#### **Academic and Administrative Activities**

Student council meetings are held every month under the chairmanship of Ex-officio president to decide matters of importance like celebrating national festivals, college day, sports day, seminars etc. the student leaders view points are mostly accepted there by giving credits to democratic norms students participation in these makings helps them to voice their opinion regarding teaching learning activities and other extracurricular activities.

### **Feed Back Mechanism**

We have a strong feed back mechanism from the local and neighborhood schools be it government, aided or self financed matriculation schools. There requirements of subject teachers are our matter of concern while admitting students in our institution. For this we have close relationship and communication with almost all the schools where in our student teachers are put up for teaching practice. Some of the senior headmasters by their kind gesture train our student teachers to such an extent that they turn out to be good educators and unto such heads of institutions we are ever indebted.

### **Students Feedback about the Institution**

<b>Grading</b>	<b>Percentage</b>
Outstanding	13.2%
Excellent	34.7%
Very Good	30.6%
Good	19%
Above Average	2.5%

#### **5.4 Best practices in student support and progression:**

The welfare of students is the prime concern of the institution. A team of dedicated faculty is available almost an hour before and after college to cater to the needs of the students. The library is open even on Sundays to enable students to gain knowledge in their respective subjects. To encourage students to carry on wide referencing, departmental libraries are opened throughout the day. The library is fully computerized with internet facilities to help students gather wide knowledge. The library has sufficient resources to help students appear for professional examinations like SLET, NET and TRB. Reprography is an exclusive facility available in the library. Employment news available in the library, aids students to get information on latest job requirements. Book bank facility helps the economically underprivileged students to have access to textual material for better performance.

Guest lectures are organized on topics such as domestic violence, human trafficking, women's legal rights and physical empowerment and the like which has truly been welcomed by the students. Peace education and women's education has been offered as elective papers to make the students realise the need for peace and women's well-being.

Extension activities such as Dental camp and Ophthalmic camp were organized not only for students but also for the neighboring public to create awareness on health

and hygiene. Programmes like First Aid and Yoga have created in the students a sense of responsibility and harmonious development of body, mind and soul. The Abstinence Club of the college conducts programmes and street plays on 'Awareness of AIDS'. Adult Education, an extension activity of the college, functions under the banner "Each one Teach one" where the student-teachers provide functional literacy to one illiterate individual from the neighboring community. Consumer club of the college helps students to become aware of consumer rights and responsibilities. Students are also encouraged to earn while they learn as the college offers opportunities for them for certain duties they undertake. The Institution continues its best practices in student support and progression as it has always done over several decades.

We take care of the welfare of the students with help of a team of dedicated faculty who arrive in the college almost an hour earlier and leave half an hour late before and after the commencement and closing of the college hours. The timings of the library is more suited to the convenience and need of the students. Sunday being holiday is not a holiday for our library from 9.30am to 1 pm. The students are encouraged to canyon wide referencing and enquiries in their special and optional subjects.

As per the request by the parents of TTI revision examination are held in four cycles after covering the entire syllabus. This facilitates the students to have access for important questions and a proper question bank which serves as a useful tool for their revision. The faculty offers its service hole heartedly to the student teachers who come to the college voluntarily during study holidays to clear their doubts in different topics. This is more so even in the case of students who have arrear papers.



## **CRITERIA-6: ORGANIZATION AND MANAGEMENT:**

With the vision of reaching greater heights in education the college has been focusing on appropriate organization and management of the institution. Being an academic body, organization requires hiring of efficient faculty members for the college. As a result the management of the college took great care in selecting and appointing appropriate faculty members as per the norms of NCTE who had excellent academic records. The enrichment of knowledge for faculty members were updated and upgraded with periodical orientation and refresher courses in order to enhance their knowledge. Though the State Government had closed recruitment for all educational institutions, it had permitted the management to recruit staff based on their need and affordability. The staff members were provided training through various outsourcing.

The management is adapting a contingent approach in its leadership practice as the members are well aware of the need for various styles of leadership to be practised in various situations. As a result, the teachers are given ample freedom to develop and introduce new and innovative courses for the benefit of the students. Every Board of Studies meeting is held only after the members are ready with their new ideas and concepts and with draft syllabus for such modifications to be introduced. These interactions are usually encouraged by both the management and the head of administration: Faculty members therefore feel highly motivated to think, browse, refer and develop new courses in their subjects. With this sort of open climate and culture,

there are many opportunities for effective organization and efficient management at all levels both in academics and administration.

## **INFORMATION RELATING TO QUESTIONS RAISED IN THE MANUAL**

### **6.1 Institutional vision and leadership:-**

#### **Vision and Mission**

The college has always been envisioning quality education right from its inception. The vision has come to reality only due to the mission of the people with whom the institution was entrusted. Every employee of the college has felt committed and put forth tireless efforts to enable the vision of its founder a reality. It will be no exaggeration to say that over the four years the college has been striving through its multiple objectives to achieve their goals of 'Quality Education'. The leaders of the institution have been still working round the clock on to achieve and accomplish more and more in the direction of quality teacher education, professionalism and opening more avenues of career for the students of education. The institution has also made a network of academic relationship both at the national and international levels. The national network has provided the students a wide scope for net meetings and conferences to exchange academic information within the country.

The college has a vision and mission given in its logo "Knowledge is power" born out of the real experiences of the revered correspondent. Our vision "Self confidence is key to success" is stressed in every learning and extracurricular activities carried out in this institution. It is of no exaggeration to say that over the four years the college has

been striving through its multiple objectives to achieve the goals of inculcating quality education in the future teachers. The proof of it is well conformed by the esteem people have in us for admitting their wards in our institution whether it is B.Ed or D.Ed course. The management and faculty are working round the clock to achieve and accomplish more and more in the direction of quality teacher education-Professionalism and opening of further avenues of carrier for the strength of education. To carry out this task the institution has build up a close network of academic relationship with the departments and institutions where our teacher trainees have teaching practice, faculty of local universities. This is in a form of meetings symposia conferences seminars and workshops. In all this the ethics and cultural values of Indian education are more stressed and this really helped the students acquire more skills to meet the universal standard that crosses all frontiers.

The management with the help of senior faculty formulated the goals and objectives on the following key factors

1. The knowledge of the academic requirement of the curricular content for educational courses.
2. The students 'expectations based on their carrier focus.
3. The need for a placement cell/ extension service department which could provide placements for our student teachers in the schools.
4. Last but riot the least is to access the requirement at the need of the schcols and the society

## **6.2 Organizational Arrangements**

To carry out the task and achievements and to ensure proper management, the management along with the faculty has formed the following committees to govern the financial, academic and administrative affairs.

1. Management committee: The trust
2. Academic council: Principal, Vice principal and the senior faculty members
3. Finance Committee: The management and Principal

In addition we have the following committees for the smooth functioning of the institutions

### **1. Alumni association**

- |                 |   |                |
|-----------------|---|----------------|
| 1. Benita Prize | - | President      |
| 2. Bhuvanewari  | - | Vice president |
| 3. Deepa K      | - | Secretary      |

### **2. Grievance committee**

- |                        |   |                 |
|------------------------|---|-----------------|
| 1. Mrs. Julei .S       | - | President       |
| 2. Mrs. Selva kumari   | - | Vice president  |
| 3. Miss. Vijayalakshmi | - | Secretary       |
| 4. Mrs. Thowlathnisa   | - | Joint secretary |
| 5. Mrs. Maghadevi      | - | Convener        |

### **3. Library committee**

1. Mrs. Jalaja devi - President
2. Mr..Lakshmanan - Vice president
3. Mrs. Selvakumari - Secretary
4. Mrs.Thowlathnisa - Joint secretary
5. Mrs.Chitra - Convener

#### **4. Science Committee**

1. Mr. Karuppanan .M - President
2. Mrs. Selvakumari N - Vice president
3. Mrs. Maghalakshmi - Secretary
4. Mrs. Thowlathnisa - Joint Secretary
5. Mr. Lakshmanan - Convener

#### **5. Anti ragging committee 2014 -2015**

1. Mrs. Julei .S - President
2. Mrs. Selva kumari - Vice president
3. Mrs.Chitra - Secretary
4. Mrs. Maghadevi - Joint secretary

#### **6. Cultural Committee 2010 - 2011**

1. Mr. Karuppanan - President
2. Mrs. Mahalakshmi - Vice President
3. Mrs. Valli - Secretary
4. Mrs. Selvakumari - Joint secretary
5. Mr. Arul Jeyaraj - Convener

## **7. Admission Committee**

1. Mrs. Jalaja devi - Principal
2. Mrs. Ruby Mary - Vice Principal
3. Mrs. Valli - Secretary
4. Mr. Dinesh Kumar - Joint secretary
5. Mr. Devakumar - Conveneor

## **8. Placement cell**

1. Mr. Karupannan - President
2. Mrs. Selva kumara - Vice president
3. Mr. Arul Jayaraj - Secretary
4. Mrs. Shkila Jenova - Joint secretary
6. Mrs. Chitra - Conveneor

## **9. post Committee**

1. Mrs. Jalaja devi - President
2. Mr. Arul Jayaraj - Vice presidenst
3. Mrs. Selvakumari - Secretary
4. Mrs. Shakila Jenova - Joint Secretary
5. Mrs. Chitra - Convене or

## **10. Anti ragging committee**

1. Mrs. Julei .S - President
2. Mrs. Selva kumari - Vice president

3. Mrs.Chitra - Secretary
4. Mrs. Maghadevi - Joint secretary

### **Members**

1. Benazir
2. Kanimozhi

The Academic Council is solely responsible for all academic matters, such as framing of academic policy, approval of courses, regulations and syllabi etc... The council involves faculty at all levels and also experts from outside including representatives of the university and the government. The decision taken by the Academic Council will not be subject to any further ratification by the board of Studies or the statutory bodies of the university.

The Management and Head of the Institution ensure that the responsibilities are well-defined and communicated to the faculty of the institution. As the college has a clear job description and job specification, information regarding the nature of the job, the number of tasks, working hours, working conditions, responsibilities and accountability are explained to the new employees.

This is done using various methods of knowledge dissemination such as, face to face interaction with the Principal, provision of manuals and charts describing the nature of teaching job, regulations and code of conduct. The college calendar provides timetable for every year giving details of the teaching plans. Thus, the employees of the college are aware of the nature of the job, the number of tasks, the responsibilities and

their reporting. They are also informed of the compensation structure, the privileges they enjoy such as, casual leave, earned leave, medical leave, restricted holiday and other paid holidays along with other benefits.

The Management ensures that valid information is available to review the activities of the institution from time to time. Every year, in the management meeting, the college has to submit its report to the Secretary of the society in which relevant matters are discussed in an open forum.

The institution identifies the barriers in the path of achieving the vision and goal by periodically reviewing the results, and obtaining feedback from the students, faculty and non-teaching staff in getting an overall picture, which truly reflects whether, or not the goal is achieved.

### **6.3 Strategy development and deployment**

The institution has an information system and integrated data on the information of the academic and administration aspects of the teaching faculty and the institution as a whole. Whenever a change is proposed like allocation of time table, duty scheduled prior information and approval from the concerned staff is sought of.

We collect fees as per the norms of the university appointed committee for self finance colleges fee regulatory procedures and we follow it every year and this can be verified in our financial statements every year.

Academic plans are thoroughly discussed in the staff council and they are completed and recorded to which the principal takes the primary role. As we have stated



in early pages, we encourage our teacher trainees to fully utilize the latest forms of communication which lays more insistence on individual attention on the part of the student. While taking classes staffs are encouraged to use power point and this is practised by the teacher trainee as well. Improved teaching aids on how to prepare them are explained to the students. During, teaching practice session in our staff members make periodical inspection and give proper instruction to students. In this connection, we take the active cooperation of the INFO computer at Mettupalayam. The staff and students to the regular class to our staff and students.

