



TRIKUTA COLLEGE OF EDUCATION
NARDNI RAIPUR, BANTALAB ROAD
JAMMU (J&K)

DEPARTMENT OF IQAC (INTERNAL QUALITY ASSURANCE CELL)
FOR THE ACADEMIC SESSION 2009-10

Name of the Institution : Trikuta College of Education

Year of Establishment : 2000-01

University Affiliation : University of Jammu

Affiliation Number : CDC / 2000 / V / 3367

Current affiliation :

INTERNAL QUALITY ASSURANCE CELL

Quality being to be a continuous process and pursuit of high quality being the hallmark of progressive educational institutions. For this purpose, a Centre for Internal Quality Assessment Cell (IQAC) was created in Trikuta College of Education Jammu who volunteered for accreditation by the National Assessment and Accreditation Council (NAAC) and attained 'C' Grade in after having met stringent quality parameters.

As a post-accreditation quality sustenance measure as prescribed by the NAAC, the college established the Internal Quality Assurance Cell (IQAC) under the auspices of the Trikuta College of Education. The IQAC being an integral part of the college works towards realizing the goals of quality enhancement by developing a system for conscious, consistent and catalytic improvement in different aspects of functioning of the college.

The IQAC assures the stakeholders i.e., students, parents, teachers, staff, would be employers, funding agencies and society in general - of the accountability and transparency in the quality management system of the institution and its concern for ensuring quality of education being imparted. The IQAC happens to be an important component of the Centre for Quality Management of Trikuta group which ensures quality and continuous improvement.

Objective

1. To ensure maintenance of quality as per the standards enforced by various accrediting agencies like NAAC and ISO.
2. To chalk out the plan of action at the beginning of the year, conduct mid-session reviews and the outcome achieved at the end of the year towards quality enhancement.
3. To conduct periodic internal audits for reviewing the quality management system.
4. To maintain a liaison and establish network with individuals and organizations connected with quality assurance in the Field of education.
5. To collect feedback from the students regarding various facilities and services being provided in the college and make Improvements in the light of the feedback.

6. To disseminate information on quality aspects and innovative practices through workshops, seminars, conferences, guest lectures, training programs and promotion of quality circles.
7. To ensure effective implementation of quality processes with proper documentation as enshrined in the quality manual.
8. To furnish progress reports to the accrediting agencies regarding the achievements and continuous improvement of the College in terms of quality standards.
9. To provide consultancy for quality assurance in collaboration with other institutions and accrediting agencies.

Achievement

1. Development and application of quality benchmarks/parameters to evaluate various activities of the college.
2. Preparation and submission of Annual Quality Assurance Report (AQAR) annually for which the achievement made the college towards quality enhancement.
3. The IQAC has helped in better and efficient functioning and performance of the college in different spheres of activities on the basis of the valuable feedback received from students, faculty and parents.
4. The IQAC has been instrumental in introducing innovative practices like practicum sessions, use of ICT in teaching and Learning and continuous feedback system which have won appreciation.

AN INSIGHT TO INSTITUTION ACADEMICS (THE COURSE)

BACHELOR OF EDUCATION (B. Ed.)

The Bachelor of Education (B.Ed.) program aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process at the secondary stage. This program prepares prospective teachers to understand the psychological and sociological aspects of the child's development and also understand his behavior under different conditions. The course work combined with rigorous practice of teaching prepares teacher trainees to master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations.

OBJECTIVES OF B.Ed. General Program

1. To enable students to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular. To provide opportunities to teacher trainees that enable learning experiences to make subject matter meaningful at secondary level.
2. To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that benefit diverse learners and learning contexts
3. To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
4. To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.
5. To enable the student teachers to understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.
6. To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.

CURRICULUM

The Syllabus and Courses of study in the B.Ed. program are as prescribed by the University of Jammu from time to time and also governed by its regulations/statutes.

The B.Ed. General Course consists of two parts:

Part- I (Theory) 700 marks

There shall be four compulsory papers of 100 marks each. One optional paper of 100 marks and two teaching subjects of 100 marks each.

Part –II (Computer Practical) 50 marks

Part- II (Practice of Teaching) 300 marks

The practice of teaching is undertaken through Micro and Macro lessons to be delivered by the pupil teachers. The practice of teaching is of 300 Marks. Out of which 150 marks are awarded by the two external examiners for two final lessons to be observed in the two teaching subjects offered and internal examiner awards the remaining 150 marks

INTERNAL ASSESSMENT

20% of the marks are allotted for Internal Assessment in each theory paper as per the following distribution:

I.	Attendance	5 marks
II.	Assignment (written)	5 marks
III.	2 ND Internal Assessment Test	10 marks
IV.	Total marks	20 marks

ELIGIBILITY

The candidate admitted during the session had obtained Bachelor's Degree of 10+2+3 pattern in any discipline or equivalent and where not less than 45% aggregate marks (40% for SC/ST/OBC candidates). Where admitted to the course during the academic year

FEES & OTHER CHARGES

The candidates admitted to B. Ed Course by the University of Jammu directly on the basis of counseling as required had deposited their fee and other charges as prescribed by the University. The Fees and other charges are revised by the University from time to time. Difference in amount if any were paid by the enrolled students on demand by the college authorities.

UNIFORM / DRESS CODE

The institution commitment towards discipline is to ensure that:

- Every trainee in the college wears uniform compulsorily on all days, functions and during the days when Teaching Practice is on.
- This is with an objective to change the behavior, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.
- To provide a rich program of curricular and extra-curricular activities for student teachers for all round
- To develop of their personalities so that they develop same of the students whom they are to teach.

INNOVATIVE PRACTICES ESTABLISHED BY IQAC

360⁰ Feedback System

During the season the college's internal quality assessment cell has developed a 360-degree feedback mechanism for enhancing quality and excellence in various services being provided. The 360-degree feedback includes self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and management. The institution uses feedback to improve the teaching learning process and college functioning. The emphasis of the program is developmental, aimed at assisting and motivating individuals to attain their maximum potential so as to increase efficiency of the educational system. Each appraiser ensures that the evaluation process is conducted objectively.

Practicum

A novel feature of the college is the organization of a daily practicum period in which workshops, seminars, discussions, demonstration teaching, team teaching, action research and other activities of outside the classroom nature are organized.

ICT in Teaching Learning

The college makes extensive use of ICT for preparing academic teaching plans and updating the teaching content. Besides, the use of ICT in the college is also made in the curriculum transaction. ICT usage is emphasized in the curriculum to an extent where its usage becomes a habit for students and faculty members in their daily routines. One of the academic objectives of the college is to teach at least 30% of the curriculum through ICT for which the faculty members prepare detailed power point presentations on various topics. Orientation program serials organized to acquaint and train the faculty and the students in the use of ICT from time to time.

ENRICHMENT OF LEARNING RESOURCES

Library

The College has spacious libraries, for the B.Ed program with latest fixtures, furniture and having a collection of over 3000 books and subscribing to around 20 Journals and Magazines. It has the seating capacity for 100 students. Research papers, dissertations/thesis, bound journals (back editions) are also available for reference. The college also has book bank facility for the needy students. The IQAC cell continuously monitored that the teacher trainees get into the habit of using library

E-Resources

The institution through its centre for educational technology prepares and provide the teachers and learners with non-print material in the form of television (live relays, recorded programs), computer programs (digital material, mass instruction, group learning, individualized instructions, and internet), film strips, video recordings, projectors, OHP transparencies, slides, audio recordings, etc. The centre has a rich repository of audio cassettes, video cassettes, compact discs, DVD's, slides, film strips, posters and learning for conducting teaching practice. Transparencies are also available on different teaching subjects from class VI to IX, which are be used by the teacher trainees during their micro and macro teaching.

Labs

The Trikuta College of Education has various general and methods laboratories. These are:

- Two Computer Labs
- Educational Technology Lab
- Educational Psychology Lab
- Language Lab
- Science Labs located in the Degree College complex.

Practicing School

A unique feature of the college is the availability of a 10+2 secondary school in the near vicinity and provides the necessary resources for conducting the teaching practice program for teacher trainees. The trainees conduct actual classroom teaching at the secondary level, which helps them to gain valuable

experience in teaching and handling school children, and enable them to develop their skills of classroom management. The IQAC cell has evaluated the practice teaching on regular basis.

STUDENT SUPPORT

Placement

A Placement Cell functions in the College for providing employment opportunities to its students. A database of schools and colleges has been developed and contact with such institutions has been established so that requirement of teachers can be received from time to time and students are informed accordingly. The placement cell also undertakes personality development programs, help sharpen the interview skills, provide support for language development and enhance the ICT skills of prospective teachers.

Guidance & Counseling

The Guidance and Counseling Committee of the college is being looked after by a trained psychologist/counselor, who is assisted in providing guidance and support to the students by the teaching faculty. The committee identifies students who require services on priority along with their areas of deficiency and suggests the improvement required. It also conducts orientation programs and arranges expert lectures for career counseling. One of the activities of the guidance and counseling committee is to administer psychological tests and tools to collect data from student for improving pupil support/ guidance services.

As far as academic counseling is concerned, students receive assistance on how to study and write the examinations to obtain good marks. The subject teachers take care of the program. The committee also conducts individual as well as group counseling. The guidance cell deals with personal problems with adjustment in college or issues related to peer problems.

Remedial and Enrichment Program

The college organized remedial classes for students who did not perform well in their internal examination. These students are identified on the basis of their understanding and abilities of comprehension and performance in oral/written tests, assignments and seminars. Additional help to these trainees here are rendered through remedial teaching, easier assignments, problem-solving sessions, revisions and interactive discussions and through personal mentoring by the teachers concerned. The students are also provided advice after class hours under remedial classes and are motivated by providing simple and direct learning material.

Enrichment classes are conducted for advance learners as well. These students are encouraged to adopt self-study methods for enrichment and remediation. They are exposed to both digital as well as traditional resources for enrichment. Brainstorming sessions, projects, seminars and discussions are organized to nurture their creative abilities.

Peer group learning, quizzes, essay writing competitions, Decision Making Exercises etc. are some of the activities organized for these students.

Skill Development Program

The college provides necessary infrastructure, ICT support, books, instructional material and allied resources for the enhancement of effectiveness of teaching and mentoring of the students. Various in house training programs such as Personality Development, Communication Development, Programs on Life Skills, ICT Skills, and Management Skills, Micro and Macro skills of teaching and Skills of organizing events are also conducted from time to time on the basis of needs identified after administering the Training Need Analysis (TNA) Questionnaire. These programs have helped in building competencies and confidence amongst trainees in becoming effective teachers.

Reprographic Facilities

The college established reprographic facilities for photocopying, printing and scanning through high-speed photocopiers and printers which have been made available at one location in the college campus.

Games & Co-Curricular Facilities

The college has provided facilities during the academic year for a rich program of co-curricular activities for teacher trainees for the all round development of their personalities. The college has facilities for games namely badminton, volleyball, handball, basketball, table tennis and kho-kho for the students. Inter class tournaments are held throughout the year. A common room for boys and girls has been made available with facilities for indoor games like table tennis, carom, chess etc.

Uninterrupted Power Supply

To ensure continuous supply of electricity in the college has a captive power plant with suitable capacity.

CENTRE FOR EDUCATIONAL TECHNOLOGY

The Centre for Educational Technology was established at Trikuta College Of Education, realizing that modern information and communication technologies hold great potential for revolutionizing the process of teaching and learning at different levels of education.

The Centre for Educational Technology has become a catalytic platform for making information and communication technologies effective tools for educational transformation. It is devoted to integration and utilization of hardware and software related to these technologies in the areas of teaching, learning, evaluation, guidance, training, institutional management and research.

