



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

**DEPARTMENT OF IQAC (INTERNAL QUALITY ASSURANCE CELL)**  
**FOR THE ACADEMIC SESSION 2010-2011**

**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** : CDC / 2011 / 2111 - 2145

### **INTERNAL QUALITY ASSURANCE CELL**

Quality Assurance being a continuous process and pursuit of high quality being hallmark of progressive educational institutions. For this purpose, a Centre for Quality Management (CQM) which was created in Trikuta College Of Education after accreditation by the National Assessment and Accreditation Council (NAAC) in the year 2009.

As, the college established Internal Quality Assurance Cell (IQAC). It become 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 assured all 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 being an important component of the Centre for Quality Management of Trikuta group which ensures quality and continuous improvement

#### **The following Objectives were achieved:**

1. It ensured maintenance of quality as per the standards enforced by various accrediting agencies like NAAC and ISO.
2. It chalked out the plan of action at the beginning of the year, conducted mid-session reviews and the outcome achieved at the end of the year towards quality enhancement.
3. It conducted periodic internal audits for reviewing the quality management system.
4. It maintained a liaison and establish network with individuals and organizations connected with quality assurance in the Field of education.
5. It collected feedback from the students regarding various facilities and services being provided in the college and make Improvements in the light of the feedback.
6. It disseminated information on quality aspects and innovative practices through workshops, seminars, conferences, guest lectures, training programs and promotion of quality circles

7. It ensured effective implementation of quality processes with proper documentation as enshrined in the quality manual.
8. It furnished progress reports to the accrediting agencies regarding the achievements and continuous improvement of the College in terms of quality standards.
9. It provided consultancy for quality assurance in collaboration with other institutions and accrediting agencies.

**Achievements made by IQAC cell:**

1. It developed quality benchmarks/parameters to evaluate various activities of the college.
2. It Prepared and submitted of Annual Quality Assurance Report (AQAR) enumerating the achievement made the college towards quality enhancement.
3. It 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. It became 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**

- 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.
- 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.
- 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.
- 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.
- 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.

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

### **Internal Assessment**

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

1. Attendance	5 marks
2. Assignment(written)	5 marks
3. 2 Internal Assessment Test	10 marks
4. Total marks	20 marks

### **ELIGIBILITY**

The candidate who had obtained Bachelor's Degree of 10+2+3 pattern in any discipline or equivalent with 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 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**

Every trainee in the college has to wear uniform compulsorily on all days, functions and during the days when Teaching Practice is on.

This is to ensure 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 development of their personalities as also those of the students whom they teach.

## **FEEDBACK SYSTEM**

Since, the establishment of IQAC it developed a 360-degree feedback mechanism for enhancing quality and excellence in various services being provided. The 360-degree feedback included self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and management. The institution used feedback to improve the teaching learning process and college functioning. The emphasis of the program being 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 was organizing 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 were organized which enhanced with the trainees skills.

### **ICT in Teaching Learning**

The college making extensive use of ICT for preparing academic teaching plans and updating the teaching content. Besides, the use of ICT in the college also made the curriculum transaction. ICT usage 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 was achieved that 30% of the curriculum teaching through ICT by imparted them through power point presentations on various topics. Orientation program were organized to acquaint and train the faculty and the students in the use of ICT. The IQAC continuously monitored the same.

## **LEARNING RESOURCES**

### **Library**

The College library has enriched by procurement of the college also has book bank facility for the needy students. The additional books valued at Rs 44517

### **E-Resources**

E-Resources became an internal component of learning and teaching. The centre enhanced its repository of audio cassettes, video cassettes, compact discs, DVD's, slides, film strips, posters and learning for conducting teaching practice. Transparencies have developed for teaching subjects from class VI to IX, which were 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**

Having 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 continued to conduct actual classroom teaching at the secondary level, which helped them to gain valuable experience in teaching and handling school children, and enable them to develop their skills of classroom management.

## **STUDENT SUPPORT**

### **Guidance & Counseling**

The Guidance and Counseling Committee of the college is being looked after by a trained professionals, assisted in providing guidance and support to the students by the teaching faculty. The committee identified students who required services on priority along with their areas of deficiency and suggested improvement required. It also conducted orientation programs and arranged expert lectures for career counseling.

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

### **Remedial & Enrichment Program**

Remedial classes for students for those who did not perform well in the internal examination. These students were 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 was rendered through remedial teaching, easier assignments, problem-solving sessions, revisions and interactive discussions and personal mentoring by the teachers concerned. The students were also provided advice after class hours under remedial classes and were motivated by providing simple and direct learning material.

Enrichment classes were conducted for advance learners as well. The students were 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**

**Towards developing teaching skills the students were** provided 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 program helped them in building competencies and confidence amongst trainees to become effective teachers.

### **Reprographic Facilities**

The students used the reprographic facilities for photocopying, printing and scanning through high-speed photocopiers and printers which were made at one central place available at one central place.

### **Games & Co-Curricular Facilities**

The college 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 remodeled the 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 being available with facilities for indoor games like table tennis, carom, chess etc has utilized by the students.

### **Uninterrupted Power Supply**

The college captive power plant provided uninterrupted power supply during break down supplies.

## **CENTRE FOR EDUCATIONAL TECHNOLOGY**

The Centre for Educational Technology established at Trikuta College Of Education, became a catalytic platform for making information and communication technologies effective tools for educational transformation. Integration and utilization of hardware and software related to these technologies in the areas of teaching, learning, evaluation, guidance, training, institutional management and research. The highly trained staff, the educational technology cell enriched and provided all resources like Computer Hardware and Software, Televisions, LCD Projectors, OHP's, Digital Cameras, and Audio Devices etc. The computer software 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 ambitious Electronic Classroom Project for school students through which teacher trainees learn to utilize latest technological interventions effectively for classroom teaching has become functional.

### **The centre of educational technology achieved the following Objectives**

- It integrated, developed and optimized the use of information and communication technologies with the process of teaching and learning in educational institutions.
- It carried out research studies and experiments on the use of new technologies in education at different levels for improving the teaching-learning process.
- It provided training to learners, teachers and teacher educators for using ICT for enhancing their effectiveness.
- It enables students and teachers to benefit from programs telecast through the EDUSAT and Electronic Classroom facility.
- It organizes workshops, seminars and conferences to popularize the use of educational technology.

### **Achievements / Activities of the Centre**

The Centre for Educational Technology was been able to organize a number of activities, which won appreciation at different levels.

**TRIKUTA COLLEGE OF EDUCATION, NARDNI-RAIPUR, JAMMU**

**LIST OF TEACHING STAFF (SESSION 2010-11)**

**SESSION COMMENCED FROM NOVEMBER, 2010**

<b>S.NO.</b>	<b>NAME OF FACULTY</b>	<b>DESIGNATION</b>	<b>QUALIFICATION</b>
1.	Dr. Saifullah khan	Principal	M.Sc.(Zoology) , B.Ed. ,Ph.D.
2.	Ms. Ekita Mahajan	Lecturer	B.Ed.,M.A.(Edu),M.Phil,P.hD
3.	Ms. Anshu Magotra	Lecturer	M.A.(Hindi), B.Ed
4.	Ms. Shifali Sharma	Lecturer	B.Sc.,B.Ed.,M.Ed
5.	Ms. Sangeeta Rani	Lecturer	M.A.(English), B.Ed
6.	Ms. Sonu Nayyar	Lecturer	B.Sc., B.Ed. , M.Ed.
7.	Ms. Mridula	Lecturer	M.A.(Hindi), B.Ed.
8.	Mr. Barkha Sharma	Lecturer	M.Sc.(Environment), B.Ed.
9.	Mr. Nisha Gupta	Lecturer	MCA
10.	Ms. Rajni Sharma	Lecturer	M.Ed.
11.	Ms. Sonam Gupta	Lecturer	M.Ed., M.Phil.
12.	Ms. Amrita	Lecturer	M.A.(Pol. Sc.), B.Ed.
13.	Ms. Anshu Langoo	Lecturer	M.A.(Edu)-Joined on (3-11-2009)
14.	Ms. Rajni Bhalwal	Lecturer	M.Sc.(Environment), B.Ed.(Joined on 3-11-2009)
15.	Ms. Kashifa Yasin	lecturer	M.A.(Urdu), B.Ed
16.	Ms. Rupinder Kaur	Lecturer	M.Sc.(Maths) , B.Ed.