An active management information system (MIS) integrates our academic function of managerial inbuilt the office staff, and teaching staff principal sacred to the present maintained fulfilling the vision and mission of the institution.

All financial recourses are from fees payment by students of management which is clearing spilt in this annual layout duty appointed by the management. The academic council of the administrative council go hand in hand in the department of the institution. Regular funding of the institution is under the supervision of the principal and whenever situation arises the management comes ready to help.

#### **6.4 Human Resource Management:**

The college is fortunate to have motivated faculty members who take responsibility of work and manage to develop themselves academically. Several of them are pursuing MPhil and in few research degrees. All of them are about to complete their research

programs within this academic year and we hope to have a fully qualified research oriented faculty in a year or two.

The college trust emphasis all faculty members to have refresher programmes offered by the universities and other such educational agencies. Members of the faculty are keen to take part in all these outside activities to equip themselves of the latest innovations and developments.

The institution has been using regular performance appraisals, self administered for faculty members. The superiors, colleagues and students thus appraise the faculty members. In order to minimize rater bias these appraisals are taken into consideration for pooling. The final rating thus obtained is made available for faculty members only as a feed back so that they are sensitized about their strengths and weaknesses. Accordingly, the teachers improve themselves empowering in teaching, research and service in academics. Based on scientific management principles the supporting staff are recruited always appraised by the Principal, the Head of the Institution and Administrator. The assessment thus made will be available to the staff as a feedback of their performance and superiors provide suggestions for improvements. This way our staff are motivated to work better in order to meet the expectations of the institution and achieve rewards they deserve for their performances. The college is able to manage the performance overall effectively and efficiently by using the above said methodology.

## **Appointment of Staff Members**

The institution being a self financed one, the appointments are made by the managements keeping in view of the guidelines laid down by NCTE and governing University. Advertisements are made in leading dailies of the vacancies and applications are received from aspiring candidates. An appointment committee consisting of the management committee members, Principal, Vice principal, senior member of the nearby colleges of education and the visiting faculty members of our Institution. After the interview by these members candidates are selected purely on the basis of merit and experience. They are given a weeks' time to join the duty. Total transparency is maintained in every stage of selection, interview and appointment of faculty. On the day of interview teaching competency of the candidate is also tested on various methods and due weight age is given to the teaching experience, publication of research material and other extracurricular activities. In all communication skills and in-depth knowledge in their concerned subject combined with general knowledge are evaluated by the interview committee. The selection is subject to the approval of the university and in some cases we have even adhoc and part time faculty to meet the emergency requirement which arises sudden leaving of a member of the staff. They are appointed on consolidated basis and their workload is lesser than that of regular faculty member. Staff members are given maximum freedom to enter into government, government aided and self financing colleges without any binding' from the management. Faculty are helped to avail all opportunities offered by the government and other agencies for their professional development. Every department of the institution has an excellent

infrastructure and other facilities. Well maintained laboratories equipped with the latest technology are available to the members of the staff and students. Every faculty has a work space and adequate store room to keep records and files.

There are also suggestion boxes at prominent places in the campus for the students and faculty to voice their grievances, if any. The Management, Secretary and the Principal are ever ready to listen to the problems of the Faculty Each faculty is provided with a computer, equipped with internet facility.

Workload policies and practices engage faculty in a wide range of professional and administrative activities including teaching, research, Assessment, monitoring, working with schools and community engagement Each faculty has a workload of 40 working hours per week, the responsibilities of the staff are clearly streamlined and each faculty takes up sole responsibility of the duties given to them.

The institution has an information system and integrated data on the information of the academic and administration aspects of the teaching faculty and the institution as a whole whenever a change is proposed like allocation of time table, duty schedule prior information and approval from the concerned staff is sought of.

We collect fees as per the norms of the university appointed committee for self finance colleges fee regulatory procedures and we follow it every year and this can be verified in our financial statements every year.

Academic plans are thoroughly discussed in the staff council and they are completed and recorded to which the principal takes the primary role. As we have stated

in early pages, we encourage our teacher trainees to fully utilize the latest forms of communication which lays more insistence on individual attention on the part of the student. While taking classes staffs are encouraged to use power point and this is practised by the teacher trainee as well. Improved teaching aids on how to prepare them are explained to the students. During, teaching practice session in our staff members make periodical inspection and give proper instruction to students. In this connection, we take the active cooperation of the INFO computer at Mettupalayam. The staff and students to the regular class to our staff and students.

An active management information system (MIS) integrates our academic function of managerial inbuilt the office staff, and teaching staff principal sacred to the present maintained fulfilling the vision and mission of the institution.

All financial recourses are from fees payment by students of management which is clearing spilt in this annual layout duty appointed by the management. The academic council of the administrative council go hand in hand in the department of the institution. Regular funding of the institution is under the supervision of the principal and whenever situation arises the management comes ready to help.

## **6.5 financial management and resource mobilization**

Being a self Finance institution the college gets every pie of its income through the fees collected from students every year. The minimum portion of the -fee is collected in

advance and a rest is paid by the students in easy installments till they write their exams or receive their transfer certificates. This is due to fact that the trust was mainly established to serve the poor and the needy and from this ideal the management never deviates and so the benefit always goes to the students.

For staff salary a sum of about rupees 3 lakhs is paid as salary to the members of the staff every month. Every year there is a substantial increase in the form of increments to the teaching and non teaching staff. There is a system of contributory provident fund as per the directions of the central government to which the management contributes its share to match against the contribution made by the individual staff. In this connection we want to stress that our fees structure is the least when compared to most of the colleges in this districts. The accounts are regularly audited by a registered chartered accountant every year. The institution has computerized its finance management systems bills; including salary bills. The management committee which takes the role of finance committee manages the allocation of funds on the requirement of the college: The requirement depends on the various needs that arise from time to time. The committee with its governing body members allocates these funds to appropriate sections. Its goes though the needs, requirements of the institution, prioritized and then allocations are made accordingly. The power of expenditure is solely left to the management.

## **6.6 Best practices in Governance and Leadership:**

The management adopts a contingent approach in its leadership practice as the members are well aware of the need for various styles of leadership to be practiced in various situations. As a result, the teachers are given ample freedom to develop and introduce new and innovative courses for the benefit of students. Every Board of studies meeting of the college is held with the prior homework for the members to present. These interactions are usually encouraged- both by the - Management and by the Head of the Administration. The institution collects information and welcomes suggestions from students, faculty, non-teaching Staff, Principal, Secretary and Management. Responsibilities are streamlined and faculty for each task is the leader of that task. Team building is practiced and staffs are assigned duties according to the ability and specialization. They plan and work together as a team. Individual likes and dislikes are not reflected in their work.

The management adopts a contingence approach in its leadership practice as the • members are well aware of the need for various styles of leadership to be practiced in various situations. To have this come true the faculties are given ample freedom to develop and introduce new innovative courses for the benefit of the student \_ teachers. The committee meetings are held with prior homework for the members to present since the management encourages healthy interaction among the participants. The innovation collects information and welcomes suggestions from every quarter be it from students, faculty, Non-teaching staff. Principal, secretary and management. Responsibilities are streamlined and faculty for each task is the leader of the task. Team building is practiced in every stage of the activity and duties and assignments are allotted as per the ability of

the staff member in accordance with his specialization. On the whole the entire plan is carried out as the move of the giant wheel. Where individuals likes and dislikes find no reflection at all. To conclude the members of the management and the members of the faculty always feel that they need to improve themselves and the institution taking the institution to new heights fulfilling its laughty ideals.

## **CRITERIA 7: INNOVATIVE PRACTICES**

Quality maintenance and enrichment are the hallmarks of an esteemed institution. The first and foremost action was to form a Total Quality Management (TQM). The members for from the management. College renovation took up centre stage to maintain the ambience of the institution. Physical facilities such as drinking water, canteen, and adequate number of toilets were all renovated and made available for use. The college also took care to provide adequate furniture in every classroom. The faculty members were also provided with sufficient rooms for their chambers. The institution as a whole has teachers, supportive staff, students admitted in various courses.

The institution has a hostel for outstation students, which is recently renovated. The college has been able to generate funds to construct a more modern and spacious



hostel for students. The play area is very well maintained for the discussions, workshops, seminars and promotes establishment of quality circles. It continuously records and monitors the quality measures of the college by obtaining feedback from students, faculty and non-teaching staff on ways to measure and maintain a sound educational system.

All the academic activities of the College are supervised and guided by the Head of the Institution with the various committees involved in organizing the activities and implementing them effectively. Academic Planning and Evaluation Committee checks matter related to academics and modifies the evaluation pattern if a need arises. The Examination Committee looks into matters related to planning and the conduct of examinations. The students performance is continuously monitored using periodical evaluation techniques such as tests, seminars and assignments. Tutorial system and quality circles provided by the faculty helps to contribute to student improvement programmes.

Being a self finance institution annual auditing is carried out by the auditors of the institution regularly every year. In come and expenditures are properly maintained and almost the entire income collected per heading is spent completely in that year.

The accounts are all well maintained. The Principal, as the Head of the Administration system constantly looks into complaints and suggestions given by faculty members, non-teaching staff and students. Meetings are held to discuss and evolve a suitable course of action as required.

Changes brought into the area of curricular and examination system are all focused on delivering quality education to the students and the suitability of the education to the current social needs. In addition, the concept of quality circles was introduced to help students improve performance. The task of quality circles is to practice here but also stress the importance of the same in their teaching practice in the schools allotted to them and later in the schools they save.

The management liberally extends its cooperation by financial aid to the faculty members in preparing, ICT related teaching material and in attending seminars and symposia. This has really helped and formed as an incentive to the faculty members that they feel ease to work in this congenial atmosphere. Similarly the management encourages the faculty to improve their field of research for M.Phil & Ph.d courses.

### **Curricular Aspects :**

#### **Plan and Action :**

TNTEU curriculum is followed .

#### **(i)Feedback Mechanism :-**

The focus is always in collecting feedback from the student population regarding the teacher, the subject and the methodology. This information is used as the feedback for the teacher in understanding the impact of her teaching and the quality of learning.

#### **ii) Teaching-Learning and Evaluation :-**

we take a lot of effort to enable the college and the faculty members to provide exposure and training for students in focused group discussions, debates, projects, presentations, experiments, practical sessions, internship and e-resource. plans ahead of action every year in these areas. Both the students and environments in order to foster positive social interaction and active engagement in learning. Arts and Crafts are taught through SUPW to develop the all round personality of the student teacher. Social service camps are organized for the student-teachers to evoke a sense of responsibility and co-operation. The trainees exhibit their talents in music, dance, painting and essay competitions both within the college and in inter-collegiate competitions. Students are taken for educational tours to visit historical places and thereby gain field experiences.

Our -College students are always willing to help the physically challenged and visually challenged students. The college is involved in visiting old age homes like Annai Illam, Kakkum Karangal and Little Sisters of the poor every year. Students render services to the inmates of these homes and cheer them with entertainment programmes. In a gesture to motivate the physically challenged, sports and games are held exclusively for them and prizes are given to them. To develop a\_ desirable reading habit among students an also to enhance their awareness on speedy exchange of information, 'Library Week' is conducted every year. A series of guest lectures, seminars and workshops are organized to help the students to participate in active learning. Electives such as Peace Education, Environmental Education and Women Studies are included to sensitize the student-teachers towards global issues. The

institution ensures that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities.

The training offered ensures that the student-teachers can work comfortably with exceptional children. The add-on course- Guidance and Counseling provides knowledge of counseling techniques to the students-teachers so that they 'vill adopt in counseling exceptional children once they become teachers.