Manned by highly trained staff, the educational technology cell is enriched with all types of resources like Computer Hardware and Software, Televisions, LCD Projectors, OHP's, Digital Cameras, and Audio Devices etc. The computer software is specially addressed to content material, instructional programs, Computer Assisted Instructions, Computer Based Teaching, audio and video lectures, movies, cable telecast, live programs and other related software which are utilized to enrich teaching and learning. The institution has also started an ambitious Electronic Classroom Project for school students through which teacher trainees learn to utilize latest technological interventions effectively for classroom teaching.

Objectives

- To integrate, develop and optimize the use of information and communication technologies with the process of teaching and learning in educational institutions.
- To carry out research studies and experiments on the use of new technologies in education at different levels for improving the teaching-learning process.
- To provide training to learners, teachers and teacher educators for using ICT for enhancing their effectiveness.
- To enable students and teachers to benefit from programs telecast through the EDUSAT and Electronic Classroom facility.
- To organize workshops, seminars and conferences to popularize the use of educational technology.

Achievements / Activities of the Centre

The Centre for Educational Technology has been able to organize a number of activities, which have won appreciation at different levels. Some of the noteworthy achievements of the Centre are as follows:

- Trikuta college has been identified as a lead college by the University of Jammu for promoting ICT usage in colleges of education;
- Introduction of 'Educational Technology' as an optional subject and 'Computer Education' as a compulsory subject at B.Ed.
- Implementation of 'Electronic Classroom Project' for enabling the teacher trainees and educators to learn and teach using latest technologies and implement multimedia techniques to enrich their classroom teaching programs;
- Organization of workshops and training programs on the use of various ICT tools in education;
- Organization of Computer Awareness Programs for trainees and teacher educators;
- In-house publication of documents and reprographic facilities for staff and students;
- Holding of seminars and guest lectures on latest trends in educational and communication technologies;
- Setting up of Digital English Language Lab for improving communication skills of students and teachers;
- Maintaining and updating the website of the college and other institutions under the Trikuta group.

TRIKUTA COLLEGE OF EDUCATION, NARDNI-RAIPUR, JAMMU

**LIST OF TEACHING AND NON-TEACHING STAFF
SESSION 2009-10**

COMMENCED FROM NOVEMBER, 2009

TEACHING STAFF ON ROLL DURING THE ACADEMIC YEAR

S. No.	Name of Faculty	Designation	Qualification
1.	Dr. Saifullah khan	Principal	M.Sc. , B.Ed. ,Ph.D.
2.	Dr. Gaytri Gupta	Lecturer	B.Ed.,M.A.(Edu),M.Phil,P.hD
3.	Ms. Sunita Magotra	Lecturer	M.A.(Hindi), B.Ed
4.	Ms. Ekita Mahajan	Lecturer	B.Sc.,B.Ed.,M.Ed
5.	Ms. Amita Gupta	Lecturer	M.A.(English), B.Ed
6.	Ms. Anshu Magotra	Lecturer	B.Sc., B.Ed. , M.Ed.
7.	Ms. Shifali Sharma	Lecturer	M.A.(Hindi), B.Ed.
8.	Mr. Shamsheer Singh	Lecturer	M.Sc.(Environment), B.Ed.
9.	Mr. Imran Khan	Lecturer	MCA
10.	Ms. Sangeeta Rani	Lecturer	M.Ed.
11.	Ms. Sonu Nayyar	Lecturer	M.Ed., M.Phil.
12.	Ms. Mridula	Lecturer	M.A.(Pol. Sc.), B.Ed.
13.	Mr. Jawahar Sharma	Lecturer	M.A.(Edu)-Joined on (3-11-2009)
14.	Ms. Barkha Sharma	Lecturer	M.Sc.(Environment), B.Ed.(Joined on 3-11-2009)

**ADDITIONAL STAFF RECURITED IN INSTITUTION FOR
TEACHING IN ACADAMIC SESSION 2009-2010**

Month	S. No	Name	Designation	D. O. J	Qualification
April, 2010	1.	Ms. Nisha Gupta	lecturer	1-4-2010	M.Ed.
	2.	Ms. Rajni Sharma	lecturer	1-4-2010	M.Com, M.Ed
	3.	Ms. Sonam Gupta	lecturer	1-4-2010	M.Ed
	4.	Ms. Bharti Kanwar	lecturer	1-4-2010	M.A. (Education)
	5.	Ms. Amrita	lecturer	1-4-2010	M.A.(Socio), M.Ed
	6.	Ms. Anshu Langoo	lecturer	1-4-2010	M.A.(Hindi), B.Ed
	7.	Ms. Kashifa Yasin	lecturer	1-4-2010	M.A.(Urdu), B.Ed
	8.	Ms. Rajni Bhalwal	lecturer	3-4-2010	M.Sc.(Zoology), B.Ed
	9.	Ms. Nidhi Sharma	lecturer	3-4-2010	MCA,M.Phil
	10.	Ms. Rupinder Kaur	lecturer	3-4-2010	M.Sc(Maths), B.Ed
GUEST FACULTY	1.	Ms. Amita Gupta	lecturer	1-10-2010	M.A(English), M.Ed.
	2.	Mr. Imran khan	lecturer	1-10-2010	MCA

**NON-TEACHING STAFF ON ROLL DURING THE ACADEMIC
SESSION 2009 - 2010**

S.NO.	NAME	DESIGNATION
1	Ms. Seema Jamwal	Librarian
2	Mr. Manish Dhar	Comp.Lab.Tech
3	Mr. Bansi Lal Tidyral	Sports Officer
4	Mr. Bikram Singh	S.O.
5	Mr.Ashwani Sharma	Asstt. Librarian
6	Mr.Shashi Malhotra	Jr.Asstt.
7	Mr. Honey Basotra	Sports Asstt.
8	Mr. Varinder Singh	Driver
9	Mr. Surinder Singh	Peon
10	Mr. Ranjit Singh	Peon
11	Mr.Balwan Singh	Peon
12	Mr.Romesh Singh	Gate Keper
13	Ms.Kamla Devi	Sweeper
14	Mr.Sudesh Kumar	Helper
15	Mr.Mangat Ram	Helper
16	Ms.Rani	Helper
17	Mr.Ashok Kumar	Helper
18	Mr.Dev Raj	Helper
19	Mr.Gurdas Lal	Gardener
20	Ms.Sharda Devi	Sweeper
21	Mr.Sham Lal	A.O.

RECRUITMENT OF NON-TEACHING STAFF, SESSION 2009-2010

S. No.	Name	Designation	Joined on
1	Mr. Deepak Kumar	Peon	18-1-2010
2	Ms. Neelam Devi	Sweeper	26-7-2010
3	Ms. Suman Pandita	Junior Assistant	3-8-2010
4	Mr. Romesh Singh	Cook	13-8-2010

TRIKUTA COLLEGE OF EDUCATION

NARDNI (BANTALAB), JAMMU SESSION 2009-10

LIST OF STUDENTS ADMITTED IN THE YEAR 2009-10

Roll No.	Student Name	Roll No.	Student Name
1.	Shelly Nanda	2.	Bhushan Singh
3.	Gurpreet Kour	4.	Pardeep Kumar
5.	Poonam Rana	6.	Neelu Jamwal
7.	Suneet Kumar	8.	Monika
9.	Sudamini Sharma	10.	Ronika Jamwal
11.	Ashok Kumar	12.	Rinka Kumari
13.	Arti Sharma	14.	Mohd.Afzal
15.	Meenu Rani	16.	Jyoti Rani
17.	Sandeep Koul	18.	Mohd.Ashraf
19.	Priya Slathia	20.	Pawan Kumar
21.	Vandana Manhas	22.	Parveen Singh
23.	Nazma Sheikh	24.	Naresh Bharadwaj
25.	Ashwani Parihar	26.	Mirza Ruksana
27.	Rakesh Kumar	28.	Vijay Kumar
29.	Monika Gandhi	30.	Rakesh Kumar
31.	Archana Bala	32.	Shafqat Mohd
33.	Anamika Gandhi	34.	Ashfaq Ahmed
35.	Tarsem Lal	36.	Autter Pervaiz
37.	Javed Iqbal	38.	Man Mohan
39.	Shami Kumar	40.	Om Raj Parihar
41.	Amarjeet	42.	Koshal Kumar
43.	Joginder Paul	44.	Neeru Devi
45.	Simpi Badyal	46.	Reema Suri
47.	Sushma Rani	48.	Reeta Devi
49.	Monika Kumari	50.	Rubina Siddiqui
51.	Sonia Khajuria	52.	Meena Kumari
53.	Rohit Bhat	54.	Parshotam Lal
55.	Poonam Sharma	56.	Anwar Hussain
57.	Monika Sharma	58.	Pawan Singh
59.	Gagandeep Singh	60.	Anoop Kumar Chursiya
61.	Umesh Kumar	62.	Meenakshi Gupta
63.	Sukhvinder Singh	64.	Samriti

65.	Jitendra Kumar Shukl	66.	Rajani Mall
67.	Ms Anshul Khandelwal	68.	Indira
69.	Ms Urmila	70.	Dharmendra Poonia
71.	Neelam Kumari	72.	Shiv Kumar Singh
73.	Ms Ranjana Kumari	74.	Sunil Kumar Pal
75.	Ms.Suman	76.	Shri Pal
77.	Choth Mal	78.	Ganpat Lal
79.	Meera Yadav	80.	Ummed Singh
81.	Vandana Yadav	82.	Sunil Dave
83.	Vivek Kumar	84.	Laxman Dassant
85.	Dilip Singh	86.	Hariram Mali
87.	Deepak Kumar Mishra	88.	Hansraj Mali
89.	Anil Sharma	90.	Savita Yadav
91.	Avdesh Kumar Parashar	92.	Raj Pal
93.	Mahendra Kumar Sharma	94.	Ravinder Kumar
95.	Usha Yadav	96.	Deo Pal Sharma
97.	Sandhya Tiwari	98.	Mukesh Kumar Meena
99.	Archana Singh	100.	Shivram Meena
101.	Umesh Kumar	102.	Surabh Saini
103.	Aneeta	104.	Priyanka Singh
105.	Jitendra Singh Chouhan	106.	Devkinandan
107.	Mohitendra Sisodia	108.	Archana Kumari
109.	Surrender Kumar Meena	110.	Santosh Sharma
111.	Ansar Mohd	112.	Miss Suman
113.	Dungar Ram Meghwal	114.	Sharda Meghwal
115.	Bhagirath	116.	Dharam Chand Sain
117.	Vipin Pandey	118.	Shanker Lal Gurjar
119.	Seema Prajapati	120.	Roop narayan Gurjar
121.	Sadhna Pandey	122.	Nanejar Nagar
123.	Mritunjay Kumar Upadhyay	124.	Pawan Kumar
125.	Brijesh Kumar Singh	126.	Om Parkash Chandel
127.	Atima Kumari	128.	Murali Dhar Garg
129.	Sheela Singh	130.	Miss Anshu Sharma
131.	Kiran Singh	132.	Dhananjay Yadav
133.	Suman	134.	Madan Lal
135.	Reena Chouhan	136.	Manoj Yadav
137.	Tej Kanwar Bhatti	138.	Revika Yadav
139.	Savitri Devi	140.	Iqbal Kaur