**Additional Teaching Staff Recruited during Academic Session 2010-11**

<b>S. NO.</b>	<b>NAME</b>	<b>DESIGNATION</b>	<b>JOINED ON</b>	<b>QUALIFICATION</b>
1.	Mr. Parmod Kumar	Lecturer	17-1-2011	B.Sc.,M.Ed.,NET & SLET.
2.	Ms. Veena Devi	Lecturer	19-4-2011	M.Com,M.Ed
3.	Ms. Anshu Rajput	Lecturer	19-4-2011	MCA.
4.	Ms. Jyoti Sharma	Lecturer	19-4-2011	M.A.(Socio),B.Ed.
5.	Ms. Meenakshi	Lecturer	19-4-2011	M.A.(Socio),B.Ed.
6.	Ms. Kanchan Verma	Lecturer	19-4-2011	M.A.(History),B.Ed.
7.	Ms. Suman Bala	Lecturer	19-4-2011	M.Com , B.Ed.
8.	Ms. Kamaljeet Kaur	Lecturer	20-4-2011	M.A.(Punjabi) , B.Ed.
9.	Ms. Neraly Sharma	Lecturer	8-8-2011	M.A.(Hindi) , M.Ed.
10.	Mr. Moti Singh Bali	Lecturer	23-9-2011	B.Sc.,M.A(English),M.A( Pol.Sc.), M.Ed., PGDOM,PDAPR.

**GUEST FACULTY**

<b>S. NO.</b>	<b>NAME</b>	<b>DESIGNATION</b>	<b>JOINED ON</b>	<b>QUALIFICATION</b>
1.	Ms. Amita Gupta	Lecturer	1-10-2010	M.A.(English), M.Ed.
2.	Ms. Imran Khan	Lecturer	1-10-2010	MCA.
3.	Ms. Dilraj Kaur	Lecturer	1-11-2010	M.A.(English), B.Ed.
4.	Ms. Sunita Magotra	Lecturer	1-4-2011	M.A.(Hindi) , B.Ed.



**TRIKUTA COLLEGE OF EDUCATION, NARDNI-RAIPUR, JAMMU**

**LIST OF NON-TEACHING STAFF (SESSION 2010-11)**

**COMMENCED FROM NOVEMBER, 2010**

**NON-TEACHING STAFF**

<b>S.NO.</b>	<b>NAME</b>	<b>DESIGNATION</b>
1	Mr. Bikram Singh	S.O
2	Mr. Ashwani Sharma	Asstt. Librarian
3	Ms. Arti Sharma	Asstt. Librarian
4	Mr. Honey Basotra	Sports Asstt.
5	Mr. Varinder Singh	Driver
6	Mr. Surinder Singh	Peon
7	Mr. Ranjit Singh	Peon
8	Mr. Balwan Singh	Peon
9	Mr. Romesh Singh	Peon
10	Ms. Kamla Devi	Sweeper
11	Mr. Sudesh Kumar	Helper
12	Mr. Mangat Ram	Helper
13	Ms. Rani	Helper
14	Mr. Ashok Kumar	Helper
15	Mr. Dev Raj	Helper
16	Mr. Gurdas Lal	Gardener
17	Ms. Sharda Devi	Sweeper
18	Mr. Sham Lal	A.O.

**Recruitment of Non-Teaching staff, session 2010-2011**

<b>S.NO.</b>	<b>NAME</b>	<b>DESIGNATION</b>	<b>JOINED ON</b>
1.	Mr . Ajit Singh	Helper	14-1-2011
2.	Mr. Dharam Pal	Cook	22-1-2011
3.	Mr. Vijay Kumar	Helper	11-6-2011
4.	Mr. Om Prakash	Helper	1-7-2011
5.	Mr. Mangat Ram	Helper	6-8-2011

**TRIKUTA COLLEGE OF EDUCATION**

**NARDNI RAIPUR, JAMMU**

**LIST OF B.Ed. STUDENTS ENROLLED IN THE SESSION 2010-11**

<b>Roll No.</b>	<b>Student Name</b>	<b>Roll No.</b>	<b>Student Name</b>
1.	Anshu Mali Sharma	2.	Ekta Rani
3.	Neha Kalra	4.	Vikas Kumar
5.	Rupali Kashyap	6.	Ravinder Kumar
7.	Manu Jamwal	8.	Rita Devi
9.	Simi Sambyal	10.	Ritu Jamwal
11.	Shama Sharma	12.	Imran Hayat
13.	Prachi Gupta	14.	Tahir Iqbal
15.	Kulvinder Singh	16.	Adeesh Kumar
17.	Ajit Singh	18.	Sheetal Sambyal
19.	Kewal Kumar	20.	Mamta Kumari
21.	Amita Gandotra	22.	Pooja Devi
23.	Nidhi Jamwal	24.	Ajay Kumar
25.	Lovely Sharma	26.	Sameer Manhas
27.	Rahul Hans	28.	Baldev Raj
29.	Sandeep Dutt	30.	Sikander Singh
31.	Rajni Sharma	32.	Tabassum Rayaz
33.	Rajani Slathia	34.	Vijendra Kumar
35.	Mamta Sharma	36.	Monika
37.	Amrita Sharma	38.	Amirit Lal Meena
39.	Samita Sharma	40.	Jasvir Singh
41.	Shivani Khajuria	42.	Vijay Kumar
43.	Girja Thapa	44.	Sapna Baru
45.	Madhu Bala	46.	Eatender Dutt
47.	Shikha Kumari	48.	Narayan Singh
49.	Priya Sharma	50.	Pooja Binjola
51.	Sanjay Kumar	52.	Deepika Jamwal
53.	Gagan Kumar	54.	Pooja Sharma
55.	Saima Malik	56.	Pawan Kumar
57.	Reiaz Ahmed	58.	Narendra Pratap Singh
59.	Arshad Manhas	60.	Samiksha Shrimali

61.	Pooja Dogra	62.	Sardar Ali
63.	Anu Banmotra	64.	Mohd. Aftar
65.	Bhasker Dev Singh	66.	Santraj
67.	Md. Sarfaraz Akber	68.	Roji Jose
69.	Mahendra Kumar	70.	Bharti Diwan
71.	Archana Pal	72.	Pankaj Kumar
73.	Girish Kumar Dave	74.	Leena Mazumdar
75.	Amit Awasthy	76.	Ranjana
77.	Mukesh Kumar Kilaniya	78.	Rajendra
79.	Ram Chand	80.	Kodar Lal
81.	Arvind Kumar	82.	Ram Singh
83.	Anamika	84.	Shalendra
85.	Rajinsh Kumar	86.	Huny Sharma
87.	Priyanka Mishra	88.	Suber Fatima
89.	Sarika	90.	Mokesh Kumar
91.	Hans Lal	92.	Vinod Kumar
93.	Bindu	94.	Makhtoom Begum
95.	Mira Kumari	96.	Vijay Kumar
97.	Vkash	98.	Gopesh Kumar
99.	Nishant Nayar	100.	Mukesh Kumar
101.	Priyanka	102.	Abhishek
103.	Lalit Paliwal	104.	Ranjana Kumari
105.	Rajesh Kumar	106.	Indu Bhushan Bhatt
107.	Ruchi	108.	Ekta
109.	Ashwani Vijayergiya	110.	Ayaz Hussain Shah
111.	Shanker Lal	112.	Devki Nandan
113.	Jugal Kishore	114.	Seema
115.	Suresh Kumar	116.	Monu Kumari
117.	Hem Raj	118.	Harish Kumar
119.	Anjuli Raj	120.	Praveen
121.	Navin Kumar	122.	Arun Kumar
123.	Shiv Kumar	124.	Jas Raj
125.	Devender	126.	Prakash Patel
127.	Pappu Kumari	128.	Ravinder Kumar
129.	Kanchan	130.	Bharat Singh
131.	Manoj	132.	Sanwar Mal Sharma