The college has formulated a curriculum that is suitable and appropriate to students coming from various background such as linguistic,communal, religious, cultural and international. The institution admits students from various religions such as Hindu, Muslim, Christian and students belonging to various communities and languages. The cultural differences are present among the students which are minimized during their stay in the college.

Our management has created disabled friendly environment in our college campus by disabled friendly toilets at appropriate places in our college. In order to help the physically challenged students admitted in our institution, every year we are regularly providing readier services and scribe services. Topics like Women's Organizations, Women's Legal Rights and Successful Women in various fields to enlighten the student-teachers. Many guest lectures are held on topics related to Value Education and Women's Education. A guest lecture on 'Marriage Rights of Women in May, 2011 helped student-teachers clear their queries on Marriage Laws. Self defense techniques were organized by the Department of Physical Education.

### **7.3 Stakeholder Relationships:**

The college collects necessary and useful information through pilot study and printed appraisal forms. We have in this regard structured well organized questionnaires which are put forward to parents, public and stake holders for their verbal interaction with our students, alumni and stakeholders by this we access the quality of our difficult programmes and also find out the necessary actions and changes we have to make in molding, our learning and teaching structures.

The success and failures of various processes and suggestions obtained are discussed in staff meetings and also higher levels of the organization. Problems are prioritized and resources allocated accordingly for the next academic year.

The core values are truly reflected in the various functions of the institution. Equity is ensured with equal access to all students opting for higher education.

### **National Development:**

The college strictly adheres to the national norms. The college has taken several steps to implement the norms in the following manner :

Physically challenged students are given priority. The college has also taken the initiative to give coaching for SC, ST and OBC students. Remedial teaching, is given to the non-creamy layers of students. Service entry point coaching is also provided to enable student teachers enter into teaching profession. Training on facing interviews is also given to the student teachers by experts on life skills to enable them to face the interview panel confidently.

### **Fostering Global Competency:-**

In line with global competency expected in recent times the college has undertaken Life Skills Training to have effective living in the global world. The Core paper on 'Life Skills for teachers' enables the student-teachers in both individual and social skills. The communication skills are enhanced by organizing workshops and offering add-on courses on Spoken English, and Guidance and Counselling. To compete with growing technology, all students are given computer training and classrooms are equipped with LCD to provide stimulating learning experiences to the students.

By ensuring physical fitness the student teachers will be able to compete better in the global job market. The individual skills include assertiveness, problem solving, presentation, emotional competency and interview skills, specifically in the employment context. The social skills include inter-personal skills, leadership skills, communication skills and the like.

### **Inculcating Value System among Students:-**

Values such as truth, co-operation and mutual understanding are inculcated in the students through the various activities in the curriculum such as group projects, group seminars, camp activities, cultural programmes which are being offered by our college not only help the students to exhibit the talents but also make them feel a sense of oneness and responsibility. A series of guest lectures on topics related to Value

Education are organized for students to combat value crisis. Visit to old age homes, orphanages and schools for mentally retarded help them to cultivate a sense of humanism and sensitivity to the needy. National days like Independence Day and Republic Day celebrated every year with patriotism and foster a feeling of religious secularism.

### **Promoting use of Technology:-**

Information and Communication Technology is extensively used in areas of administration, admission, curriculum transaction, examination and evaluation. Library is fully computerized with internet facilities. Our website displays updated information regarding academics. Most of our faculty members have undergone basic and advanced level courses in computer applications.

### **Promoting development of leading**

The main of our teaching practices is through micro teaching where the students get ample time to improve her skills in teaching and she must go in the spontaneous use of teaching aids.

Trainer teacher is encouraged in our class room. When science / language staff is not confident to handle students in this place, an efficient maths teacher takes the class and also whenever a certain method is taught a language teacher accepts with seven teaching. Thus the best practise of teaching is used in the different ways.

Education technology is always interested with audio visual aids models of specimen are concert materials in the next stage they are introduced sophisticated instruments like radio, TV interactive board with projector at the 3<sup>rd</sup> stage they are trained through these technology to all a full access to explore them the best in the class room.

Individualized process are information is also taught in the class room through it may be fully predicable in real life situation self learning process materials prepared is the most of the day and we have to go past to teach it.

We are aware the education technology is still in past steps in our country.



## **Executive Summary**

As the new education policy set up in 1986, rightly observed that the “Dusting of the nation is being shaped in the class room” we the Holy Angels College of Education for women tries to adhere to fulfil this motto. Education is considered to the backbone of India Economy. To fulfil it we selected a rural area for setting up of such Educational Institutional for women for promoting economic welfare of the women folk.

The natural environment for our Education Institution has become more favourable for teaching and bearing process. A systematic and planned projection of the institutions path of growth in the ahead. The overall function of the “mission” is being supervised by the educators, and the management, and the key relationship with the practice teaching schools and the community and the alumni. The purpose is to inspire and act as a guide for decision making and plannery.

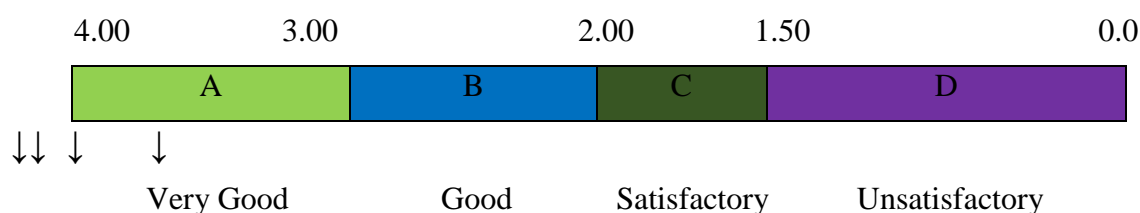
The learning resources which may be used by a learner to facilitate learning i.e, facilities such as library, laboratory, computer centre etc that are essential resources for the learning experience. A generic term for those techniques used to arrive at a specification of any aspect of further manpower requirement, deployment of developmental needs.

**Sample Questionnaires for  
Feedback from Students  
Affiliated / Constituent Colleges  
Questionnaires No. 1  
College XYZ**

Programme : **B.Ed**

Department : **Holy Angels College of education** Semester / Term / Year : **2012 - 13**

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course – I

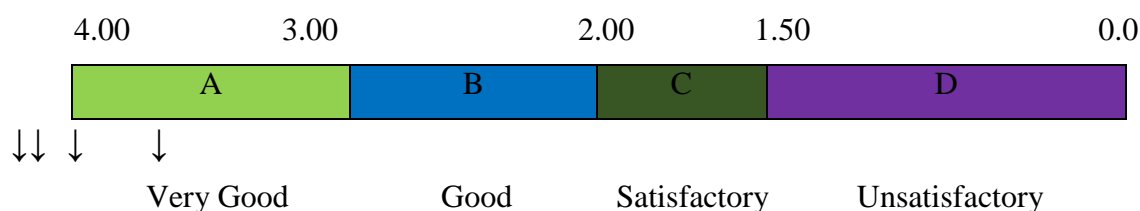
Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content Including project work if any	√			
2. Extent of coverage of course		√		
3. Applicability / relevance to real life situations	√			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	√			
5. Clarity and relevance of textural reading material	√			
6. Relevance of additional source material (Library)	√			
7. Extent of effort required by students		√		
8. Overall rating	√			

**Questionnaires No. 2**  
**College XYZ**  
**Students Feedback on Teachers**

Department : **Holy Angels College of Education**

Semester / Term / Year : **2012 - 13**

Please rate the teacher on the following attributes using the 4 – point scale shown.



Name of the Teacher :

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	√			
2. Communication Skills (in terms of articulation and comprehensibility)		√		
3. Sincerity / Commitment of the teacher	√			
4. Interest generated by the teacher	√			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		√		
6. Ability to integrate content with other course	√			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		√		
8. Ability to design quizzes / Tests / assignments / examinations and understanding of the course	√			
9. Provision of sufficient time for feedback	√			
10. Overall rating		√		

## Questionnaires No. 3

### College XYZ

#### Students overall Evaluation of programme and Teaching

(To be filled only after the course results are declared)

Department : Holy Angels College of Education

Course : B.Ed

Teacher : Mrs. Selvakumari .N

Year : 2012 -13

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You may tick more than one answer if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate ✓                      b) inadequate

c) challenging                      d) dull

2. Background for benefiting from the course was

a) more than adequate ✓              b) adequate

c) inadequate                      d) cannot say

3. Was the course easy or difficult to understand ?

a) easy ✓                              b) manageable

c) difficult                              d) very difficult

4. How much of the syllabus was covered in the class ?

a) 85 to 100%                      b) 70 to 85% ✓

c) 55 to 70%                      d) less than 55%

5. What is your opinion about the library material and facilities for the course /

a) more than adequate ✓              b) adequate

c) inadequate                      d) very poor

6. To what extent were you able to get material for the prescribed readings ?



14. What effect do you think the internal assessment will have on your course grade ?

- a) helps to improve ✓      b) discouraging  
c) no special effect      d) sometimes effective

15. How often did the teacher provide feedback on your performance ?

- a) regularly / in time ✓      b) with helpful comment  
c) often / late      d) without any comments

16. Were your assignments discussed with you ?

- a) Yes, fully      b) Yea, partly ✓  
c) not discussed at all      d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning ?

- a) Yes      b) no ✓  
c) Yes      d) no

18. If you other comments to offer on the course and suggestions for the teacher you

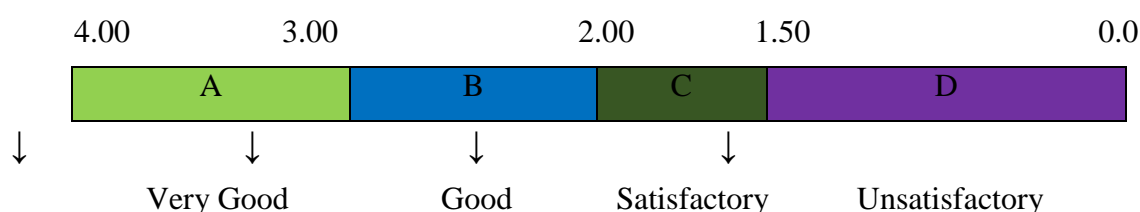
You may do so in the space given below or on a separate.

**Sample Questionnaires for  
Feedback from Students  
Affiliated / Constituent Colleges  
Questionnaires No. 1  
College XYZ**

Programme : **B.Ed**

Department : **Holy Angels College of education** Semester / Term / Year : **2012 - 13**

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course – I

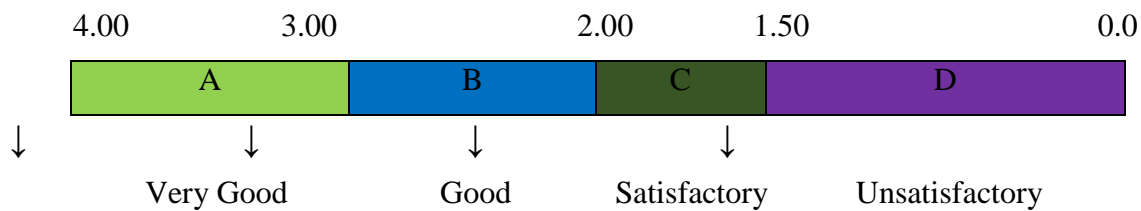
Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content Including project work if any	√			
2. Extent of coverage of course		√		
3. Applicability / relevance to real life situations	√			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	√			
5. Clarity and relevance of textural reading material	√			
6. Relevance of additional source material (Library)	√			
7. Extent of effort required by students		√		
8. Overall rating	√			

**Questionnaires No. 2**  
**College XYZ**  
**Students Feedback on Teachers**

Department : **Holy Angels College of Education**

Semester / Term / Year : **2012 - 13**

Please rate the teacher on the following attributes using the 4 – point scale shown.