141.	Vijay Singh	142.	Jitendra Sharma
143.	Prakash	144.	Mamta
145.	Saka Ram	146.	Bhagavana Ram
147.	Rewadwal Meena	148.	Nisha Gahlot
149.	Taroon Kumar	150.	Gagan Kumar
151.	Manish Tomer	152.	Ishaq Mohammad
153.	Upadesh Kumar	154.	Prakash Chand Dhakar
155.	Prithvi Raj Choudhary	156.	Mukesh Kumar Gurjar
157.	Anil Kumar	158.	Kamlesh Gurjar
159.	Rakesh Kumar Regar	160.	Gajan Lal Verma
161.	Manju Sharma	162.	Sandeep Kumar Yadav
163.	Choutha Ram	164.	Dhanpal Meena
165.	Chiranji Lal Sharma	166.	Brijesh Kumar Singh
167.	Rekha Sharma	168.	Ajay Kumar
169.	Mukesh Kumar Nagar	170.	Pramod Kumar
171.	Rajesh Sharma	172.	Nemi Chand
173.	Mukesh Kumar Sonwal	174.	Pawan Kumar Meena
175.	Pawan Kumar Sharma	176.	Ramgopal Gurjar
177.	Sita Ram Bairwa	178.	Narvesh Kumar
179.	Raghuvinder Singh	180.	Sageeta Devi
181.	Lotika Sharma	182.	Sunil Kumar
183.	Jitendra Kumar	184.	Virendra Kumar Yadav
185.	Krishan Kumar	186.	Hanuman Prasad Yadav
187.	Tulsa Ram	188.	Vikram Singh
189.	Chet Ram	190.	Rajesh Kumar Meena
191.	Anoop Sharma	192.	Manju Kumari
193.	Rani Kumari	194.	Ved Prakash Sharma
195.	Bablee Bai Meena	196.	Brajesh Kumar
197.	Pawan Bhati	198.	Prashant Kumar
199.	Richa Pal	200.	Hori Lal
201.	Pravina Pal	202.	Satyawati
203.	Rinki Pal	204.	Neelam Singh
205.	Satyedra Pal	206.	Soni Singh
207.	Ambarish Kumar Mishra	208.	Priyanka Singh
209.	Ramesh Chander Mahawar	210.	Amit Kumar Singh
211.	Jagdish Prasad Mahawar	212.	Ashok Sharma
213.	Ravindra Ghatore	214.	Dilip Sharma
215.	Gajendra Singh	216.	Meetha Lal Meena

217.	Nisha Kumari Jangid	218.	Chetna Kumari
219.	Sushil Kumar Jangir	220.	Sanjay Kumar Bunker
221.	Gavrav Yadav	222.	Rameshwar Lal Meena
223.	Sunil Yadav	224.	Gajanand Choudhary
225.	Shrinarayan Meena	226.	Dinesh Narayan Choudhary
227.	Rohitashwa Dhanka	228.	Lekhraj Mahawar
229.	Surendra Singh	230.	Suman
231.	Ritu	232.	Mithlesh Pal
233.	Richa Bijalwan	234.	Prahlad Kumar
235.	Sanjay Kumar	236.	Lekhraj Suthar
237.	Ranjana Chaprwal	238.	Urmila Kumari
239.	Rekha Kanwaliya	240.	Rekha
241.	Anjana Kumari Tailor	242.	Poornima Dhillon
243.	Bhanwar Lal	244.	Kunjan Ram
245.	Panna Ram	246.	Ram Prakash
247.	Deshraj Bairwa	248.	Om Prakash Verma
249.	Omveer Bairwa	250.	Reena
251.	Bhagchand Bairwa	252.	Pramendra Kumar
253.	Saroj Jaiswal	254.	Amarik
255.	Preeti Tanwar	256.	Sanjeet Kumar Kathiyar
257.	Laxmi Devi Verma	258.	Tajeng Dindor
259.	Lekhraj Binwal	260.	Mahendra Kumar Sharma
261.	Bhawna Gupta	262.	Prem Shanker
263.	Deepika Sood	264.	Sandhya
265.	Alka Singh	266.	Rashi khajuria
267.	Anita Singh	268.	Surendra Kumar Yadav
269.	Sonu Rai	270.	Pawanendra Kumar
271.	Poonam Rai	272.	Gulab Chand Bunker
273.	Kanij Fatma	274.	Satyendra Kumar Bharadwaj
275.	Om Prakash Sharma	276.	Mahesh Pratap Mishra
277.	Rashi Khandelwal	278.	Rashmi Salaria
279.	Sher Singh Jat	280.	Chetan Kumar Gaur
281.	Mahendra Kumar Bairwa	282.	Jayenti Lal Nanema
283.	Priyanka Sharma	284.	Rajendra Kumar Yadav
285.	Rajinder Kumar Saini	286.	Jagdish Prasad
287.	Pragya Tiwari	288.	Saroj Verma
289.	Deepak Singh	290.	Ajay Kumar Verma
291.	Chandralekha	292.	Lila Wati

293.	Vimla Devi	294.	Deva Jamwal
295.	Arsidan	296.	Pratiti Sachdeva
297.	Brijmohan Jonwal	298.	Gunjan Sharma
299.	Manju	300.	Kaushlendra Singh
301.	Hameed Khan	302.	Rajinder Kaur
303.	Jamshed Khan	304.	Koshika
305.	Preeti Sharma	306.	Pummy Disgutra
307.	Saroj	308.	Nagesh Kumar
309.	Mukut Vihari Sharma	310.	Sudakshina Pandey
311.	Satyendra Rao	312.	Rekha Singh
313.	Raman Lal Tabiyar	314.	Shobha Singh
315.	Rama Devi	316.	Monika Vashisth
317.	Suresh Chander Dabi	318.	Kiran Kumari
319.	Rajneesh Shiva	320.	Babu Lal
321.	Arvind Kumar	322.	Manju
323.	Narender Kumar	324.	Rijwan Ansari
325.	Indu Yadav	326.	Mohan Lal
327.	Anamika Garg	328.	Akhilesh Kumar Vishwakarma
329.	Sunita Anand	330.	Raghvendra Kumar
331.	Sunita Kumari	332.	Surbi Khajuria
333.	Ram Lal	334.	Shyam Bihari

TRIKUTA COLLEGE OF EDUCATION

NARDANI-RAIPUR, JAMMU

LIBRARY STATEMENTS

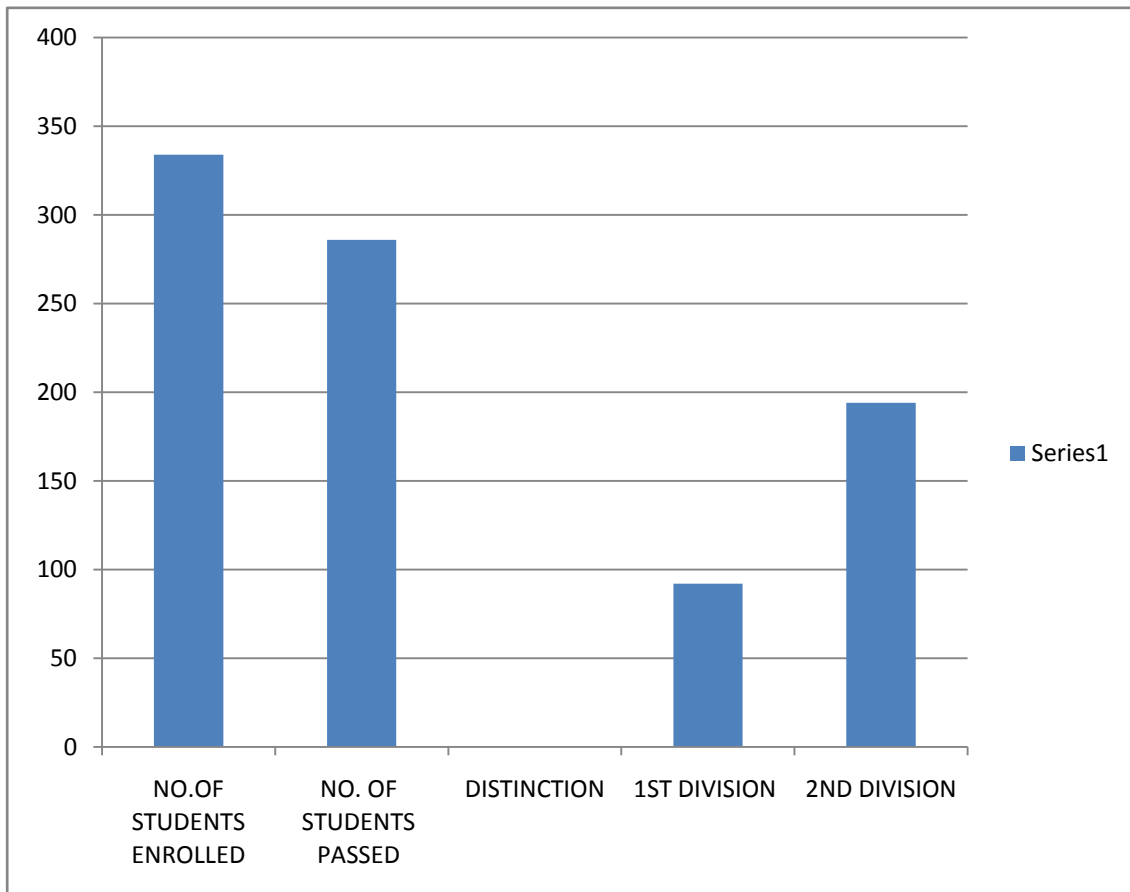
LIBRARY BOOKS PURCHASED FOR THE SESSION 2009-2010

S.NO	SESSION	AMOUNT
1.	2008-09 (valued books As on 31-3-2009)	₹ 4,38,207.00
2.	2009-10(value of books)	₹ 47,990.00
Total value of books		₹ 4,86,197.00

**INSTITUTION RESULT ANALYSIS VIZ-VIZ JAMMU UNIVERSITY
FOR THE YEAR 2009-10**

S. No.	No. of Students Enrolled	No. of Students Appeared	No. of Students Passed	Distinction	1 st Division	2 nd Division
1.	334	334	286	-	92	194

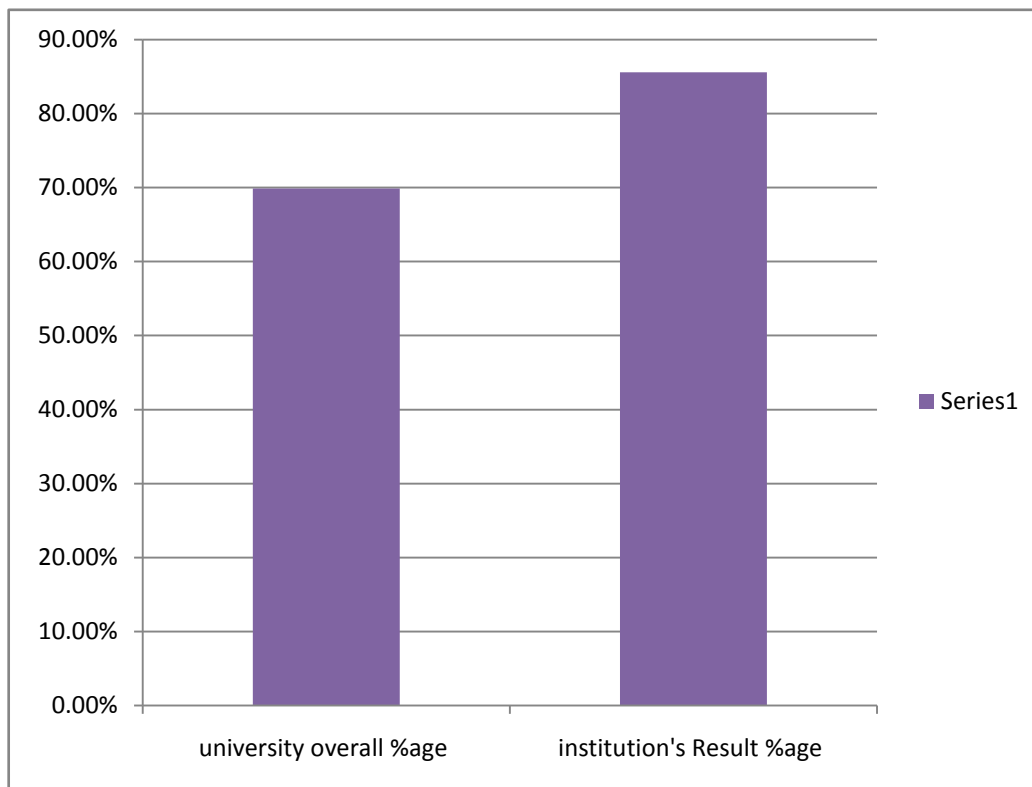
GRAPHICAL REPRESENTATION OF THE RESULT ANALYSIS