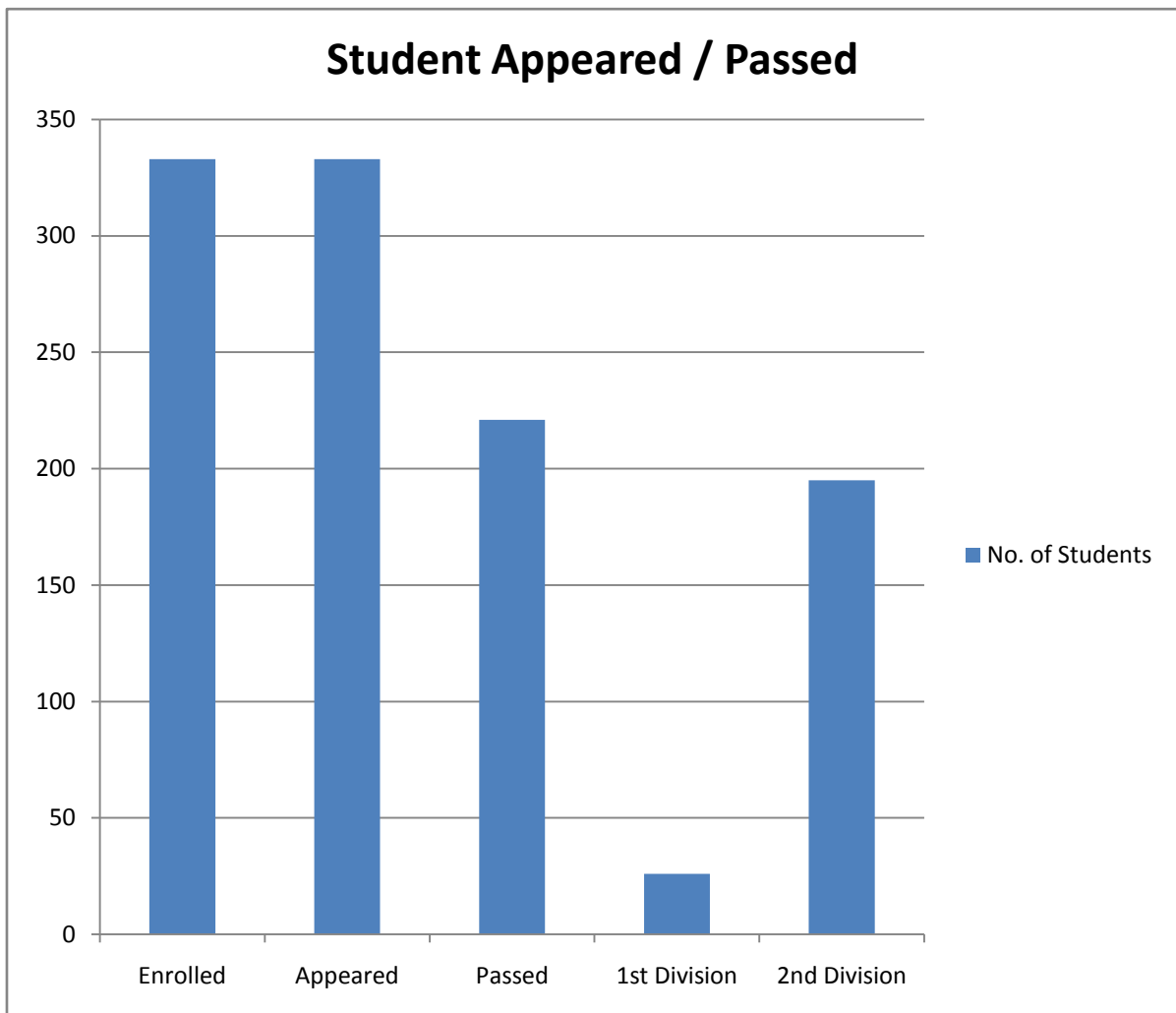
133.	Hans Raj	134.	Neeraj Sharma
135.	Vikas Kumar	136.	Shabnam Ansari
137.	Asha Devi	138.	Javed Ahmed
139.	Vijay Kumar	140.	Kanta Kumari
141.	Pawan Kumar	142.	Dinesh Yadav
143.	Romesh Kumar	144.	Alok kumar
145.	Manohar Lal	146.	Prem Shanker Jha
147.	Reena	148.	Kavita Singh
149.	Ganpat	150.	Heera Kant Thakur
151.	Rajendra Ram	152.	Apaga Dwevedi
153.	Mahesh Bargotra	154.	Sarojane P
155.	Anu Kumari		

**INSTITUTION RESULT ANALYSIS VIZ-VIZ JAMMU UNIVERSITY**

**FOR THE YEAR 2010-11**

S. No.	No. of Students Enrolled	No. of Students Appeared	No. of Students Passed	Distinction	1 <sup>st</sup> Division	2 <sup>nd</sup> Division
1.	333	333	221	-	26	195