Name of the Teacher :

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	√			
2. Communication Skills (in terms of articulation and comprehensibility)		√		
3. Sincerity / Commitment of the teacher	√			
4. Interest generated by the teacher	√			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		√		
6. Ability to integrate content with other course	√			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		√		
8. Ability to design quizzes / Tests / assignments / examinations and understanding of the course	√			
9. Provision of sufficient time for feedback	√			
10. Overall rating		√		



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### **Questionnaires No. 3**

#### **College XYZ**

#### **Students overall Evaluation of programme and Teaching**

(To be filled only after the course results are declared)

Department : Holy Angels College of Education

Course : B.Ed

Teacher : Mrs. Chitra .S

Year : 2012 -13

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You may tick more than one answer if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- a) adequate ✓                      b) inadequate  
c) challenging                      d) dull

2. Background for benefiting from the course was
  - a) more than adequate ✓
  - b) adequate
  - c) inadequate
  - d) cannot say
3. Was the course easy or difficult to understand ?
  - a) easy ✓
  - b) manageable
  - c) difficult
  - d) very difficult
4. How much of the syllabus was covered in the class ?
  - a) 85 to 100%
  - b) 70 to 85% ✓
  - c) 55 to 70%
  - d) less than 55%
5. What is your opinion about the library material and facilities for the course /
  - a) more than adequate ✓
  - b) adequate
  - c) inadequate
  - d) very poor
6. To what extent were you able to get material for the prescribed readings ?
  - a) easy
  - b) with some difficulty ✓
  - c) not available at all
  - d) with great difficulty
7. How well did the teacher prepare for the classes ?
  - a) thoroughly ✓
  - b) satisfactorily
  - c) poorly
  - d) indifferently
8. How well was the teacher able to communicate ?
  - a) Always effective ✓
  - b) sometimes effective
  - c) Just satisfactorily
  - d) generally ineffective
9. How far the teacher encourages student participation in class ?
  - a) mostly yes ✓
  - b) sometimes
  - c) not at all
  - d) always

10. If yes, which of the following methods were used ?

- a) Encouraged to raise questions      b) get involved in discussion in class  
c) inadequate ✓                              d) cannot say

11. How helpful was the teacher in advising ?

- a) Very helpful ✓                              b) sometimes helpful  
c) not at helpful                              d) did not advise

12. The teacher's approach can best be described as

- a) Always courteous ✓                      b) sometimes rude  
c) always indifferent                      d) cannot say

13. Internal assessment was

- a) always fair ✓                              b) sometimes unfair  
c) usually unfair                              d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade ?

- a) helps to improve ✓                      b) discouraging  
c) no special effect                              d) sometimes effective

15. How often did the teacher provide feedback on your performance ?

- a) regularly / in time ✓                      b) with helpful comment  
c) often / late                                      d) without any comments

16. Were your assignments discussed with you ?

- a) Yes, fully                                      b) Yea, partly ✓  
c) not discussed at all                      d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning ?

- a) Yes    b) no ✓  
c) Yes    d) no

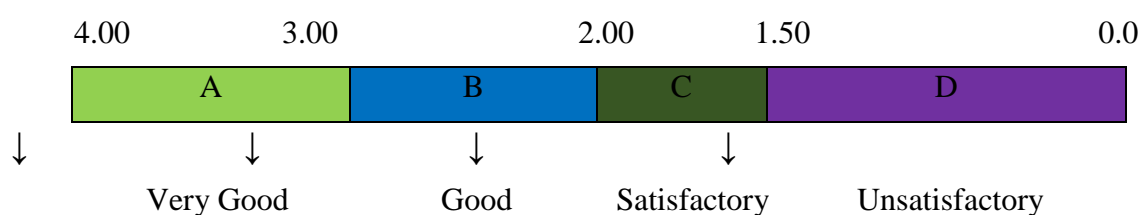
18. If you other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate.

**Sample Questionnaires for  
Feedback from Students  
Affiliated / Constituent Colleges  
Questionnaires No. 1  
College XYZ**

Programme : **B.Ed**

Department : **Holy Angels College of education** Semester / Term / Year : **2014 - 15**

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course – I

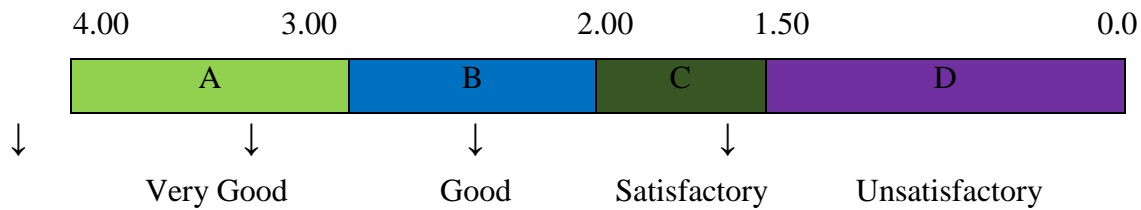
Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content Including project work if any	√			
2. Extent of coverage of course		√		
3. Applicability / relevance to real life situations	√			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	√			
5. Clarity and relevance of textural reading material	√			
6. Relevance of additional source material (Library)	√			
7. Extent of effort required by students		√		
8. Overall rating	√			

**Questionnaires No. 2**  
**College XYZ**  
**Students Feedback on Teachers**

Department : **Holy Angels College of Education**

Semester / Term / Year :**2014 - 15**

Please rate the teacher on the following attributes using the 4 – point scale shown.



Name of the Teacher :

<b>Parameters</b>	<b>A Very Good</b>	<b>B Good</b>	<b>C Satisfactory</b>	<b>D Unsatisfactory</b>
1. Knowledge base of the teacher (as perceived by you)	√			
2. Communication Skills (in terms of articulation and comprehensibility)		√		
3. Sincerity / Commitment of the teacher	√			
4. Interest generated by the teacher	√			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		√		
6. Ability to integrate content with other course	√			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		√		
8. Ability to design quizzes / Tests / assignments / examinations and understanding of the course	√			
9. Provision of sufficient time for feedback	√			
10. Overall rating		√		

## Questionnaires No. 3

### College XYZ

#### Students overall Evaluation of programme and Teaching

(To be filled only after the course results are declared)

Department : Holy Angels College of Education

Course : B.Ed

Teacher : Mrs.Thowlathnisa

Year : 2014 -15

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You may tick more than one answer if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate  b) inadequate

c) challenging d) dull

2. Background for benefiting from the course was

a) more than adequate  b) adequate

c) inadequate d) cannot say

3. Was the course easy or difficult to understand ?

a) easy  b) manageable

c) difficult d) very difficult

4. How much of the syllabus was covered in the class ?

a) 85 to 100% b) 70 to 85%

c) 55 to 70% d) less than 55%

5. What is your opinion about the library material and facilities for the course /

a) more than adequate  b) adequate

c) inadequate d) very poor





14. What effect do you think the internal assessment will have on your course grade ?

- a) helps to improve ✓
- b) discouraging
- c) no special effect
- d) sometimes effective

15. How often did the teacher provide feedback on your performance ?

- a) regularly / in time ✓
- b) with helpful comment
- c) often / late
- d) without any comments

16. Were your assignments discussed with you ?

- a) Yes, fully
- b) Yea, partly ✓
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning ?

- a) Yes
- b) no ✓
- c) Yes
- d) no

18. If you other comments to offer on the course and suggestions for the teacher you

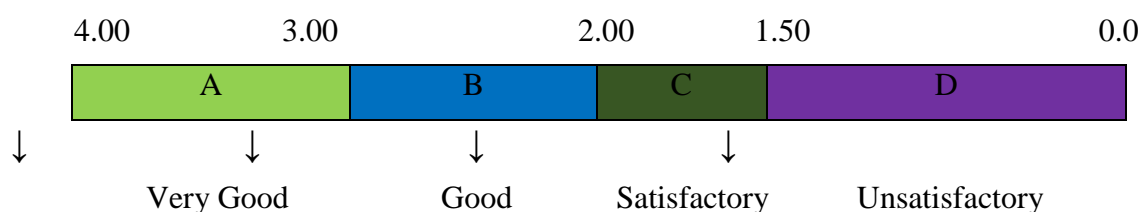
You may do so in the space given below or on a separate.

**Sample Questionnaires for  
Feedback from Students  
Affiliated / Constituent Colleges  
Questionnaires No. 1  
College XYZ**

Programme : **B.Ed**

Department : **Holy Angels College of education** Semester / Term / Year : **2014 - 15**

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course – I

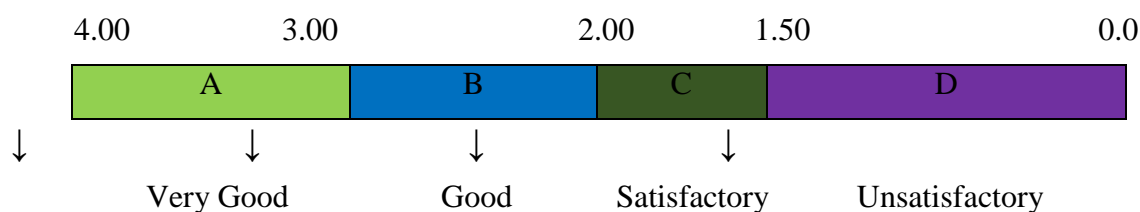
Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content Including project work if any	√			
2. Extent of coverage of course		√		
3. Applicability / relevance to real life situations	√			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	√			
5. Clarity and relevance of textural reading material	√			
6. Relevance of additional source material (Library)	√			
7. Extent of effort required by students		√		
8. Overall rating	√			

**Questionnaires No. 2**  
**College XYZ**  
**Students Feedback on Teachers**

Department : **Holy Angels College of Education**

Semester / Term / Year :**2014 - 15**

Please rate the teacher on the following attributes using the 4 – point scale shown.



Name of the Teacher :

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	√			
2. Communication Skills (in terms of articulation and comprehensibility)		√		
3. Sincerity / Commitment of the teacher	√			
4. Interest generated by the teacher	√			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		√		
6. Ability to integrate content with other course	√			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		√		
8. Ability to design quizzes / Tests / assignments / examinations and understanding of the course	√			
9. Provision of sufficient time for feedback	√			
10. Overall rating		√		

## Questionnaires No. 3

### College XYZ

#### Students overall Evaluation of programme and Teaching

(To be filled only after the course results are declared)

Department : Holy Angels College of Education

Course : B.Ed

Teacher : Mrs.Maghadevi D

Year : 2014 -15

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You may tick more than one answer if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate ✓                      b) inadequate

c) challenging                      d) dull

2. Background for benefiting from the course was

a) more than adequate ✓              b) adequate

c) inadequate                      d) cannot say

3. Was the course easy or difficult to understand ?

a) easy ✓                              b) manageable

c) difficult                              d) very difficult

4. How much of the syllabus was covered in the class ?

a) 85 to 100%                      b) 70 to 85% ✓

c) 55 to 70%                      d) less than 55%

5. What is your opinion about the library material and facilities for the course /

a) more than adequate ✓              b) adequate

c) inadequate                      d) very poor



14. What effect do you think the internal assessment will have on your course grade ?

- a) helps to improve ✓      b) discouraging  
c) no special effect      d) sometimes effective

15. How often did the teacher provide feedback on your performance ?

- a) regularly / in time ✓      b) with helpful comment  
c) often / late      d) without any comments

16. Were your assignments discussed with you ?

- a) Yes, fully      b) Yea, partly ✓  
c) not discussed at all      d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning ?