**INSTITUTION RESULT ANALYSIS VIZ-VIZ JAMMU UNIVERSITY
FOR THE YEAR 2009-10**

S. No.	University overall %age	Institution result %age	Overall %age (+/-) viz- viz Jammu University
1.	69.88%	85.6%	(+122.49%

**REPRESENTATION OF THE RESULT ANALYSIS VIZ-Z-VIZ
JAMMU UNIVERSITY**



FEEDBACK PROFORMA OF ALUMNI ON CURRICULUM

S. No	Name of student	Total no. of questions	Total no. of Yes	Total no. of No	%age of Yes	%age of No
1.	Shelly Nanda	15	11	4	73.3%	26.7%
2.	Gurpreet Kour	15	14	1	93.3%	6.7%
3.	Poonam Rana	15	13	2	86.7%	13.3%
4.	Suneet Kumar	15	12	3	80%	20%
5.	Sudamini Sharma	15	12	3	80%	20%
6.	Monika Gandhi	15	12	3	80%	20%
7.	Bhushan Singh	15	9	6	60%	40%
8.	Neeru Devi	15	11	4	73.3%	26.7%
9.	Pawan Singh	15	10	5	66.7%	33.3%
10.	Anoop Kumar Chursiya	15	13	2	86.7%	13.3%
11.	Neelam Kumari	15	12	3	80%	20%
12.	Meera Yadav	15	10	5	66.7%	33.3%
13.	Vandana Yadav	15	12	3	80%	20%
14.	Vivek Kumar	15	13	2	86.7%	13.3%
15.	Neelam Kumari	15	10	5	66.7%	33.3%
16.	Dilip Singh	15	10	5	66.7%	33.3%
17.	Usha Yadav	15	10	5	66.7%	33.3%
18.	Archana Singh	15	11	4	73.3%	26.7%
19.	Sheela Singh	15	12	3	80%	20%
20.	Sheela Singh	15	9	6	60%	40%
21.	Indira	15	12	3	80%	20%
22.	Dharmendra Poonia	15	9	6	60%	40%
23.	Sunil Kumar Pal	15	8	7	53.3%	46.7%
24.	Shri Pal	15	9	6	60%	40%
25.	Ummad Singh	15	6	9	40%	60%
26.	Sunil Dave	15	13	2	86.7%	13.3%
27.	Raj Pal	15	8	7	53.3%	46.7%
28.	Santosh Sharma	15	14	1	93.3%	6.7%
29.	Prakash	15	14	1	93.3%	6.7%
30.	Taroon Kumar	15	14	1	93.3%	6.7%
Total		450	333	117	74%	26%

FEEDBACK PERFORMA OF ALUMNI

S. No.	Name of student	Total no. of questions	Total no. of Yes	Total no. of No.	%age of Yes	%age of No
1.	Upadesh Kumar	14	13	01	92.9%	7.1%
2.	Manju Sharma	14	11	03	78.6%	21.4%
3.	Rajesh Sharma	14	14	-	100%	-
4.	Anoop Sharma	14	14	-	100%	-
5.	Lotika Sharma	14	14	-	100%	-
6.	Pawan Bhati	14	11	03	78.6%	21.4%
7.	Rinki Pal	14	14	-	100%	-
8.	Mamta	14	14	-	100%	-
9.	Bhagavana Ram	14	11	03	78.6%	21.4%
10.	Nisha Gahlot	14	11	03	78.6%	21.4%
11.	Gagan Kumar	14	13	01	92.9%	7.1%
Total		154	140	14	90.9%	9.1%

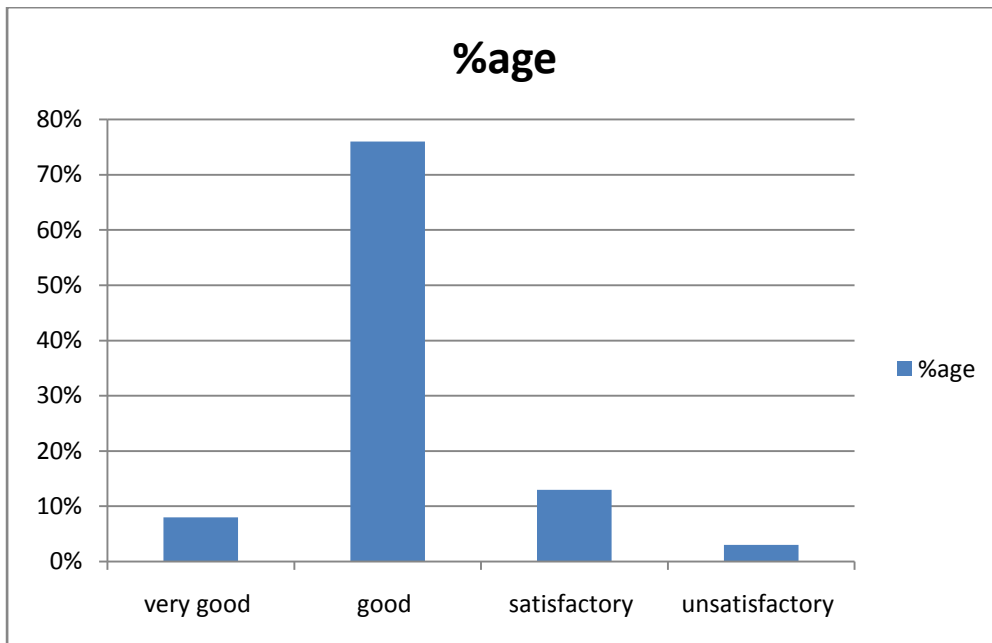
FEEDBACK FROM STUDENTS

COURSE-1

PARAMETERS	A (Very Good)	B (Good)	C (Satisfactory)	D (Unsatisfactory)
1. Depth of the course content including project work if any	08%	76%	13%	3%
2. Extent of coverage of course	24%	71%	2%	3%
3. Applicability/relevance to real life situations	47%	49%	4%	-
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspective.	35%	49%	16%	-
5. Clarity and relevance of textual reading material	13%	63%	24%	-
6. Relevance of additional source material (library)	24%	54%	22%	-
7. Extent of effort required by students	36%	64%	-	-
8. Overall rating	27%	61%	11%	1%

GRAPHICAL REPRESENTATION OF DATA

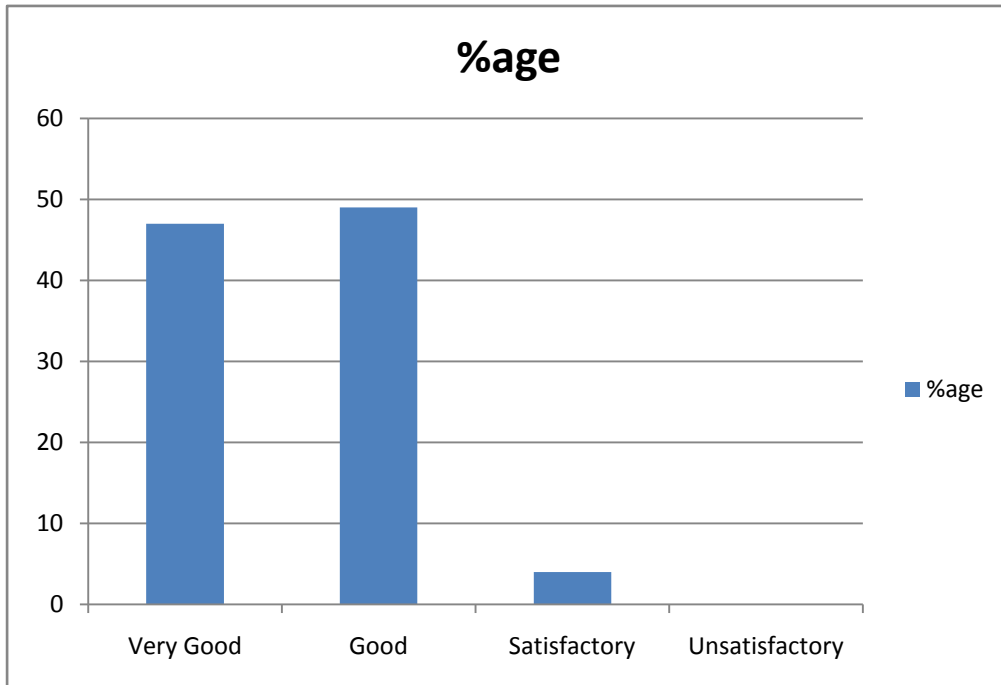
1. Depth of the course content including project work if any:



2. Extent of coverage of course



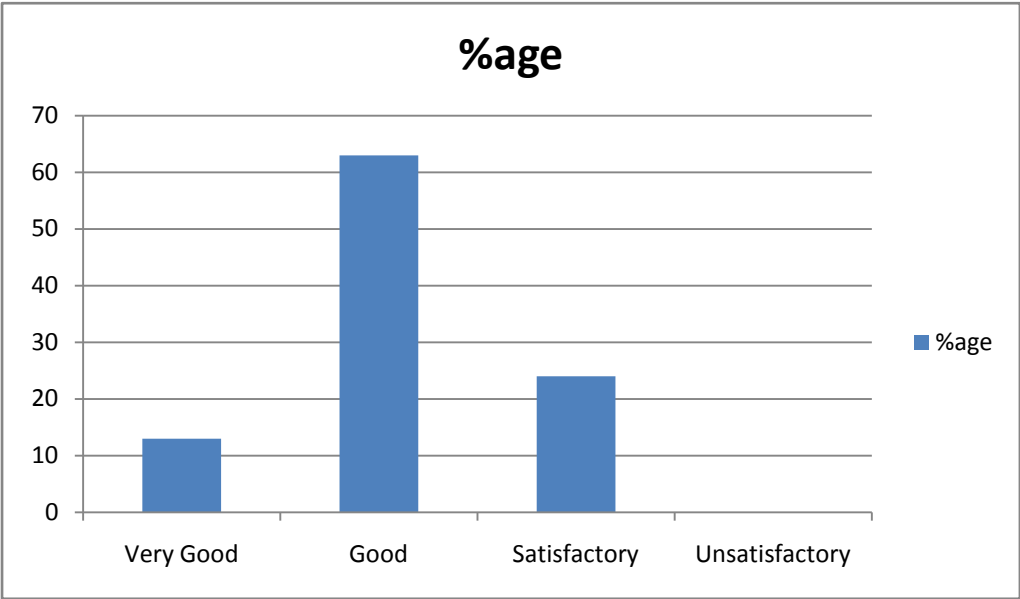
3. Applicability/relevance to real life situations



4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspective. Clarity and relevance of textual reading material