**Graphical Representation:**

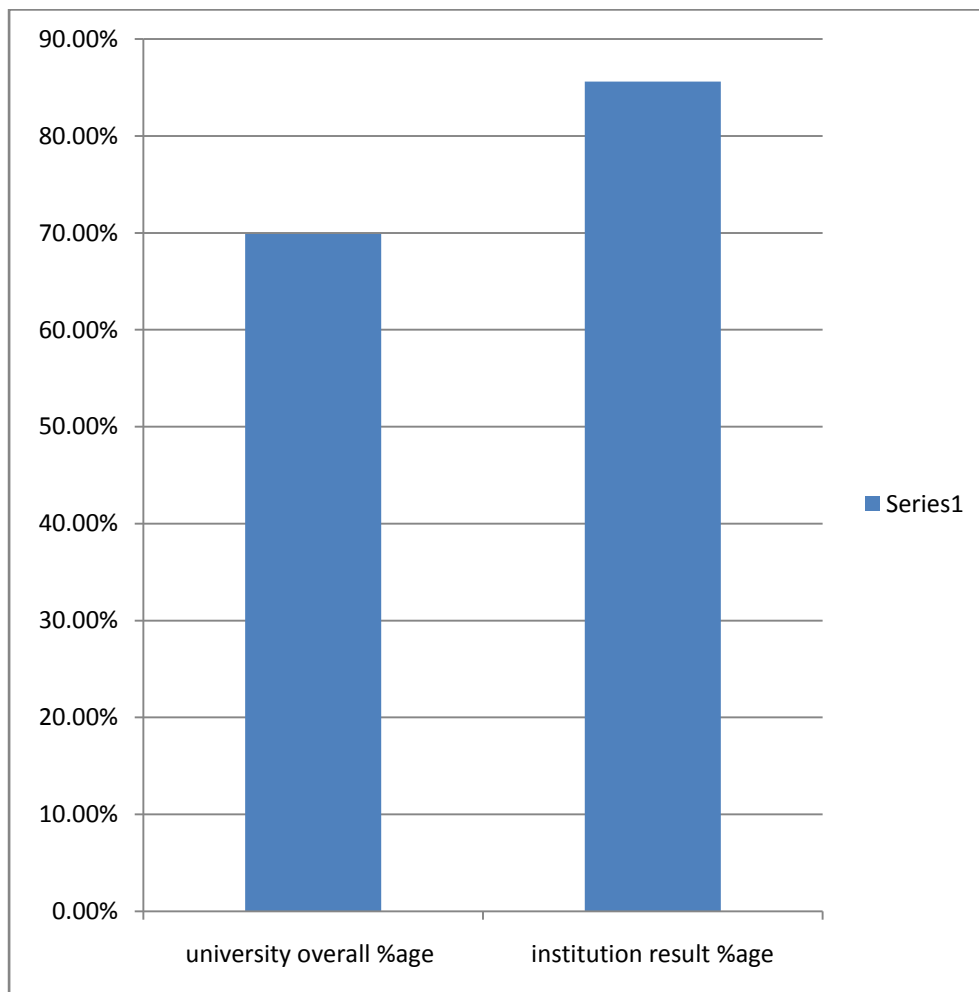


## INSTITUTION RESULT ANALYSIS VIZ-VIZ JAMMU UNIVERSITY

FOR THE YEAR 2010-11

S. No.	University overall %age	Institution result %age	Overall %age (+/-) viz-viz Jammu university
1.	58.93%	66.36%	(+) 88.8%

### Graphical Representation



**TRIKUTA COLLEGE OF EDUCATION**

**NARDANI-RAIPUR, JAMMU**

**LIBRARY STATEMENTS**

LIBRARY BOOKS PURCHASED FOR THE SESSION 2010-11

<b>S. NO.</b>	<b>SESSION</b>	<b>AMOUNT</b>
<b>1</b>	2009-10(valued books as on 31-3-2009)	₹ 4,86,197.00
<b>2.</b>	2010-11(value of books)	₹ 44,517.00
<b>Total value of books</b>		<b>₹ 5,30,714.00</b>

**FEEDBACK PERFORMA OF ALUMNI ON CURRICULAM**

<b>S. No.</b>	<b>Name of Student</b>	<b>Total No. of Questions</b>	<b>Total No. of Yes</b>	<b>Total No. of No</b>	<b>%Age of Yes</b>	<b>%Age of No</b>
1	Rupali Kashyap	15	11	4	73.3%	26.7%
2	Manu Jamwal	15	14	1	93.3%	6.7%
3	Simi Sambyal	15	13	2	86.7%	13.3%
4	Shama Sharma	15	12	3	80%	20%
5	Kewal Kumar	15	12	3	80%	20%
6	Nidhi Jamwal	15	12	3	80%	20%
7	Rahul Hans	15	9	6	60%	40%
8	Sandeep Dutt	15	11	4	73.3%	26.7%
9	Rajni Sharma	15	10	5	66.7%	33.3%
10	Mamta Sharma	15	13	2	86.7%	13.3%
11	Amrita Sharma	15	12	3	80%	20%
12	Samita Sharma	15	10	5	66.7%	33.3%
13	Shivani Khajuria	15	12	3	80%	20%
14	Baldev Raj	15	13	2	86.7%	13.3%
15	Sikander Singh	15	10	5	66.7%	33.3%
16	Vijender Kumar	15	10	5	66.7%	33.3%
17	Monika	15	10	5	66.7%	33.3%
18	Jasvir Singh	15	11	4	73.3%	26.7%
19	Vijay Kumar	15	12	3	80%	20%
20	Sapna Baru	15	9	6	60%	40%
21	Narayan Singh	15	12	3	80%	20%
22	Pooja Binjola	15	9	6	60%	40%
23	Pawan Kumar	15	8	7	53.3%	46.7%
24	Archana Pal	15	9	6	60%	40%
25	Girish Kumar	15	6	9	40%	60%
26	Amit Awasthy	15	13	2	86.7%	13.3%
27	Ram Chand	15	8	7	53.3%	46.7%
28	Arvind Kumar	15	14	1	93.3%	6.7%
29	Anamika	15	14	1	93.3%	6.7%
30	Arvind Kumar	15	14	1	93.3%	6.7%
<b>Total</b>		<b>450</b>	<b>333</b>	<b>117</b>	<b>74%</b>	<b>26%</b>



**FEEDBACK PERFORMA OF ALUMNI**

<b>S. No.</b>	<b>Name of Student</b>	<b>Total No. of Questions</b>	<b>Total No. of Yes</b>	<b>Total No. of No.</b>	<b>%Age of Yes</b>	<b>%Age of No</b>
1.	Mira Kumar	14	13	01	92.9%	7.1%
2.	Nishant Nayar	14	11	03	78.6%	21.4%
3.	Rajesh Kumar	14	14	-	100%	-
4.	Navin Kumar	14	14	-	100%	-
5.	Shiv Kumar	14	14	-	100%	-
6.	Devender	14	11	03	78.6%	21.4%
7.	Pankaj Kumar	14	14	-	100%	-
8.	Ranjana	14	14	-	100%	-
9.	Huny Sharma	14	11	03	78.6%	21.4%
10.	Suber Fatima	14	11	03	78.6%	21.4%
11.	Makhtoom Begum	14	13	01	92.9%	7.1%
<b>Total</b>		<b>154</b>	<b>140</b>	<b>14</b>	<b>90.9%</b>	<b>9.1%</b>

## FEEDBACK FROM STUDENT

### COURSE-1

<b>PARAMETERS</b>	<b>(A) Very Good</b>	<b>(B) Good</b>	<b>(C) Satisfactory</b>	<b>(D) Unsatisfactory</b>
1. Depth of the course content including project work if any	11%	67%	15%	7%
2. Extent of coverage of course	32%	45%	10%	13%
3. Applicability/relevance to real life situations	37%	29%	26%	8%
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspective.	25%	39%	36%	-
5. Clarity and relevance of textual reading material	23%	52%	25%	-
6. Relevance of additional source material (library)	14%	64%	22%	-
7. Extent of effort required by students	44%	56%	-	-
8. Overall rating	37%	52%	11%	-

## 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).**



**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

**Department:** Education

PARAMETERS	(A) Very Good	(B) Good	(C) Satisfactory	(D) Unsatisfactory
1. Knowledge base of teacher (as perceived by you)	24%	60%	16%	-
2. Communication Skills (in terms of articulation and comprehensibility)	11%	69%	20%	-
3. Sincerity/Commitment of the teacher	76%	24%	-	-
4. Interest generated by the teacher	55%	21%	24%	-
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.	20%	23%	42%	15%
6. Ability to integrate content with other courses	20%	50%	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)	12%	38%	31%	29%
8. Ability to design quizzes / Tests / assignments / examinations and projects to evaluate students understanding of the course	81%	17%	2%	-
9. Provision of sufficient time for feedback	67%	33%	-	-
10. Overall rating	21%	34%	29%	16%