- a) Yes      b) no ✓  
c) Yes      d) no

18. If you other comments to offer on the course and suggestions for the teacher you

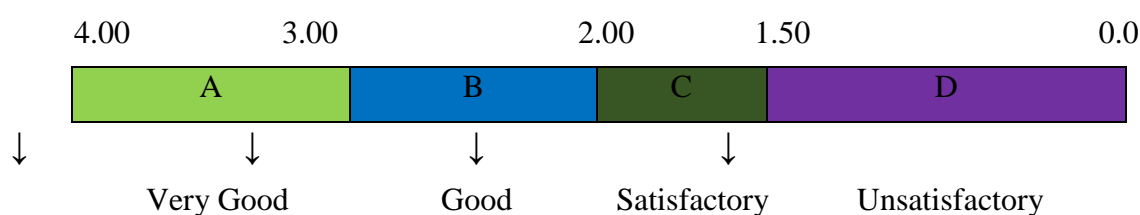
You may do so in the space given below or on a separate.

**Sample Questionnaires for  
Feedback from Students  
Affiliated / Constituent Colleges  
Questionnaires No. 1  
College XYZ**

Programme : **B.Ed**

Department : **Holy Angels College of education** Semester / Term / Year : **2015 - 16**

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course – I

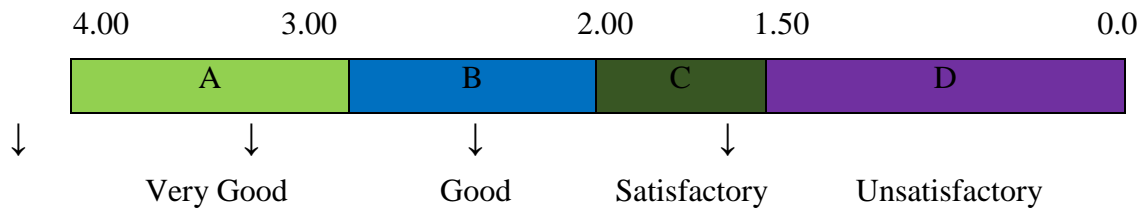
Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content Including project work if any	√			
2. Extent of coverage of course		√		
3. Applicability / relevance to real life situations	√			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	√			
5. Clarity and relevance of textural reading material	√			
6. Relevance of additional source material (Library)	√			
7. Extent of effort required by students		√		
8. Overall rating	√			

**Questionnaires No. 2**  
**College XYZ**  
**Students Feedback on Teachers**

Department : **Holy Angels College of Education**

Semester / Term / Year :**2015 - 16**

Please rate the teacher on the following attributes using the 4 – point scale shown.



Name of the Teacher :

<b>Parameters</b>	<b>A Very Good</b>	<b>B Good</b>	<b>C Satisfactory</b>	<b>D Unsatisfactory</b>
1. Knowledge base of the teacher (as perceived by you)	√			
2. Communication Skills (in terms of articulation and comprehensibility)		√		
3. Sincerity / Commitment of the teacher	√			
4. Interest generated by the teacher	√			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		√		
6. Ability to integrate content with other course	√			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		√		
8. Ability to design quizzes / Tests / assignments / examinations and understanding of the course	√			
9. Provision of sufficient time for feedback	√			
10. Overall rating		√		



## Questionnaires No. 3

### College XYZ

#### Students overall Evaluation of programme and Teaching

(To be filled only after the course results are declared)

Department : Holy Angels College of Education

Course : B.Ed

Teacher : Mr.Kanagaraju

Year : 2015 -16

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You may tick more than one answer if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate  b) inadequate

c)challenging d) dull

2. Background for benefiting from the course was

a) more than adequate  b) adequate

c) inadequate d) cannot say

3. Was the course easy or difficult to understand ?

a) easy  b) manageable

c) difficult d) very difficult

4. How much of the syllabus was covered in the class ?

a) 85 to 100% b) 70 to 85%

c) 55 to 70% d) less than 55%

5. What is your opinion about the library material and facilities for the course /

a) more than adequate  b) adequate

c) inadequate d) very poor



14. What effect do you think the internal assessment will have on your course grade ?

- a) helps to improve ✓
- b) discouraging
- c) no special effect
- d) sometimes effective

15. How often did the teacher provide feedback on your performance ?

- a) regularly / in time ✓
- b) with helpful comment
- c) often / late
- d) without any comments

16. Were your assignments discussed with you ?

- a) Yes, fully
- b) Yea, partly ✓
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning ?

- a) Yes
- b) no ✓
- c) Yes
- d) no

18. If you other comments to offer on the course and suggestions for the teacher you

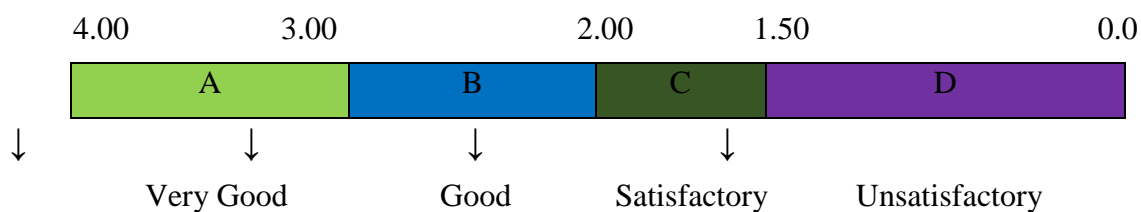
You may do so in the space given below or on a separate.

**Sample Questionnaires for  
Feedback from Students  
Affiliated / Constituent Colleges  
Questionnaires No. 1  
College XYZ**

Programme : **B.Ed**

Department : **Holy Angels College of education** Semester / Term / Year : **2015 - 16**

Students are required to rate the courses on the following attributes using the 4 – point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course – I

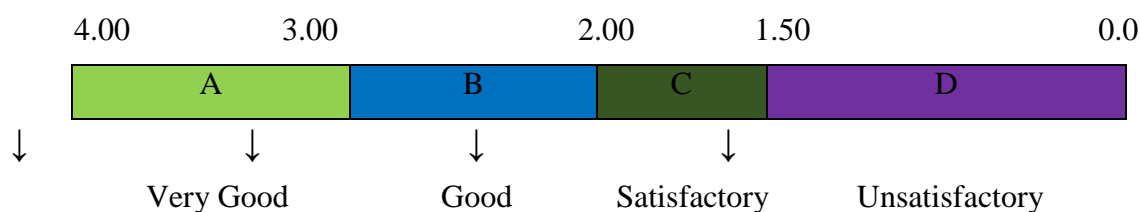
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2. Extent of coverage of course		√		
3. Applicability / relevance to real life situations	√			
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	√			
5. Clarity and relevance of textural reading material	√			
6. Relevance of additional source material (Library)	√			
7. Extent of effort required by students		√		
8. Overall rating	√			

**Questionnaires No. 2**  
**College XYZ**  
**Students Feedback on Teachers**

Department : **Holy Angels College of Education**

Semester / Term / Year :**2015 - 16**

Please rate the teacher on the following attributes using the 4 – point scale shown.



Name of the Teacher :

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	√			
2. Communication Skills (in terms of articulation and comprehensibility)		√		
3. Sincerity / Commitment of the teacher	√			
4. Interest generated by the teacher	√			
5. Ability to integrate course material with environment/other issues, to provide a broader perspective		√		
6. Ability to integrate content with other course	√			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)		√		
8. Ability to design quizzes / Tests / assignments / examinations and understanding of the course	√			
9. Provision of sufficient time for feedback	√			
10. Overall rating		√		

## Questionnaires No. 3

### College XYZ

#### Students overall Evaluation of programme and Teaching

(To be filled only after the course results are declared)

Department : Holy Angels College of Education

Course : B.Ed

Teacher : Mrs.Amsaveni M

Year : 2015 -16

Your responses will be seen only after your course results have been finalised and recorded.

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You may tick more than one answer if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

a) adequate  b) inadequate

c) challenging d) dull

2. Background for benefiting from the course was

a) more than adequate  b) adequate

c) inadequate d) cannot say

3. Was the course easy or difficult to understand ?

a) easy  b) manageable

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4. How much of the syllabus was covered in the class ?

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c) not discussed at all      d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning ?

- a) Yes      b) no ✓  
c) Yes      d) no

18. If you other comments to offer on the course and suggestions for the teacher you

You may do so in the space given below or on a separate.



## **Convocations held in our institution**

Any student who undergone a graduation programme eagerly with a convocation when he is conferred with a degree or diploma. Way back in 10<sup>th</sup> July 2010 our college was established and this first convocation was held on 11.05.2013. For this first and 2011-12 and 2012-13 having a total of 200 students. Dr. Kokila Thangasamy then the Director for centre and Education research Madurai Kamaraj University and presently vice chancellor of Tamil Nadu Teacher Educational University. He stressed the information of women education/ especially for women. We gave away diplomas for 200 students.

The third graduation Day was held on 26-07-2014. Dr. K.Rajesh kumar Deputy Director, Directorate of Distance Education. Annamalai University was the chief guest.

In his keynote address the chief guest dwelt mostly on teacher education. We felicitated the graduate for choosing this noble profession. He gave away 100 certificates to 100 graduates who successful in the year 2013 examination. The day ended with a grand feast arranged by the management. All members of staff, parents of the students and several VIPS were present and the function was grand one.

The fourth Graduation Day was on 30-08-2015. When the student got degrees in 2014 were the participants. The chief guest Dr. D.K Govindarajan of Bharathiar University who gave away the diplomas to the successful graduates. We spoke on national integration which he felt was in great terms. The duty of a teacher is to inculcate the national spirit in the minds of children.

The fifth Graduation Day was held on 05.11.2016 with Dr. Mathivanan Director, HRD, Bharathiar University was the chief guest nearly 100 students were awarded the diploma. The auditorium was packed and jubilation prevailed the entire campus parents, well wishers and VIP were happy to see their wards with graduation certificates. Dr. Maruthvanan spoken on employment problem and stressed that only more competitions and chances were minimum so he asked the graduates to persevere for higher qualification. The function came to close with a grand lunch.

## **CITIZENSHIP TRAINING CAMP**

### **Citizenship camp**

**2010 - 2011**

**27.12.2010 to 31-12-2010**

27.12.2010 Mrs. K.A Buvanewari  
Chief Guest  
K G High School  
Annur.

- 28.12.2010 Dr.Arul Selvi  
Sri Durga clinic  
Acalfe and Hygnic for women
- 29.12.2010 Mr. S.Arudai Mayagam  
Reader Forest College  
Mettupalayam. Tree Planting.
- 30.12.2010 Dr. S. Subramanian  
National Integration  
Ramakrishna college of education.
- 31.12.2010 All Faith prayer Pr. Devadoss  
Camp fire, songs and play were conducted and play were conducts the  
students and staff.

## **CITIZENSHIP TRAINING CAMP**

### **Citizenship camp**

**2014 - 2015**

**26.12.2014 to 30-12-2014**

- 26.12.2014 Mr. Navrathanmal C.G  
Chief guest  
Guscerl speaker  
Sustainall Development
- 27.12.2014 Mrs. Raja Rajeswari  
Chief guest  
Educating on Human Rights
- Session – 2 Mr. Ilango .R B.A., B.L  
WOMEN protection Acl.
- 28.12.2014 Mr. Devadoss  
The role of women for Bright society
- Session – 2 Mr. Udaya kumar  
Asst.prof in social studies  
Bharathiyar University

Women upliftment.

Session – 3 Dr. Beeman  
GRG College of Education  
Maththampalayam

**Health and Awareness HIV & Aids.**

29.12.2014 Dr. S. Sakthivel  
St. Annes college of Education  
Education is the real ornament for women  
The role of teacher in the society.