5. Clarity and relevance of textual reading material



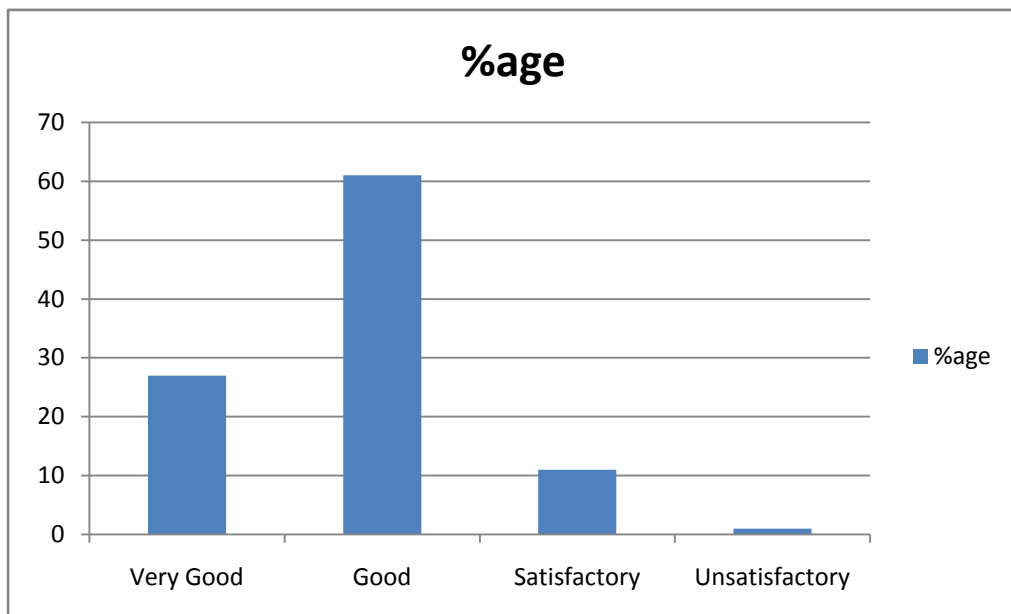
6. Relevance of additional source material(library)



7. Extent of effort required by students



8. Overall rating



STUDENT FEEDBACK ON TEACHERS

Parameters	A (Very Good)	B (Good)	C (Satisfactory)	D (Unsatisfactory)
1. Knowledge base of teacher (as perceived by you)	21%	73%	6%	-
2. Communication Skills (in terms of articulation and comprehensibility)	08%	79%	3%	-
3. Sincerity/Commitment of the teacher	86%	14%	-	-
4. Interest generated by the teacher	75%	21%	4%	-
5. Ability to integrate course material with environment / other issues, to provide a broader perspective.	10%	23%	42%	25%
6. Ability to integrate content with other courses	18%	52%	30%	-
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	-	27%	31%	42%
8. Ability to design quizzes/Tests/assignments/examinations and projects to evaluate students understanding of the course	91%	7%	2%	-
9. Provision of sufficient time for feedback	78%	22%	-	-
10. Overall rating	17%	21%	33%	29%

GRAPHICAL REPRESENTATION OF DATA

STUDENT FEEDBACK ON TEACHERS

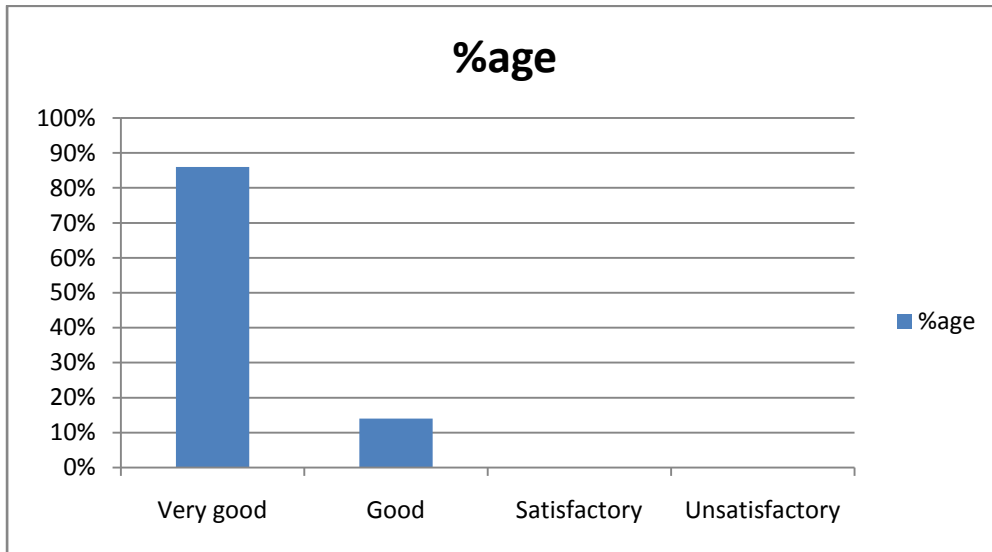
1. Knowledge base of teacher(as perceived by you)



2. Communication skills(in terms of articulation and comprehensibility)



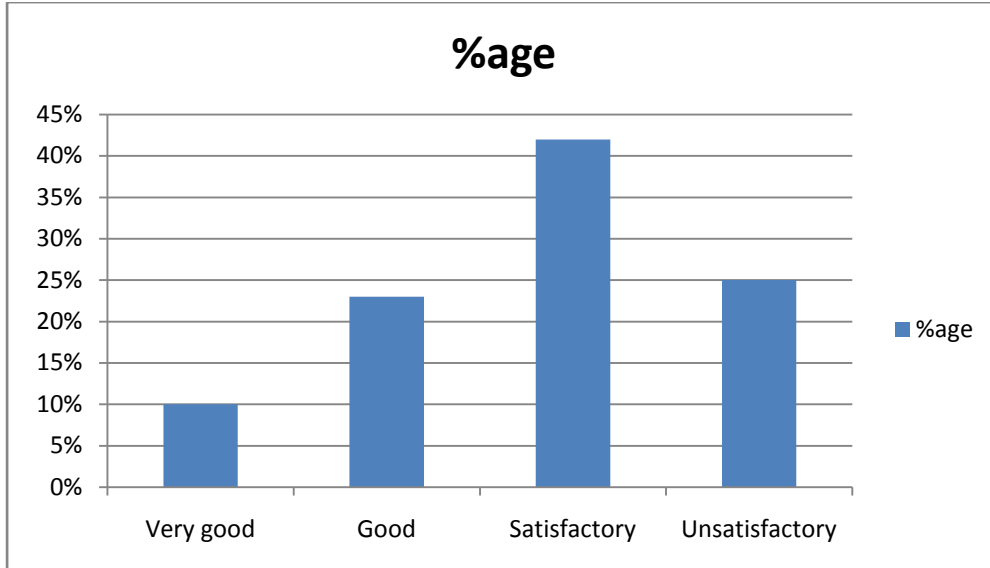
3. Sincerity/Commitment of the teacher



4. Interest generated by the teacher



5. Ability to integrate course material with environment/other issues, to provide a broader perspective.



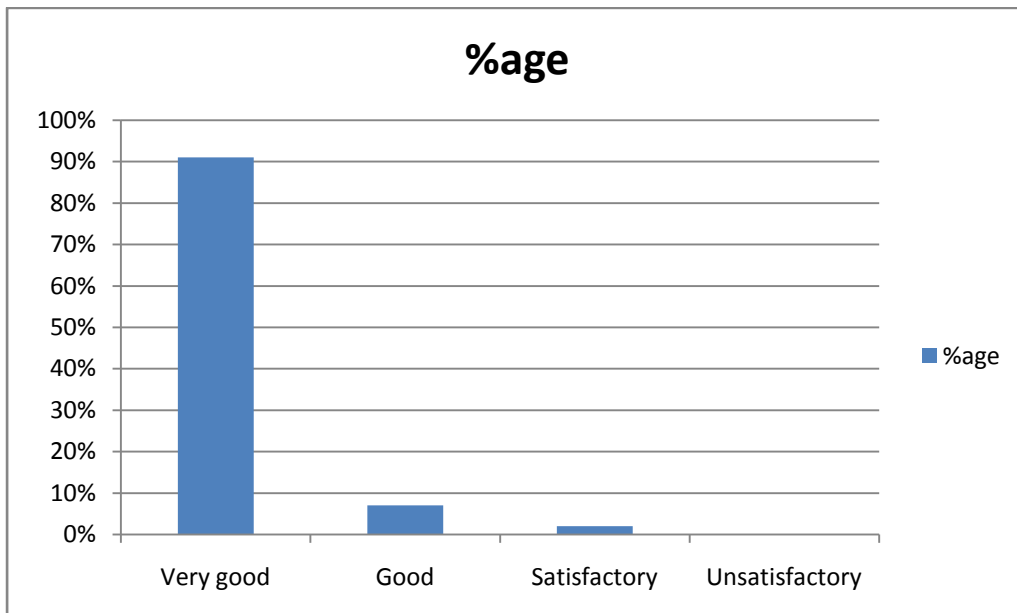
6. Ability to integrate content with other courses



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 projects to evaluate students understanding of the course



9. Provision of sufficient time for feedback



10. Overall rating



Students Overall Evaluation of the Programme and Teaching

Department: Education

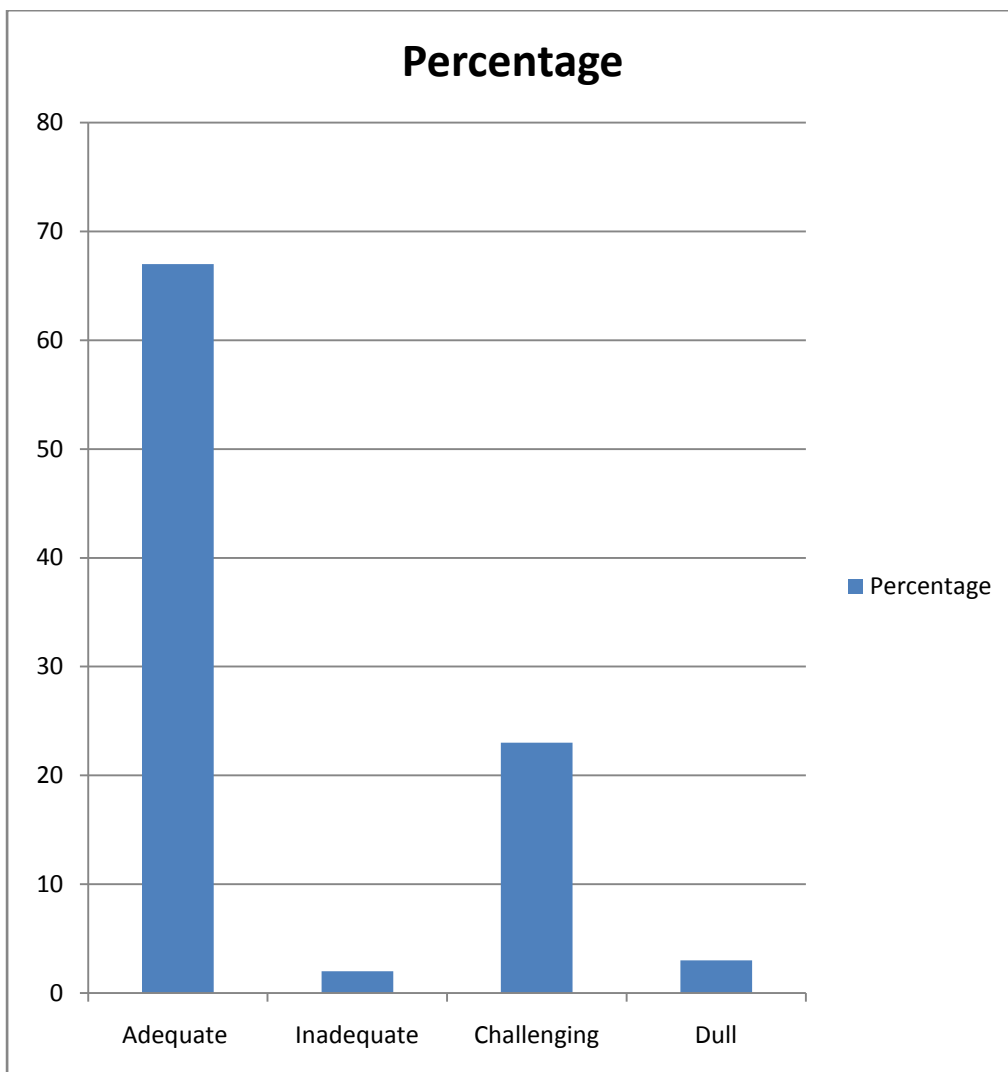
Course: B.Ed.