## GRAPHICAL REPRESENTATION OF DATA

### 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



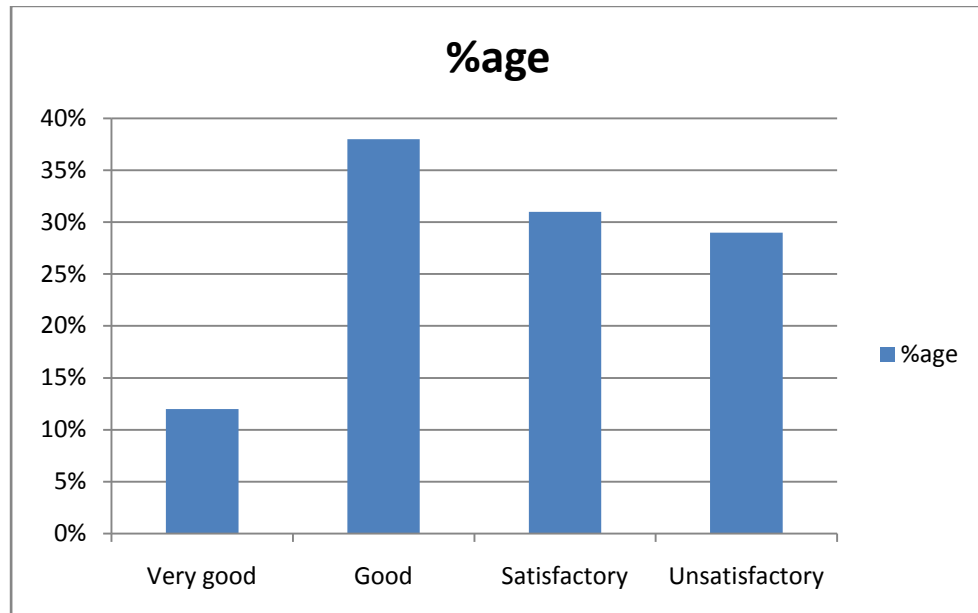
**5. Ability to integrate course material with environment/other issues, to provide a broader perspective.**



**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**

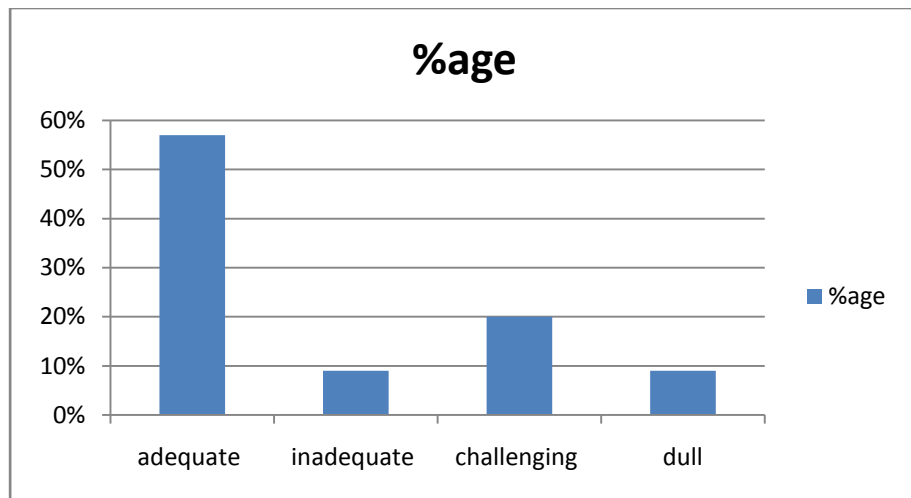
**Department:** Education

**Course:** B.Ed.

**Year:** 2010-11

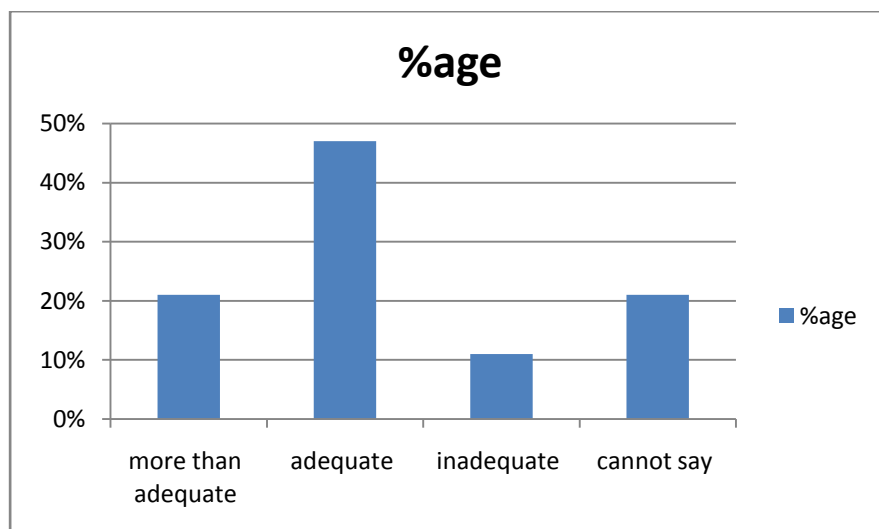
1. The syllabus of each course was:

a) Adequate	b) Inadequate	c) Challenging	d) Dull
57%	9%	20%	9%



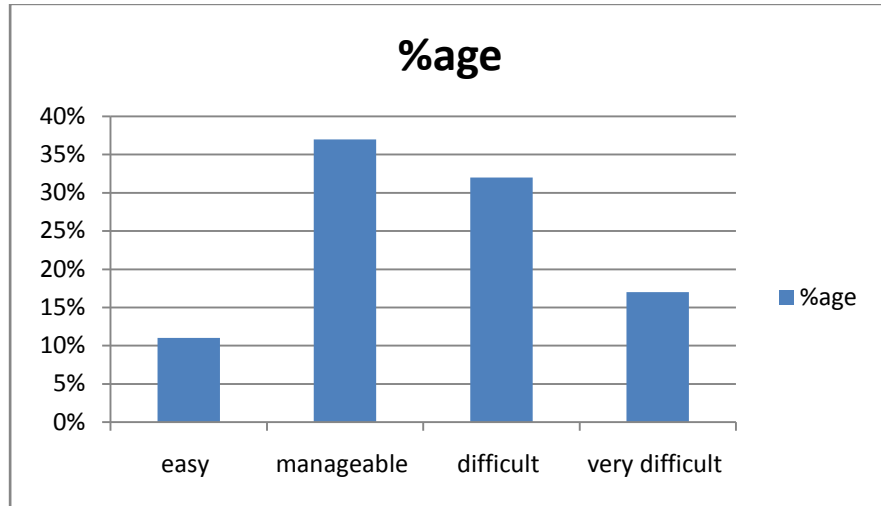
2. Background for benefiting from the course was :

a) More than adequate	b) Adequate	c) Inadequate	d) Cannot say
21%	47%	11%	21%



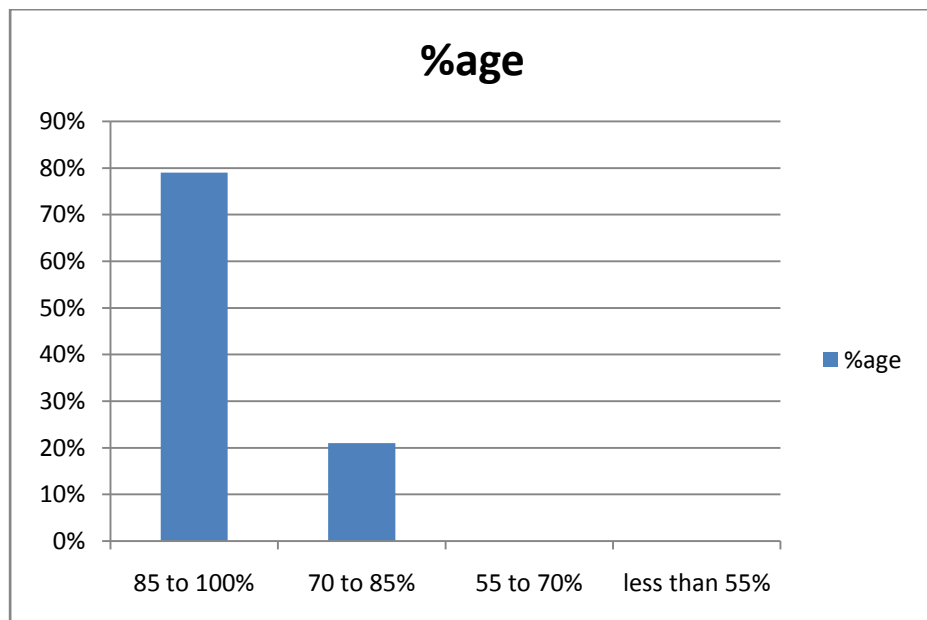
3. Was the course easy or difficult to understand :