Session – 2 Dr. Vishnu priya  
ESI, Hospital  
Mettupalayam  
Women health and Hygiene.

30.12.2014 All faith prayer songs and prayers of major religion in india  
By B.Ed College students and staff.

Session – 2 Camp fire and cultural activities were given by the students of B.Ed college  
Philately and numismatic Exhibition was organised by Dr.P.John Sundaraj

**CITIZENSHIP TRAINING CAMP**

**Citizenship camp**

**2015 - 2016**

**12.02.2016 to 16.02.2016**

12.02.2016 Mr. H.B. Ravi  
Govt. Hr.Sec.School  
Chinnathadagam  
Education on preparation and Training of mins.

Session – 2 Dr. Revathi Bala Phid  
HOD of Kongu nadu Arts & science college, Coimbatore.  
Education for women empowerment.

13.02.2016 Mrs. S. Julei  
First aid and camp actively  
Personality and Emotional intelligence among women

Session – 2                    Dr. Raja Rajeswari  
First aid and camp actively

14.02.2016                    Mr. M.Jayakumar M.CA  
HOD of Sri Ramakrishna college  
Disaster Management and clunato changes.

Session – 2                    Dr. Beeman  
Asst. Prof. Of History  
GRG college of Education  
Aids Awareness

15.02.2016                    Dr. Suganya MBBS  
Womens Health and Hygienic

Session – 2                    Dr. Santha prabu M.A., Ph.D  
Reld professor of Coimbatore  
Conserving Nature.

16.02.2016                    Old age Home visit and lunch with the elders.

## State Level Seminars

### 1. Life Skill Education and Civic Citizenship from 30.01.2017 to 04.02.2017

Trust areas : Is inculcate the life skill education.

- 30.01.2017                      Chair person  
Rachel Nancy Philip,  
Principal, Tiruppur Kumaran College
- Guest speaker  
Mr.M.D. Yesurathinam  
Principal, Holy Angels Mat.Hr.Sec.School  
Mettupalayam.
- Session - 2                      Trust to create positive attitude, The importaner of team management.  
Dr. X.L.X. Wilson  
Associate professor, SRMV CAS
- 01-02-17                      Team Management  
Mr. M.Jayakumar  
Head, Department of BCA, SRMV CAS  
Coimbatore
- Session – 2                      Civic Citizen ship  
Dr. K. Beeman  
Assistant Professor, GRG  
Coimbatore
- 02-02-17                      Resue Life Saving  
Mr. L. Gobi  
President, Annai Karangal  
Coimbatore.Session – 2
- Session – 2                      Human Rights Awareness  
Mr.P.Wilson, B.Com., B.L  
Notary Advocate  
Mettupalayam.
- 03-02-17                      Self Confidence  
Mrs.D.Raja Rajeswari  
Guides, Captain

Coimbatore.

Session – 2 Time Management

Dr. M.Revathi Bala

Head, department of Coimbatore

Kongunadu College of Arts & Science

Coimbatore.

04-02-17 Field Trip

05-02-17 Emotional Management

Dr.P. Stanly Elango,

Deputy Director

ICM, Rajendra Nagar, Hyderabad.

Session – 2 Valedictory

**HOLY ANGELS COLLEGE OF EDUCATION (FOR WOMEN)**  
**Faculty Members and supporting staff**

1. Vice Principal - Mrs. Julei .S M.Sc., M.Ed., M.Phil.,
2. Tamil - Mrs. Maghadevi .D M.A., M.Ed., M.Phil.,
3. English - Mr. Paul jebastin .S M.A., M.Ed.,
4. Mathematics - Mr. K.Silambarasan M.Sc., M.Ed.,
5. Physical Science - Mrs. J.Alice Pushparani M.Sc., M.Ed., M.phil.,
6. Biological Science - Mrs. Selvakumari N M.Sc., M.Ed., M.Phil.,
7. Computer science - Mrs.Thowlathnisa M.C.A., M.Ed.,
8. Commerce & Accountancy – Mrs.M. Amsaveni M.com., M.Ed.,
9. History - Mrs. B.Chitra M.A., M.Ed.,
10. Physical Director - Miss. Vijayalakshmi B.A., B.Sc., M.P.Ed.,

**Non Teaching Staff**

1. Mrs. Leena A - M.A., B.Ed., MILS., Librarian

2. Mrs.Radha K - DEIE., PGDCA Office Staff
3. Mr.Karthick - M.Sc., computer Instructor
4. Mrs.Shakirabanu - M.Sc., B.Ed., Lab Asst.
5. Dr.Suganya - MBBS
6. Mrs.Shobana - Diploma in Nursing
7. Mrs. Joice thangam- Workshop instructor (SUPW)
8. Mr. Nandha kumar - Watchman
9. Mrs.Murugammal - Office Asst.
10. Mrs. Rajamani - Sweeper
11. Mr. Chellamuthu - Sweeper



**Tamilnadu Teachers Education University**

B.Ed. Degree Examination, May/June 2015  
(Candidates admitted during the Academic Year 2014-15)

College Code & Name : 10334 - Holy Angels College of Education for Women

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT RST	COD	INT	EXT	TOT RST	COD	INT	EXT	TOT RST	PLM RST	GTO ORT
1	B14106111	ANITHA A அனிதா அ	UCEE	17	46	063 P	UCPS	18	55	073 P	UCEC	19	48	067 P	519 P	0909 P
2	B14106112	ANITHA R அனிதா ரா	UECE	17	40	057 P	UOCP	20	41	061 P	UOCT	17	52	069 P	483 P	0839 RA
3	B14106113	ANNE SARAH GRACE F அனி சாரா கிரேஸ் லி	UCEE	17	46	063 P	UCPS	18	39	057 P	UCEC	19	51	070 P	537 P	0951 P
4	B14106114	ANUSUYADEVY S அனுசுயா தேவி ச	UCEE	18	41	059 P	UCPS	15	39	054 P	UCEC	15	47	062 P	502 P	0872 P
5	B14106115	ARTHI B அர்தி பி	UCEE	14	47	061 P	UCPS	15	48	063 P	UCEC	15	43	058 P	490 P	0875 P
6	B14106116	ARUNA R அருணா ரா	UCEE	14	25	039 RA	UCPS	16	02	018 RA	UCEC	15	36	051 P	486 P	0740 RA
7	B14106117	ASHA I அஷா ஐ	UCEE	19	39	058 P	UCPS	18	46	064 P	UCEC	19	56	075 P	530 P	0922 P
8	B14106118	ASHWINI U அஷ்வினி உ	UCEE	18	44	062 P	UCPS	18	67	085 P	UCEC	19	51	070 P	492 P	0875 P
9	B14106119	BAKVALAKSHMI K பாகவாலட்சுமி க	UCEE	17	36	053 P	UCPS	17	37	054 P	UCEC	19	43	062 P	505 P	0884 P
10	B14106120	BHAGYALAKSHMI S பாக்யாலட்சுமி ச	UCEE	15	48	063 P	UCPS	16	42	058 P	UCEC	17	57	074 P	493 P	0896 P
11	B14106121	BUELA ROSELIN A புலா ரசலினா அ	UCEE	15	42	057 P	UCPS	17	46	063 P	UCEC	19	38	057 P	491 P	0878 P

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College Code & Name : 10334 - Holy Angels College of Education for Women

**Tamilnadu Teachers Education University**

B.Ed. Degree Examination, May/June 2015

(Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
12	B14106122	CHRISTINAJENIFAR J	UCEE	15	51	066	P	UCPS	17	50	067	P	UCEC	19	43	062	P	507	P	0927	P
	21/03/1994	கிறிஸ்தின ஜெனிபர் ஜார்ஜ்	UEEE	17	61	078	P	UOCP	20	52	072	P	UOCT	16	59	075	P	422	P		
13	B14106123	CHITTHRA H R	UCEE	16	36	052	P	UCPS	17	36	053	P	UCEC	15	27	042	RA	481	P	0796	RA
	01/04/1975	சித்ரா எச். சார்ஜி	UECE	16	37	053	P	UOCP	14	39	053	P	UOCE	16	46	062	P	315	P		
14	B14106124	CHITTRA SUGITHA SARAL G	UCEE	16	26	042	RA	UCPS	18	55	073	P	UCEC	19	38	057	P	536	P	0905	RA
	05/05/1983	சித்ரா சுகிதா சாரல் சார்	UEEE	17	43	060	P	UOCH	19	52	071	P	UOCT	17	49	066	P	509	P		
15	B14106125	DEBORAH RUBAVATHY S	UCEE	17	23	040	RA	UCPS	15	37	052	P	UCEC	19	38	057	P	520	P	0878	RA
	05/10/1989	டேபாரா ரூவாத்தி சார்	UEEE	17	54	071	P	UOIT	17	52	069	P	UOCT	18	51	069	P	356	P		
16	B14106126	DHANALAKSHMIS	UCEE	17	49	066	P	UCPS	17	59	076	P	UCEC	20	49	069	P	512	P	0945	P
	08/07/1992	தானாலக்ஷ்மி சார்	UEEE	18	46	064	P	UOCP	20	51	071	P	UOCT	18	69	087	P	433	P		
17	B14106127	DHANARAJANI T	UCEE	14	51	065	P	UCPS	18	53	071	P	UCEC	19	53	072	P	497	P	0913	P
	28/09/1979	தானராஜனி தார்	UEEE	17	54	071	P	UOCH	18	41	059	P	UOCT	17	61	078	P	410	P		
18	B14106128	DHANUJA S	UCEE	18	42	060	P	UCPS	19	49	068	P	UCEC	20	55	075	P	521	P	0930	P
	23/09/1993	தானுஜா சார்	UEEE	19	58	077	P	UOIE	18	38	056	P	UOCE	19	54	073	P	409	P		
19	B14106129	DIYYA A	UCEE	16	48	064	P	UCPS	17	44	061	P	UCEC	19	54	073	P	537	P	0945	P
	08/02/1992	டிய்யா ஏ. சார்	UECE	17	40	057	P	UOAI	19	64	083	P	UOAI	19	51	070	P	406	P		
20	B14106130	DIYYA S	UCEE	18	54	072	P	UCPS	18	36	054	P	UCEC	20	51	071	P	502	P	0925	P
	12/03/1993	டிய்யா சார்	UEEE	19	58	077	P	UOIE	18	58	076	P	UOCE	18	55	073	P	403	P		
21	B14106131	ESTHER W	UCEE	16	45	061	P	UCPS	18	13	031	RA	UCEC	17	45	062	P	502	P	0827	RA
	28/05/1989	எஸ்தர் வி சார்	UECE	18	45	063	P	UOCC	18	36	054	P	UOCE	17	37	054	P	305	P		
22	B14106132	GAVATHRI K	UCEE	17	49	066	P	UCPS	20	43	063	P	UCEC	19	44	063	P	539	P	0936	P
	26/02/1994	காவத்தரி கார்	UECE	17	46	063	P	UOGB	20	51	071	P	UOCT	18	53	071	P	211	P		



College Code & Name : 10334 - Holy Angels College of Education for Women  
 B. Ed. Degree Examination, May/June 2015  
 (Candidates admitted during the Academic Year 2014-15)