Year: 2009-10

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

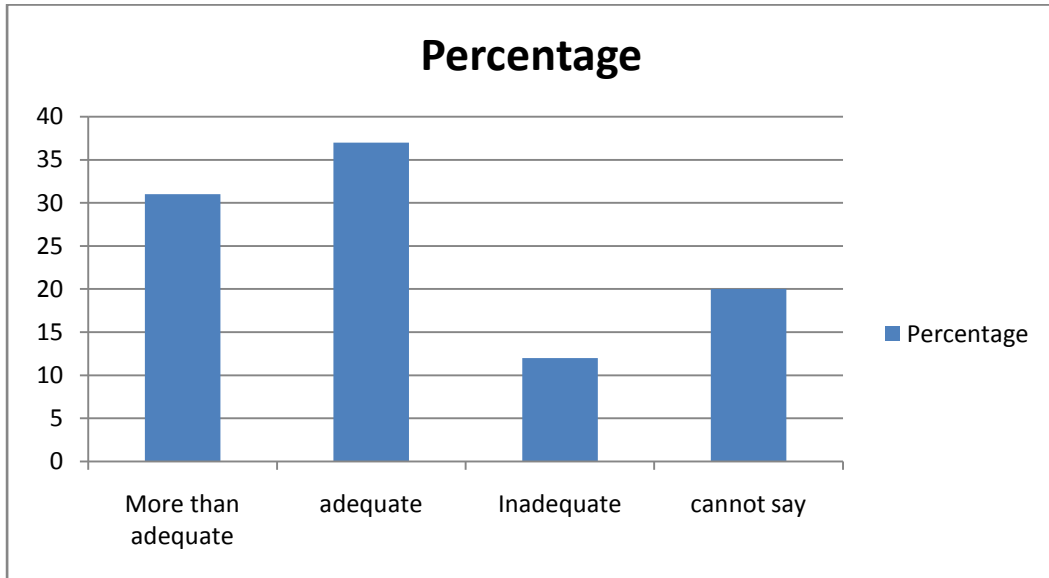
Q1. The syllabus of each course was:

a) Adequate	b) Inadequate	c) Challenging	d) Dull
67%	2%	23%	3%



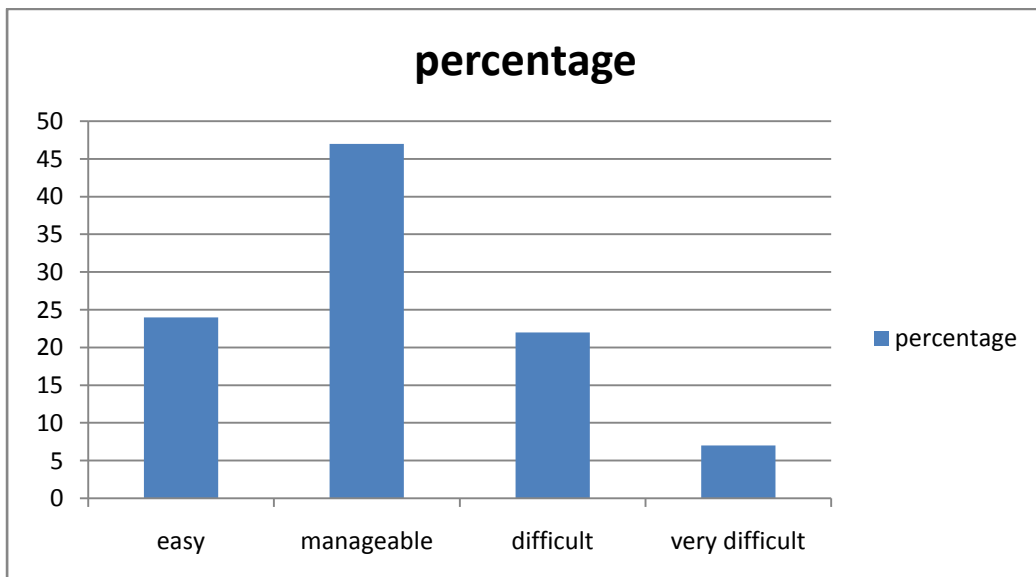
Q2. Background for benefiting from the course was:

- a) **More than adequate** 31% b) **Adequate** 37% c) **Inadequate** 12% d) **Cannot say** 20%



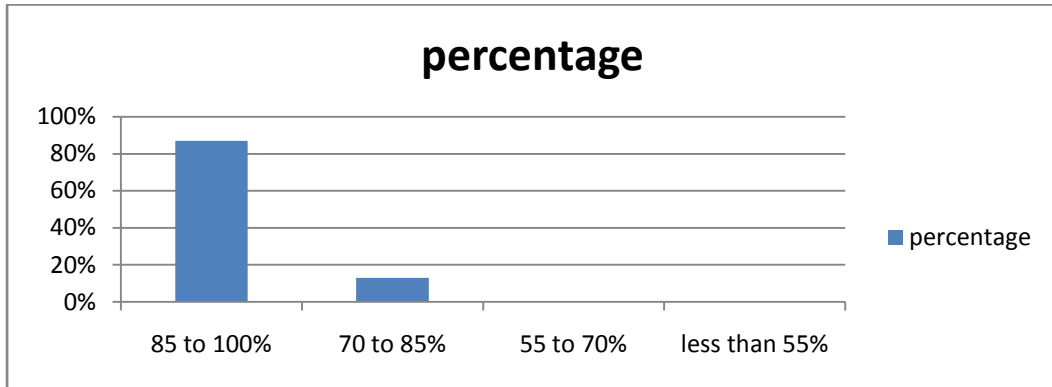
Q3. Was the course easy or difficult to understand?

- a) **Easy** 24% b) **Manageable** 47% c) **Difficult** 22% d) **Very difficult** 7%



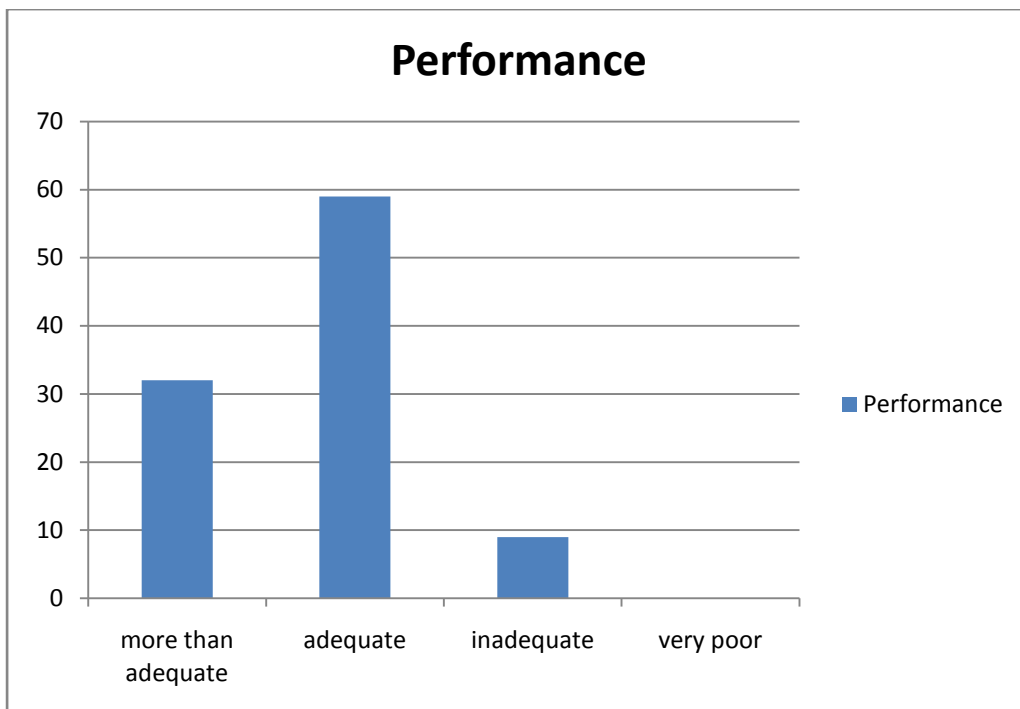
Q4. How much of the syllabus was covered in the class:

- a) 85 to 100% b) 70 to 85% c) 55 to 70% d) less than 55%
- 87% 13% - -



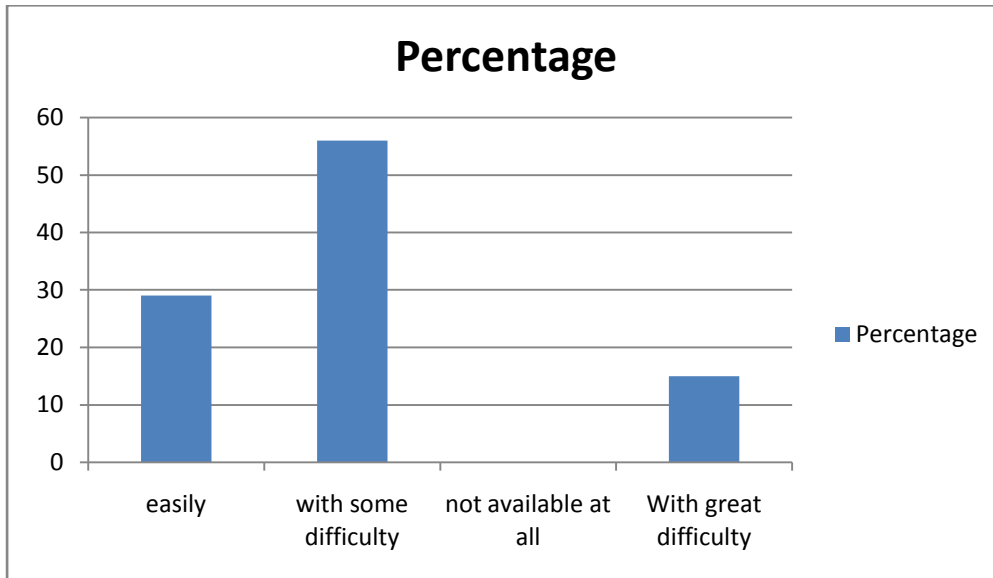
Q5. What is your opinion about the library material and facilities for the course?