a) Easy	b) Manageable	c) Difficult	d) Very difficult
14%	37%	32%	17%

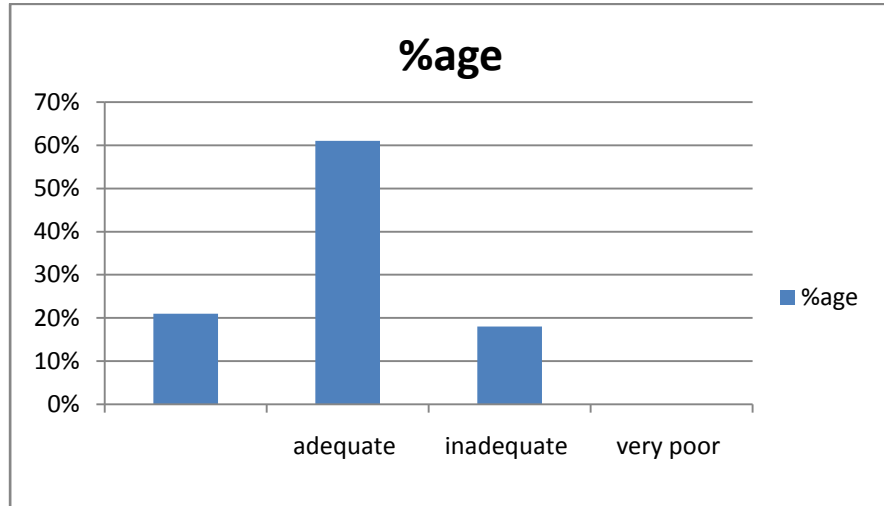


4. How much of the syllabus was covered in the class:

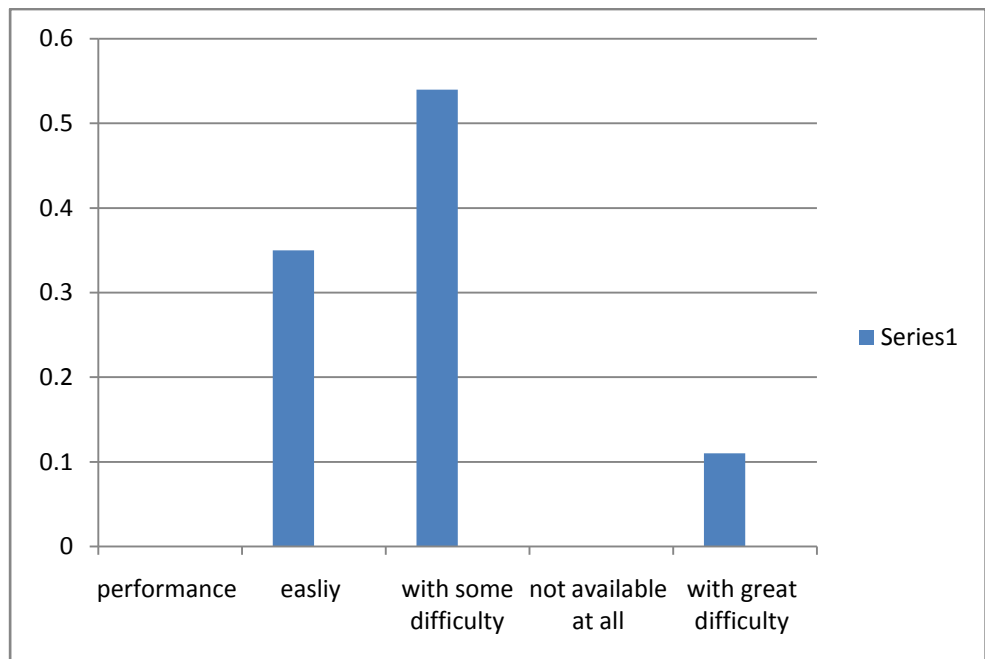
a) 85 to 100%	b) 70 to 85%	c) 55 to 70%	d) less than 55%
79%	21%	-	-



5. What is your opinion about the library material and facilities for the course?
- a) More than adequate 21%    b) Adequate 61%    c) Inadequate 18%    d) Very poor -

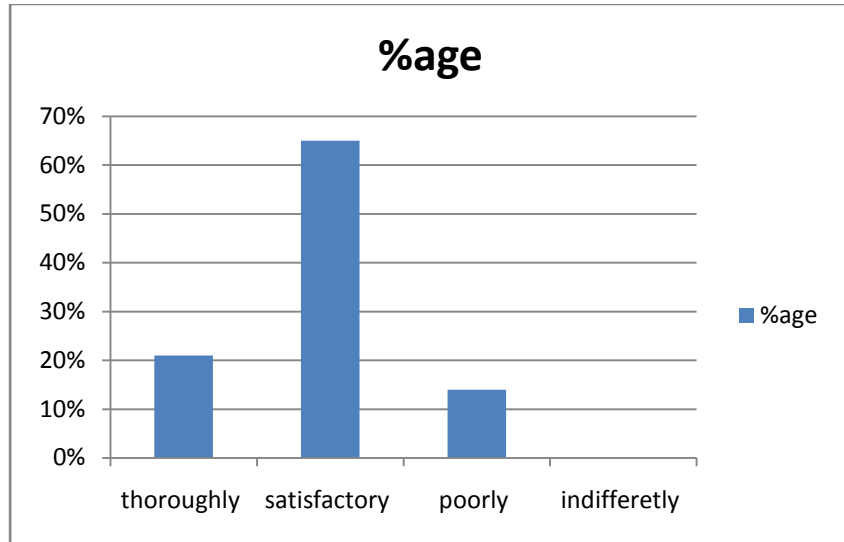


6. To what extent were you able to get material for the prescribed readings?
- a) Easily 35%    b) With some difficulty 54%    c) Not available at all -    d) With great difficulty 11%



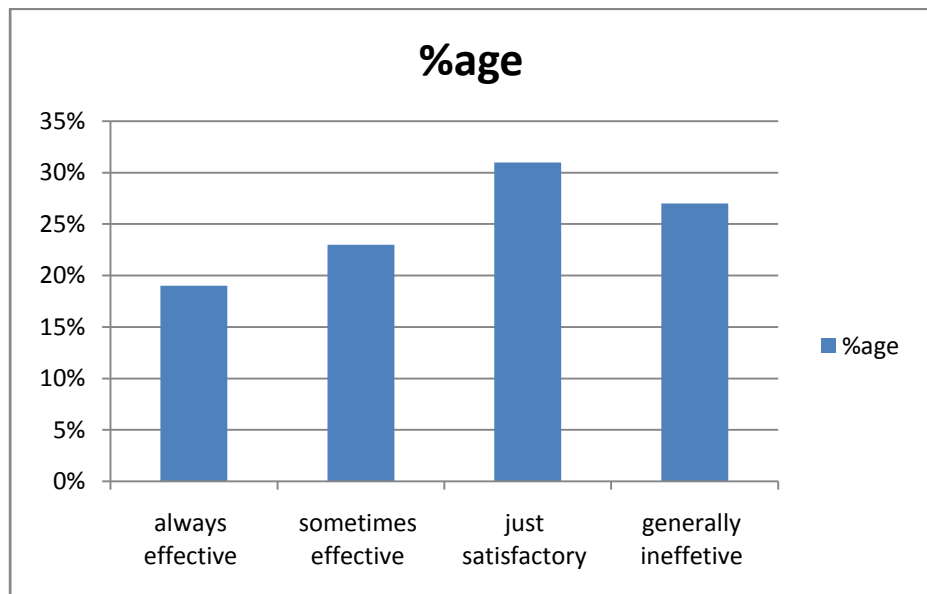
7. How well did the teacher prepare for the classes?