**Tamilnadu Teachers Education University**

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
23	B14106133	GEETHA P சீதா பி	UCEE	20	47	067	P	UCPS	20	56	076	P	UCEC	19	54	073	P	531	P	0943	P
	04/02/1994		UECE	19	46	065	P	UOCC	19	48	067	P	UOCT	18	46	064	P	418	P		
24	B14106134	GIRIJA S சிரிஜா சி	UCEE	15	26	041	RA	UCPS	16	56	072	P	UCEC	15	55	070	P	507	P	0901	RA
	30/12/1974		UEEE	16	50	066	P	UOIT	17	65	082	P	UOCT	17	46	063	P	394	P		
25	B14106135	HANNAH JERAKUMARI S ஹன்னா ஜெரகும்ரி எஸ்	UCEE	18	42	060	P	UCPS	18	46	064	P	UCEC	19	53	072	P	532	P	0935	P
	01/06/1986		UEEE	16	48	064	P	UOIT	19	57	076	P	UOCT	19	48	067	P	403	P		
26	B14106136	HEMA E ஹெமா ஏ	UCEE	19	60	079	P	UCPS	20	46	066	P	UCEC	20	59	079	P	537	P	0980	P
	19/06/1987		UEEE	19	61	080	P	UOCCM	19	50	069	P	UOCT	19	51	070	P	413	P		
27	B14106137	ISWARYA R இசுவர்யா ராஜ்	UCEE	16	59	075	P	UCPS	18	36	054	P	UCEC	19	36	055	P	538	P	0958	P
	28/08/1993		UEEE	17	65	082	P	UOIT	19	65	084	P	UOCT	19	51	070	P	420	P		
28	B14106138	JAVANTHI A ஜவந்தி ஏ	UCEE	14	37	051	P	UCPS	16	36	052	P	UCEC	15	58	073	P	483	P	0885	P
	15/05/1989		UEEE	16	66	082	P	UOIT	17	58	075	P	UOCT	16	53	069	P	402	P		
29	B14106139	JAYASHEELA J ஜெயசீலா ஜெ	UCEE	16	51	067	P	UCPS	19	49	068	P	UCEC	20	57	077	P	509	P	0925	P
	01/06/1990		UECE	19	43	062	P	UOIE	19	53	072	P	UOCE	19	51	070	P	410	P		
30	B14106140	KALPANA M கல்பனா டி	UCEE	18	53	071	P	UCPS	20	53	073	P	UCEC	19	41	060	P	536	P	0948	P
	05/04/1994		UEEE	19	54	073	P	UOCP	20	48	068	P	UOCT	16	51	067	P	410	P		
31	B14106141	KALPANA P கல்பனா பி	UCEE	19	51	070	P	UCPS	18	54	072	P	UCEC	20	48	068	P	529	P	0934	P
	06/10/1993		UECE	19	40	059	P	UOCC	19	48	067	P	UOCE	19	50	069	P	405	P		
32	B14106142	KALPANA P K கல்பனா பி கி	UCEE	20	49	069	P	UCPS	20	41	061	P	UCEC	20	61	081	P	539	P	0976	P
	18/04/1987		UEEE	18	59	077	P	UOCCM	19	53	072	P	UOCT	19	58	077	P	437	P		
33	B14106143	KALPANA S கல்பனா சி	UCEE	15	38	053	P	UCPS	17	43	060	P	UCEC	15	52	067	P	482	P	0850	P
	25/04/1988		UECE	17	51	068	P	UOCC	16	49	065	P	UOCT	16	39	055	P	308	P		



**Tamilnadu Teachers Education University**

B.Ed. Degree Examination, May/June 2015  
(Candidates admitted during the Academic Year 2014-15)

College Code & Name : 10334 - Holy Angels College of Education for Women

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
34	B14106144	KANCHANA R காஞ்சனா ராஜ்	UCEE	18	37	055	P	UCPS	19	42	061	P	UCEC	19	42	061	P	527	P	0897	P
	04/06/1981		UEEE	18	54	072	P	UOIT	19	39	058	P	UOCT	19	44	063	P	3706			
35	B14106145	KARTHIGA M கார்த்திகா மீ	UCEE	14	60	074	P	UCPS	19	44	063	P	UCEC	20	52	072	P	531	P	0957	P
	15/05/1988		UEEE	17	57	074	P	UOCB	19	59	078	P	UOCT	18	47	065	P	486	P		
36	B14106146	KARTHIGA S கார்த்திகா சி	UCEE	16	59	075	P	UCPS	17	43	060	P	UCEC	20	62	082	P	510	P	0952	P
	20/03/1994		UEEE	17	59	076	P	UOCM	17	48	065	P	UOCT	18	66	084	P	481	P		
37	B14106147	KASTHURI A காஸ்துரி அ	UCEE	14	14	028	RA	UCPS	16	22	038	RA	UCEC	15	36	051	P	481	P	0769	RA
	12/05/1994		UEEE	15	44	059	P	UOCM	14	36	050	P	UOCT	16	46	062	P	458	P		
38	B14106148	KASTHURI R காஸ்துரி ரா	UCEE	17	47	064	P	UCPS	17	44	061	P	UCEC	20	56	076	P	458	P	0880	P
	28/05/1990		UECE	18	51	069	P	UOA1	18	64	082	P	UOA2	18	52	070	P	486	P		
39	B14106149	MALATHI S மலாதி ச	UCEE	17	37	054	P	UCPS	17	40	057	P	UCEC	19	44	063	P	486	P	0864	P
	23/06/1980		UEEE	16	53	069	P	UOIT	18	46	064	P	UOCT	17	54	071	P	378	P		
40	B14106150	MANIMEGALAI B மனிமேகலை பி	UCEE	16	44	060	P	UCPS	18	52	070	P	UCEC	19	53	072	P	500	P	0894	P
	03/04/1994		UEEE	17	54	071	P	UOCH	17	39	056	P	UOCT	16	49	065	P	394	P		
41	B14106151	MEGALA A மேகலா அ	UCEE	18	58	076	P	UCPS	18	57	075	P	UCEC	19	55	074	P	510	P	0960	P
	25/05/1988		UECE	17	64	081	P	UOCC	18	60	078	P	UOCE	17	49	066	P	486	P		
42	B14106152	MEGALA P மேகலா பி	UCEE	17	41	058	P	UCPS	18	60	078	P	UCEC	19	50	069	P	508	P	0916	P
	21/07/1993		UECE	17	42	059	P	UOCM	17	60	077	P	UOCE	18	49	067	P	486	P		
43	B14106153	MERCY GLORY S மெர்சி குளோரி சா	UCEE	16	45	061	P	UCPS	17	41	058	P	UCEC	15	37	052	P	504	P	0861	P
	08/05/1971		UEEE	16	36	052	P	UOIT	17	50	067	P	UOCT	17	50	067	P	494	P		
44	B14106154	MYTHILI M மைத்திலி மீ	UCEE	16	42	058	P	UCPS	17	52	069	P	UCEC	17	41	058	P	494	P	0864	P
	21/04/1983		UECE	17	50	067	P	UOCM	15	50	065	P	UOCE	17	36	053	P	3706			





College Code & Name : 10334 - Holy Angels College of Education for Women

**Tamilnadu Teachers Education University**  
B.Ed. Degree Examination, May/June 2015  
(Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
56	B14106166	PRATHIPAENTER J பிரதிபா இளையார் ஜார்	UCEE	15	48	063	P	UCPS	19	36	055	P	UCEC	19	24	043	RA	485	P	0841	RA
57	B14106167	PREETHI P பிரித்தி பி	UCEE	15	52	067	P	UCPS	19	36	055	P	UCEC	17	42	059	P	490	P	0846	RA
58	B14106168	PREETHI R பிரித்தி இரா	UCEE	16	43	059	P	UCPS	19	41	060	P	UCEC	20	61	081	P	526	P	0944	P
59	B14106169	PUSHPALATHA P புஷ்பலதா பி	UCEE	16	26	042	RA	UCPS	18	21	039	RA	UCEC	19	38	057	P	483	P	0754	RA
60	B14106170	PUSHPAVALLI D புஷ்பாவலி தி	UCEE	16	54	070	P	UCPS	18	59	077	P	UCEC	19	50	069	P	486	P	0871	RA
61	B14106171	RAICHEL PRIYADHARSHINI D ரேச்சல் பிரியதர்ஷினி தி	UCEE	20	58	078	P	UCPS	16	51	067	P	UCEC	19	66	085	P	523	P	0958	P
62	B14106172	RAJESHWARIL ராஜேசுவாரி லா	UCEE	16	53	069	P	UCPS	18	59	077	P	UCEC	20	42	062	P	498	P	0913	P
63	B14106173	RAMYA N ராமியா பி	UCEE	18	49	067	P	UCPS	17	51	068	P	UCEC	20	49	069	P	489	P	0862	P
64	B14106174	RENUKADEVI B ரேணுகாதேவி பி	UCEE	18	52	070	P	UCPS	19	46	065	P	UCEC	20	56	076	P	538	P	0963	P
65	B14106175	SABINA D சாபினா தி	UCEE	19	50	069	P	UCPS	18	54	072	P	UCEC	20	63	083	P	509	P	0931	P
66	B14106176	SABITHA D சாபிதா தி	UCEE	19	42	061	P	UCPS	18	51	069	P	UCEC	20	65	085	P	511	P	0914	P



**Tamilnadu Teachers Education University**  
 B.Ed. Degree Examination, May/June 2015  
 (Candidates admitted during the Academic Year 2014-15)

College Code & Name : 10334 - Holy Angels College of Education for Women

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67	B14106177	SAGANA H B சகானி ஹி பி	UCEE	17	37	054	P	UCPS	16	43	059	P	UCEC	20	46	066	P	521	P	0888	P
68	B14106178	SAHEENA SADIQUE சாஹீனா சா.சா.கி.	UCEE	15	59	074	P	UCPS	16	53	069	P	UCEC	16	56	072	P	481	P	0892	P
69	B14106179	SAMEENA S சாமினா ச	UCEE	15	52	067	P	UCPS	18	41	059	P	UCEC	20	41	061	P	487	P	0888	P
70	B14106180	SANDHIYA K சாந்தியா கி	UCEE	17	45	062	P	UCPS	18	53	071	P	UCEC	19	47	066	P	494	P	0927	P
71	B14106181	SANGEETHA M சாங்கீதா மி	UCEE	18	54	072	P	UCPS	18	65	083	P	UCEC	20	57	077	P	517	P	0957	P
72	B14106182	SANGEETHA S சாங்கீதா சி	UCEE	17	47	064	P	UCPS	18	57	075	P	UCEC	19	40	059	P	489	P	0873	P
73	B14106183	SARANYA C சாரணியா சி	UCEE	18	47	065	P	UCPS	18	46	064	P	UCEC	19	43	062	P	505	P	0878	P
74	B14106184	SARANYA M சாரணியா மி	UCEE	17	55	072	P	UCPS	16	58	074	P	UCEC	19	48	067	P	523	P	0934	P
75	B14106185	SARANYA T சாரணியா தி	UCEE	16	49	065	P	UCPS	16	43	059	P	UCEC	19	53	072	P	494	P	0867	P
76	B14106186	SATHYAPRIYA S சாதிப்பிரியா சி	UCEE	16	54	070	P	UCPS	17	58	075	P	UCEC	20	51	071	P	520	P	0968	P
77	B14106187	SAVITHA M சாவிதா மி	UCEE	19	65	084	P	UCPS	16	64	080	P	UCEC	20	57	077	P	529	P	0983	P



College Code & Name : 10334 - Holy Angels College of Education for Women

**Tamilnadu Teachers Education University**  
 B.Ed. Degree Examination, May/June 2015  
 (Candidates admitted during the Academic Year 2014-15)