- a) More than adequate b) Adequate c) Inadequate d) Very poor
- 32% 59% 9% -



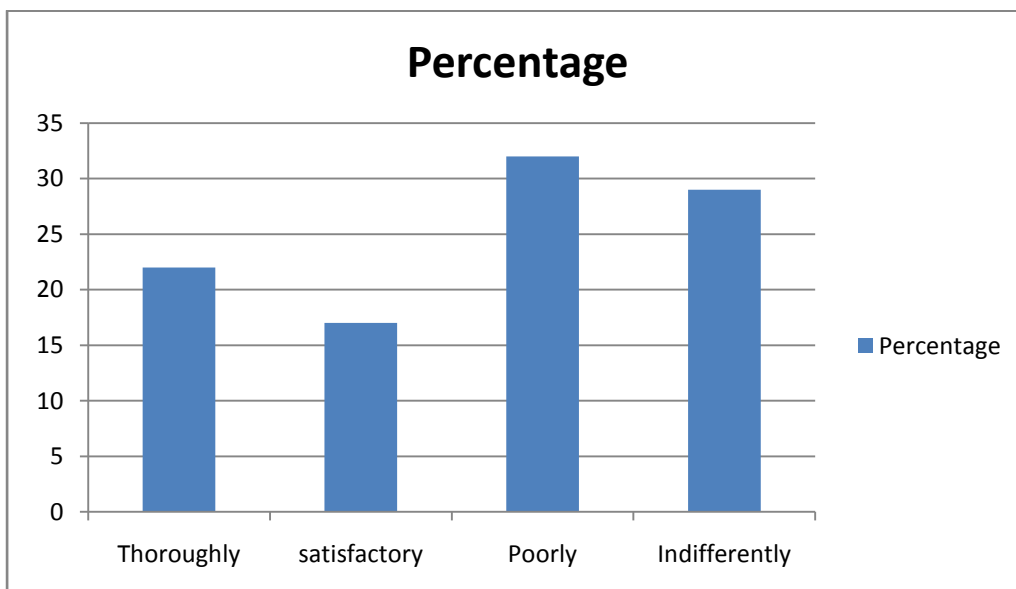
Q6. To what extent were you able to get material for the prescribed readings?

a) Easily 29% b) With some difficulty 56% c) Not available at all - d) With great difficulty 15%



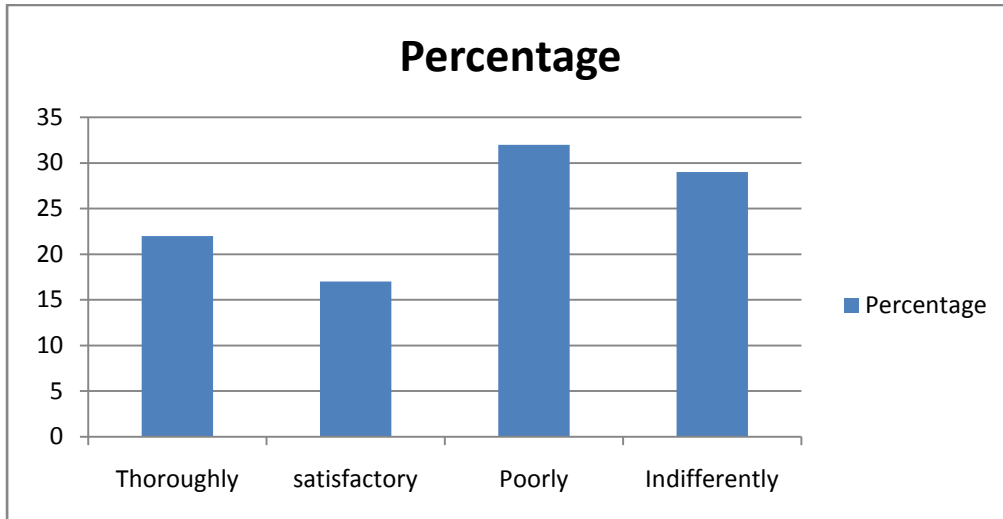
Q7. How well did the teacher prepare for the classes?

a) Thoroughly 25% b) Satisfactory 61% c) Poorly 14% d) Indifferently -



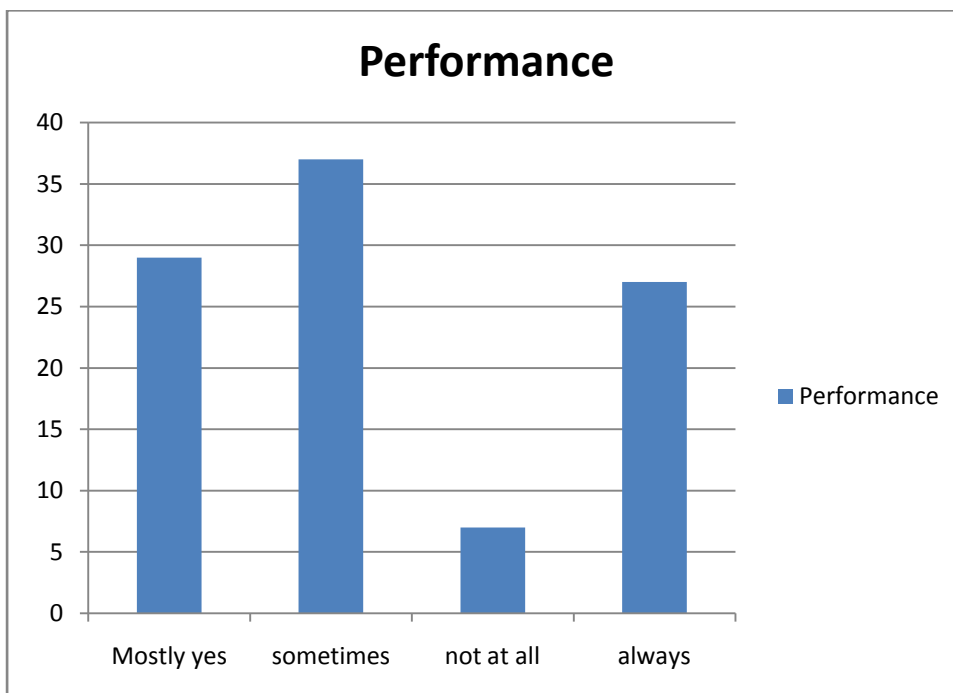
Q8. How well was the teacher able to communicate?

- a) Always effective 22% b) Sometimes effective 17% c) Just satisfactory 32% d) Generally ineffective 29%



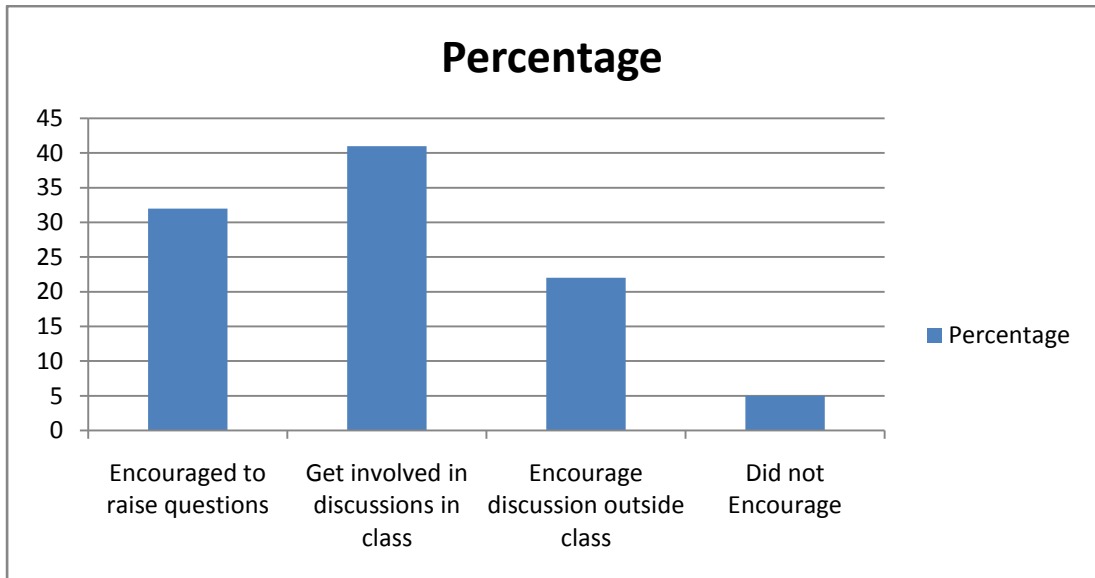
Q9. How far the teacher encourages student participation in class?

- a) Mostly yes 29% b) Sometimes 37% c) Not at all 7% d) Always 27%



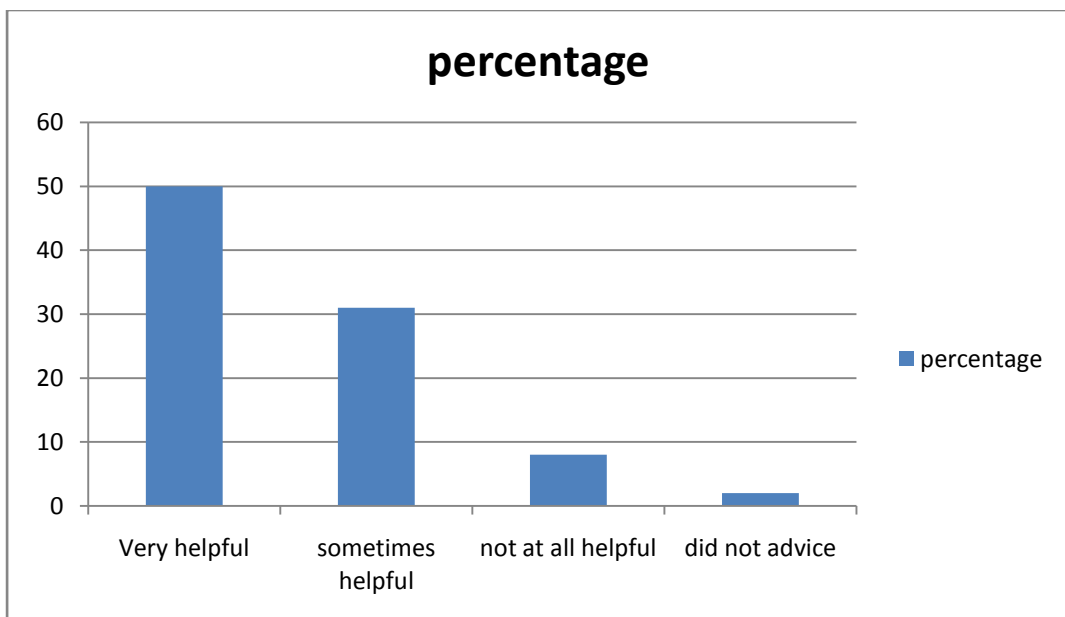
Q10. If yes, which of the following methods are used?

- a) Encouraged to raise questions 32% b) Get involved in discussions in class 41%
- c) Encourage discussion outside class 22% d) Did not encourage 5%



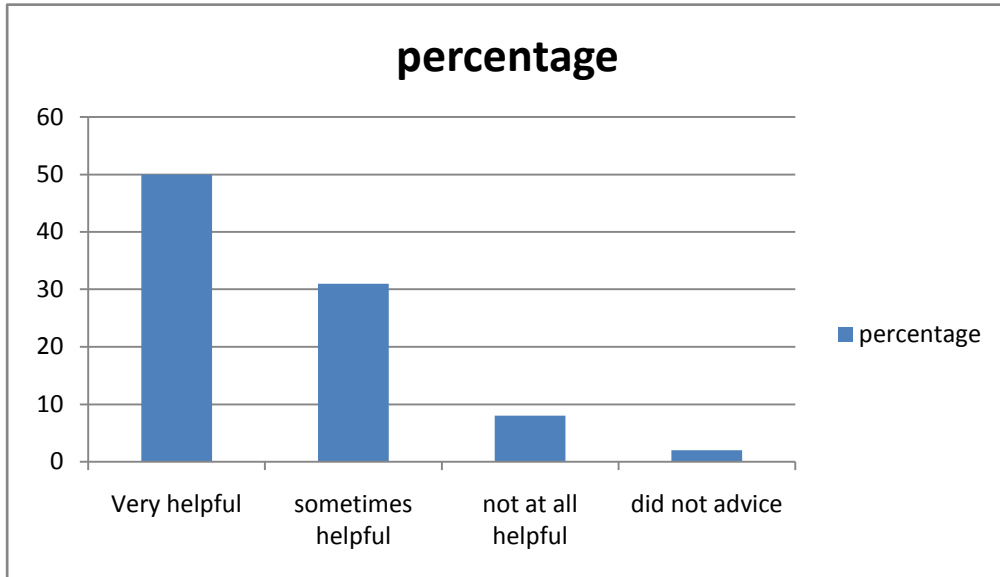
Q11. How helpful was the teacher in advising?