- a) Thoroughly 21%    b) Satisfactory 65%    c) Poorly 14%    d) Indifferently -



8. How well was the teacher able to communicate?

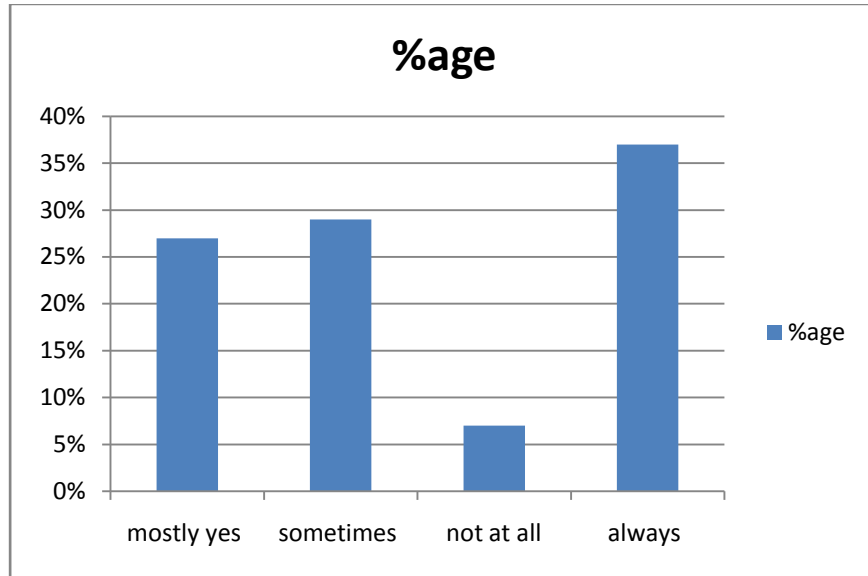
- a) Always effective 19%    b) Sometimes effective 23%    c) Just satisfactory 31%  
d) Generally ineffective 27%





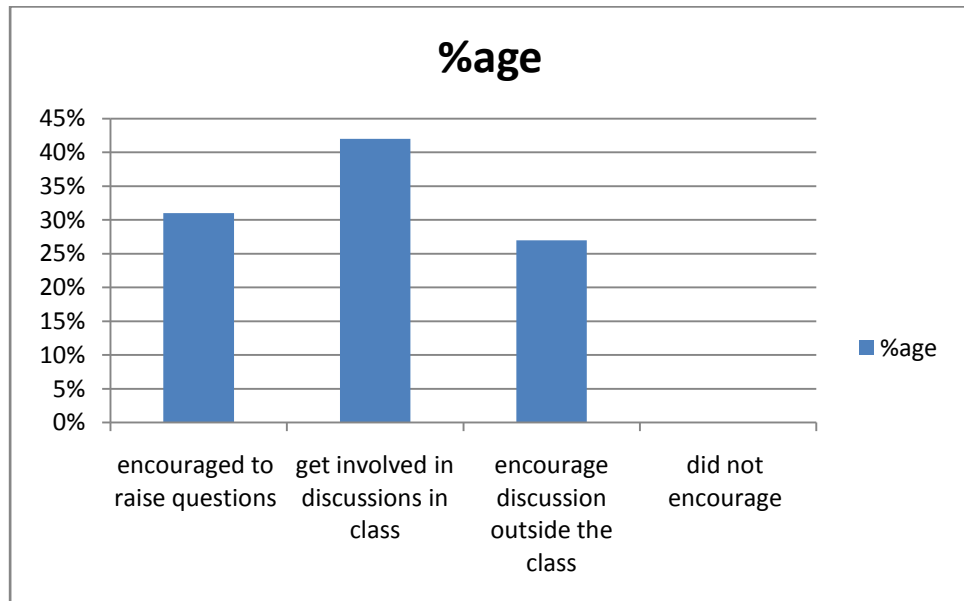
9. How far the teacher encourages student participation in class?

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



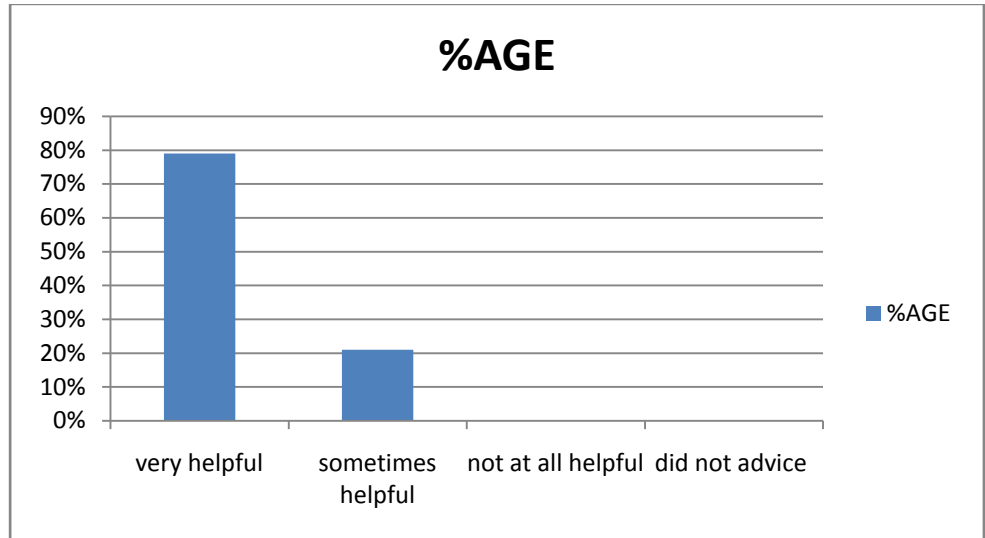
10. If yes, which of the following methods are used?