SN	REGNO/DOB	NAME	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	COD	INT	EXT	TOT	RST	PLM	RST	GTO	ORT
78	B14106188	SAVITHIRI E சாவிதிரி எ	UCEE	18	52	070	P	UCPS	18	53	071	P	UCEC	17	48	065	P	507	P	0941	P
79	B14106189	SHANTHI M சாந்தி ம	UCEE	17	51	068	P	UCPS	16	45	061	P	UCEC	19	56	075	P	504	P	0905	P
80	B14106190	SILVIA D சில்வியா டீ	UCEE	16	54	070	P	UCPS	18	44	062	P	UCEC	20	44	064	P	482	P	0867	P
81	B14106191	SINDHU A K சிந்து அ கே	UCEE	14	45	059	P	UCPS	18	47	065	P	UCEC	18	54	072	P	481	P	0877	P
82	B14106192	SINDHU D சிந்து டி	UCEE	16	46	062	P	UCPS	16	45	061	P	UCEC	20	38	058	P	482	P	0849	P
83	B14106193	SINDHU R சிந்து ரி	UCEE	17	59	076	P	UCPS	17	38	055	P	UCEC	17	38	055	P	529	P	0940	P
84	B14106194	SUBHARAJAN D சுப்பராஜன் டி	UCEE	18	47	065	P	UCPS	15	59	074	P	UCEC	19	56	075	P	494	P	0882	RA
85	B14106195	SUGANYA V சுகானியா வி	UCEE	17	56	073	P	UCPS	16	58	074	P	UCEC	20	53	073	P	538	P	0961	P
86	B14106196	SUGUNA K சுகுணா கே	UCEE	14	37	051	P	UCPS	18	45	063	P	UCEC	16	43	059	P	484	P	0843	P
87	B14106197	SUJETHA R சுஜேதா ரி	UCEE	17	54	071	P	UCPS	16	50	066	P	UCEC	19	39	058	P	500	P	0875	P
88	B14106198	SUITTHA S சுயிதா சி	UCEE	14	50	064	P	UCPS	17	36	053	P	UCEC	15	37	052	P	484	P	0867	P



### Tamilnadu Teachers Education University

B.Ed. Degree Examination, May/June 2015  
(Candidates admitted during the Academic Year 2014-15)  
College Code & Name : 10334 - Holy Angels College of Education for Women

SN	REGNO/DOB	NAME	COD			COD			COD			PLM RST	GTO ORT								
			INT	EXT	TOT	INT	EXT	TOT	INT	EXT	TOT										
100	B14106210	YASMIN KATHEEJA BEGAM M Y யாசின் காதீஜா பேகம் ம ய	UCPE	17	48	065	P	UCPS	18	46	064	P	UCCEC	19	48	067	P	528	P	0903	P
	28/04/1990		UECE	19	39	058	P	UOCC	19	47	066	P	UOCE	19	36	055	P	575			

COD-Subject Code, INT-Internal Marks, EXT-External Marks, TOT-Subj Total, RST-Result, PLM-Practical Mark, GTO-Grand Total Marks, ORT-Overall Result, P-Pass, RA-Reappear, AA-Absent, WD-Withheld

Chennai - 600005  
11/07/2015



(Dr.M.Manivannan)  
Controller of Examinations



**HOLY ANGELS TRUST B.ED, JADAYAMPALAYAM, METTUPALAYAM**

**BALANCE SHEET AS ON 31ST MARCH 2015.**

<b><u>SOURCE OF FUNDS:</u></b>	₹	₹
<u>Holy Angels trust account:</u>		
Balance as per last year	28,44,709	
Add; Profit for the year	7,23,630	
	<u>35,68,339</u>	
Less: payments made to School account	4,43,000	31,25,339
		<u>31,25,339</u>
		<u>31,25,339</u>
<b><u>APPLICATION OF FUNDS:</u></b>		
FIXED ASSETS	(Schedule - I)	1,65,008
<b><u>DEPOSITS &amp; ADVANCES:</u></b>		
Canara Bank Endowment Deposit (NCTE)	11,23,000	
Canara Bank Endowment Deposit (TN Govt)	14,03,750	25,26,750
<b><u>SUNDRY DEBTORS:</u></b>		
Sri Masaniamman chits		1,45,400
Holy Angels Teacher Training Institute		1,16,000
<b><u>CASH AND BANK BALANCES:</u></b>		
Cash on hand	6,878	
Canara Bank A/c	1,65,303	1,72,181
		<u>31,25,339</u>

Place: Mettupalayam.

Date : 17.08.2015

As per our report of even date attached.



For T.R. SUBBAIYAN PATHY & CO  
CHARTERED ACCOUNTANTS

T.R.S. PATHY SENTHIL  
Partner  
M No : 213033

राष्ट्रीय अध्यापक शिक्षा परिषद  
(भारत सरकार का एक विधिक संस्थान)  
दक्षिण क्षेत्रीय समिति



National Council for Teacher Education  
(A Statutory Body of the Government of India)  
Southern Regional Committee

F.SRO/NCTE/APS09587/B.Ed /TN/2014-15/63087

Date: 31/03/2015

**TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4**

**ORDER**

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution, Holy Angels College of Education for Women, S.F.205, Jadayampalayam, Mettupalayam, Coimbatore-641302, Tamilnadu has by affidavit consented to come under New Regulations and sought for two basic units in B.Ed, which require additional facilities

3. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- i. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) adhere to staff norms as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- ii. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- iii. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017

4. Now therefore, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to Holy Angels College of Education for Women, S.F.205, Jadayampalayam, Mettupalayam, Coimbatore-641302, Tamilnadu or conducting B.Ed programme of two years duration with an annual intake of 100 for two basic units of 50 students each from the academic session 2015-16 subject to fulfilment of the conditions mentioned herein before 31.10.2015

5. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

Cont....

ज्ञान भारती केम्पस रोड, नागरभावी,  
सामने नेशनल लॉ स्कूल, बेंगलूर - ५६० ०७२  
Phone : 080-23185669/70/72 Fax : 080-23185673

Jnana Bharathi Campus Road, Opp. National Law School,  
Nagarabhavi, Bangalore - 560 072.  
E-mail : src@ncte-india.org Website : http://www.srcncte.in



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Lady Willingdon College Campus, Kamarajar Salai, Chennai - 600 005.

Admin. Off. Phone: 044-28447304, 28447300 Exam Off. Phone: 044-28447305

Fax: 044 - 28447303 Website: www.tneui.in

No. TNTEU/R/Affln./Syn-Feb 2016-Item.No.07/2016/118 Date:02.02.2016

Dr.S.KALAICHELVAN,

M.Sc., M.Ed., M.Phil (Phy.), M.Phil (Edu.), Ph.D

REGISTRAR

To

The Correspondent,

Holy Angels College of Education for Women,

S.F.205, Jadayampalayam,

Mettupalayam,

Coimbatore District - 641 302.

Sir/Madam,

**Sub:** Holy Angels College of Education for Women, Coimbatore District – Grant of Continuation of Conditional Provisional Affiliation to offer B.Ed. degree course from the academic year 2013-2014 – Orders issued - Reg.

**Ref:** Resolution of the Syndicate on Item No.07, dated 01.02.2016.

I am, by direction, to inform you that the Syndicate of the University, at its meeting held on 01.02.2016 has considered the request of Holy Angels College of Education for Women, Coimbatore District together with the report of the Inspection Commission and compliance report submitted by the college and "*resolved that the continuation of provisional affiliation be granted to Holy Angels College of Education for Women, Coimbatore District to offer B.Ed. degree course from the academic year 2013-2014*".

*Resolved further, the Management of the college of Education be instructed to submit the following documents as detailed below within six months and in the event non - submission of the documents within the period of stipulated, the Management of said college be not permitted to remit the examination fee and the students of said college be not permitted to write the subsequent examinations.*

1. Receipt for Payment of Infrastructure and Amenities Charges for Building plan.
2. Pollution Control Certificate from the concerned authority.
3. Land Area, whether Wet or Dry Land (Wet Land Conversion Certificate issued by Directorate of Town and Country Planning in case if it is Wet Land as per the new Section 47(A) in the Tamil Nadu Town and Country Planning Act 1971, vide notification in the Tamil Nadu Government Gazette dated 01.01.2011.
4. Certificate under Section 37(B) of Tamil Nadu Land Reforms (Land fixation and Ceiling) Act 1961, vide notification in the Tamil Nadu Government Gazette dated 10.06.2010.

**First Year:**



**HOLY ANGELS COLLEGE OF EDUCATION FOR WOMEN  
JADAYAMPALAYAM, METTUPALAYAM YEAR 2016- 2017**

**MAPPING OF ACADEMIC ACTIVITES OF THE INSTITUTION**

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Orientation	Orange	Orange	Orange	Orange																																
Theory					Green	Green	Green	Green	Green	Green	Green	Green															Green	Green			Green	Green				
Tutorials / Seminars													Blue	Blue																						
Sessional Work - Tests & Assignments																Orange	Orange																			
Practical Work																	Yellow	Yellow																		
Preparation of Internship : Demonstration / Observation of Lessons / micro / teaching / simulations																			Red	Red																
Practice Teaching / Internship																					Dark Blue															
Co-Curricular Activites																																				
Working with community / Project work																																				
End-Term Examination																																				Black

## Second Year:



**HOLY ANGELS COLLEGE OF EDUCATION FOR WOMEN  
JADAYAMPALAYAM, METTUPALAYAM YEAR 2016- 2017**

**MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION**

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Orientation	Blue	Blue	Blue	Blue																																
Theory			Red	Red	Red	Red	Red	Red	Red																									Red	Red	
Tutorials / Seminars										Green	Green																									
Sessional Work - Tests & Assignments												Yellow	Yellow	Yellow	Yellow																					
Practical Work																Pink	Pink																			
Preparation of Internship : Demonstration / Observation of Lessons / micro / teaching / simulations																		Red	Red																	
Practice Teaching / Internship																					Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue		
Co-Curricular Activities				Dark Blue																																
Working with community / Project work												Yellow	Yellow																							
End-Term Examination																																			Pink	



## HOLY ANGELS COLLEGE OF EDUCATION (FOR WOMEN)

### B.Ed TIME TABLE

2015 - 16

DAY	9.45 to 10.45		11.00 to 12.00	12.00 to 1.00		1.30 to 2.15	2.15 to 3.00		3.15 to 4.00
<b>MON DAY</b>	Core II (Mrs.Selvakumari N)	<b>Interval</b>	Physical Education (Miss.Vijayalakshmi R)	Core III (Mrs.Amsaveni M)	<b>LUNCH BREAK</b>	Opt I	Essentials of Teaching & Learning (Mrs.Maghadevi)	<b>Interval</b>	ICT (Mrs.Thowlathnisa)
<b>TUE SDA Y</b>	Core III (Mrs.Amsaveni M)		Core I (Mrs.Julei)	Assement (Mrs.Lavana nya)		Environm ental Education (Mr.Jegan athan)	ICT (Mrs.Thowlathnisa)		Environmental Education (Mr.Jeganathan )
<b>WED NES DAY</b>	Core II (Mrs.Selvakumari N)		Core I (Mrs.Julei)	Core III (Mrs.Amsaveni M)		Opt I	Essentials of Teaching & Learning (Mrs.Maghadevi)		Core II (Mrs,Selvakumari N)
<b>THU S DAY</b>	Core III (Mrs.Amsaveni M)		<b>Library</b>	Assement (Mrs.Lavana nya M)		ICT (Mrs.Thowlathnisa)	Environment al Education (Mr.Jeganath an)		Assement (Mrs.Lavana ya M)
<b>FRID AY</b>	Core II (Mrs,Selvakumari N)		Physical Education (Miss.Vijayalakshmi R)	Core I (Mrs.Julei)		Opt I	Essentials of Teaching & Learning (Mrs.Maghadevi)		ICT (Mrs.Thowlathnisa)
<b>SAT UR DAY</b>	Assement (Mrs.Lavana ya M)		<b>Library</b>	Core I (Mrs.Julei)		Environm ental Education (Mr.Jegan athan)	Physical Education (Miss.Vijayalakshmi R)		SUPW