- a) Very Helpful 89% b) Sometimes helpful 11% c) Not at all helpful - d) Did not advise -



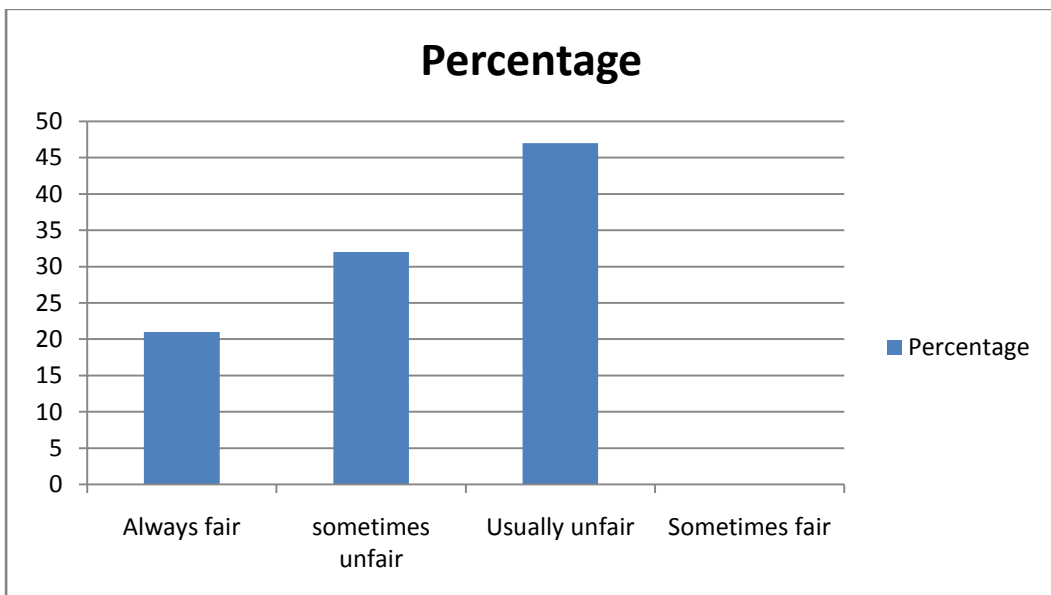
Q12. The teacher's approach can best be described as:

- a) Always courteous 59% b) Sometimes rude 31% c) Always indifferent 8% d) Cannot say 2%



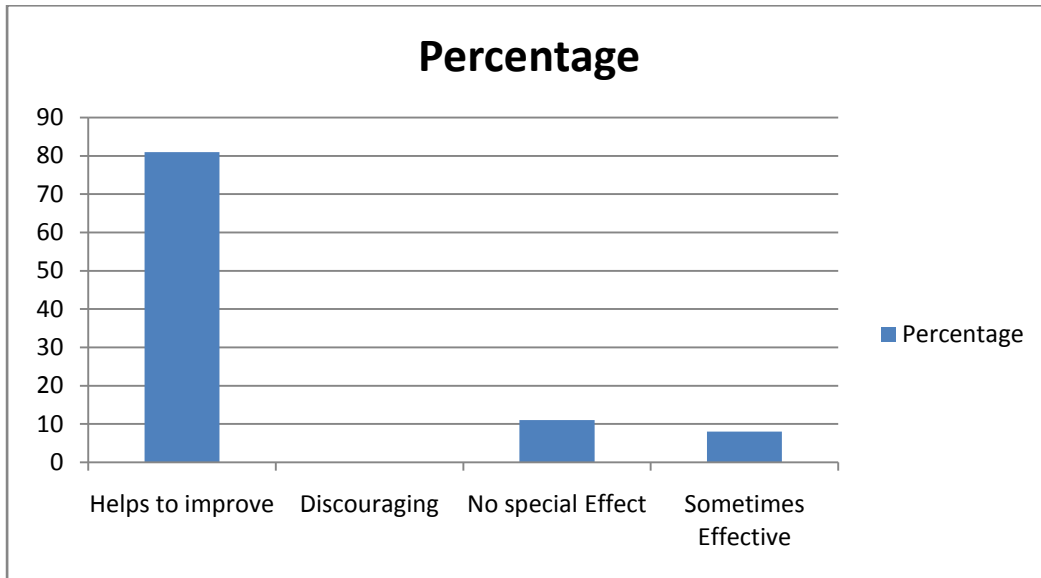
Q13. Internal assessment was:

- a) Always fair 21% b) Sometimes unfair 32% c) Usually unfair 47% d) Sometimes fair -



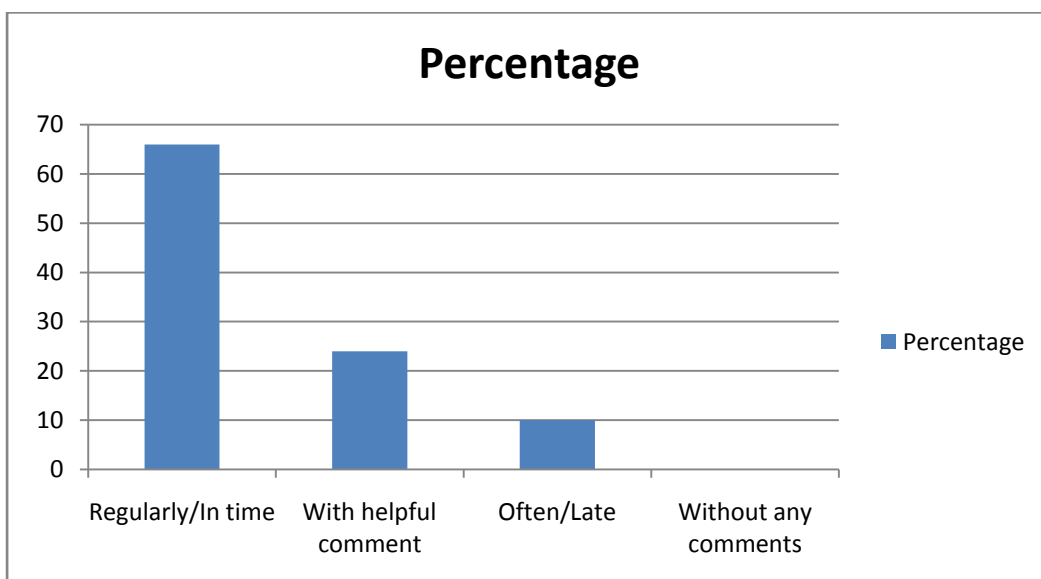
Q14. What effect do you think the internal assessment will have on your course grade?

- a) **Helps to improve** 81% b) **Discouraging** - c) **No special effect** 11% d) **Sometimes effective** 8%



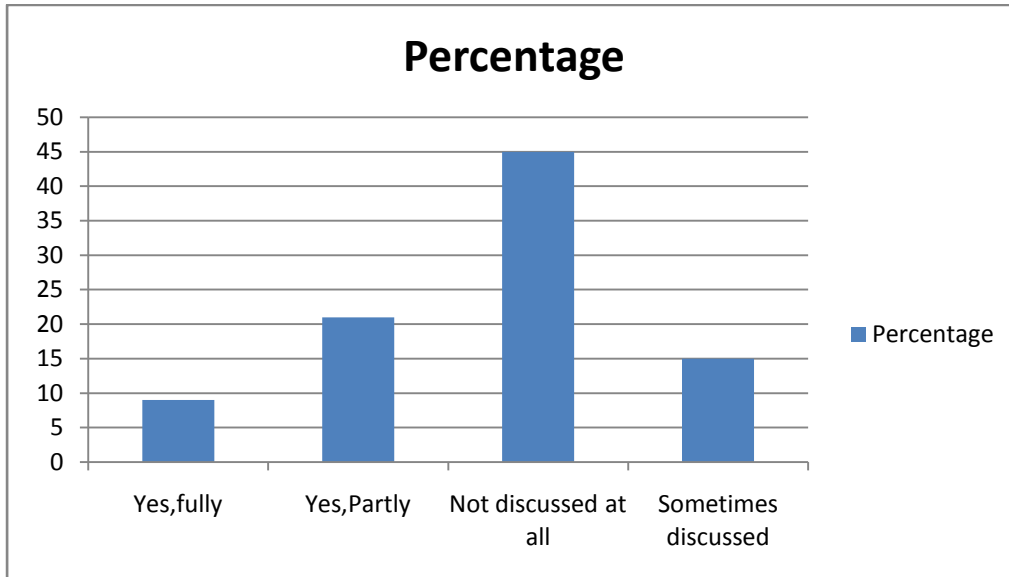
Q15. How often did the teacher provide feedback on your performance?

- a) **Regularly / in time** 66% b) **With helpful Comment** 24% c) **Often/late** 10%
 d) **Without any comments** -



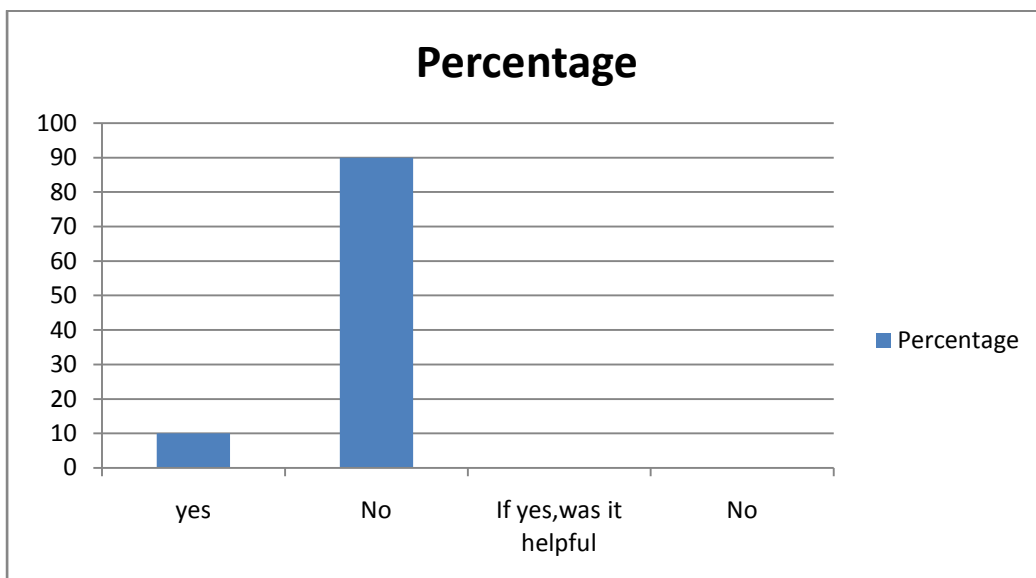
Q16. Were your assignments discussed with you?

- a) **Yes, fully** 9% b) **Yes, Partly** 21% c) **Not discussed at all** 45% d) **Sometimes discussed** 15%



Q17. Were you provided with a course contributory lecture too at the beginning?

- a) **Yes** 10% b) **No** 90% c) **If yes , was it helpful** - d) **No** -



TRIKUTA COLLEGE OF EDUCATION

ACTIVITIES CONDUCTED DURING THE SESSION 2009-10

S. No.	NAME OF ACTIVITY	DATE
1	Seminar On Importance of Grievance Cell in Educational Organization	13-03-2009
2	Fresher's Party	11-11-2009
3	Eco-Club	05-02-2010
4	Workshop on Importance Of quality education	15-05-2010
5	Valedictory Function	15-05-2010

Seminar on Importance of Grievance Cell in Educational Organization

The seminar was held on 13-3-2009



FRESHER's PARTY

The fresher's party was organized for the new comers on 11-11-2009



ECO CLUB

The Eco club was inauguration on 5-2-2010



WORKSHOP ON IMPORTANCE OF QUALITY EDUCATION

Inaugurated on 15-5-2010



VALEDICTORY FUNCTION

The valedictory function of NSS camp was held on 15-5-2010