- a) Encouraged to raise questions      b) Get involved in discussions in class  
 31%    42%
- b) Encourage discussion outside class      d) Did not encourage  
 27%    -



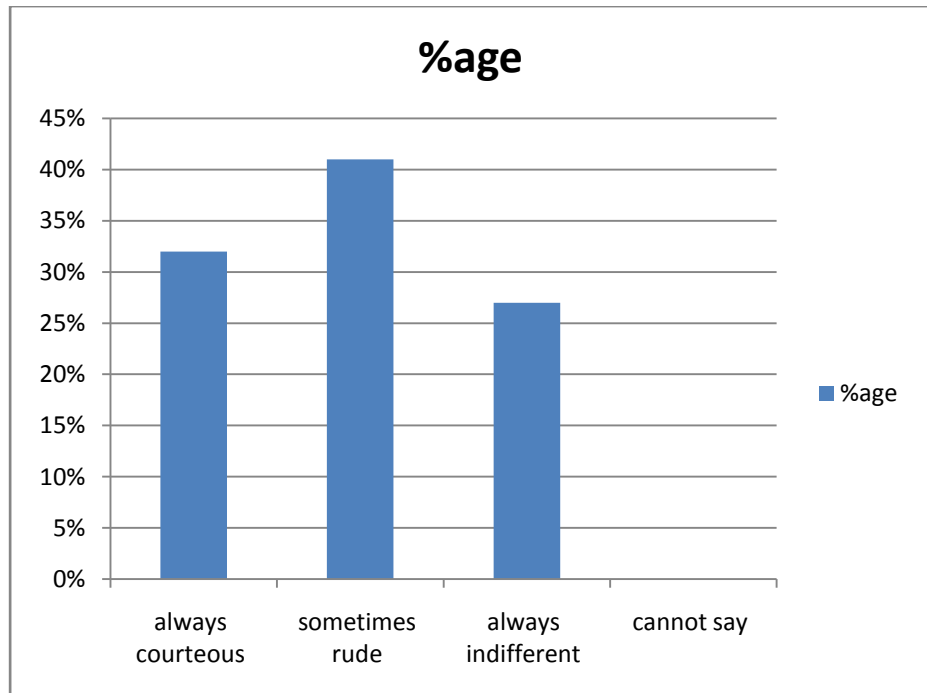
11. How helpful was the teacher in advising?

- a) Very Helpful 79%    b) Sometimes helpful 21%    c) Not at all helpful -    d) Did not advise -



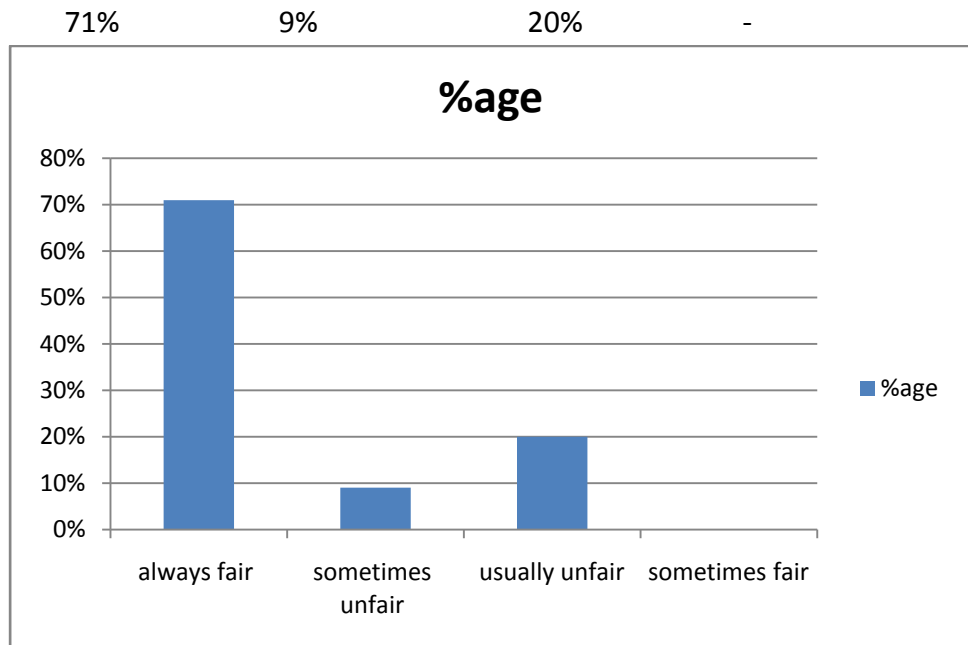
12. The teacher's approach can best be described as:

- a) Always courteous 32%    b) Sometimes rude 41%    c) Always indifferent 27%    d) Cannot say -



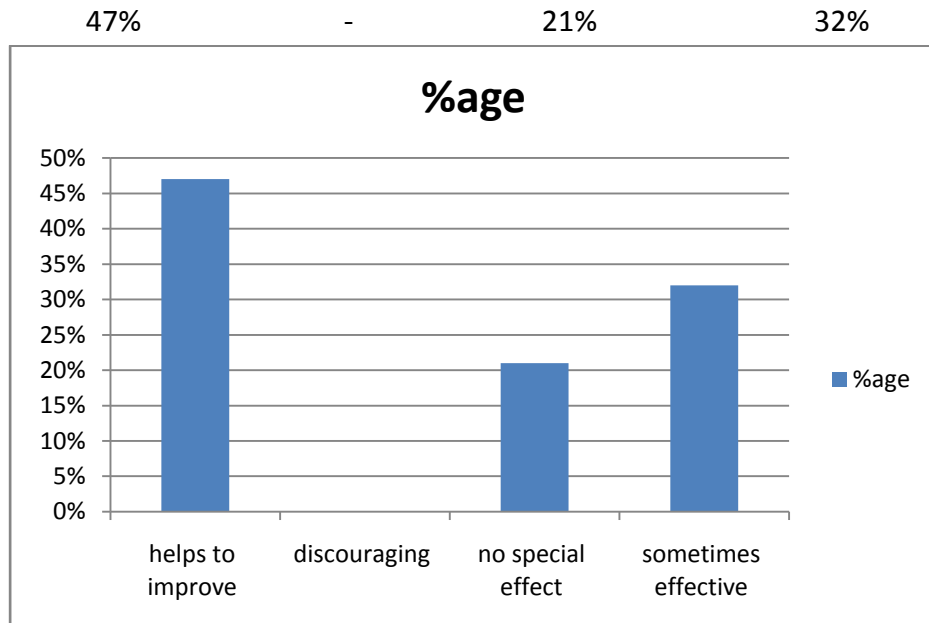
13. Internal assessment was:

- 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

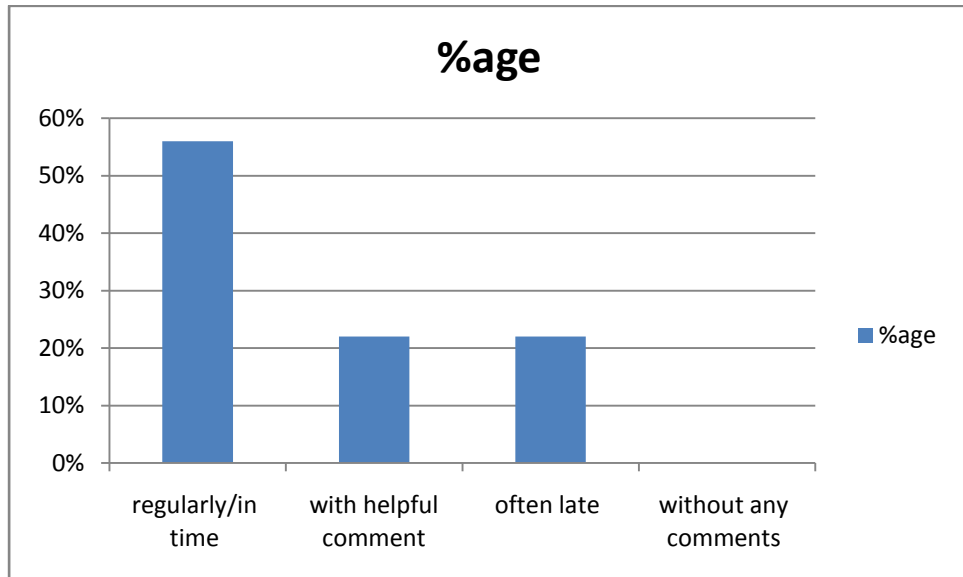
56%

22%

22%

- d) Without any comments

-



16. Were your assignments discussed with you?

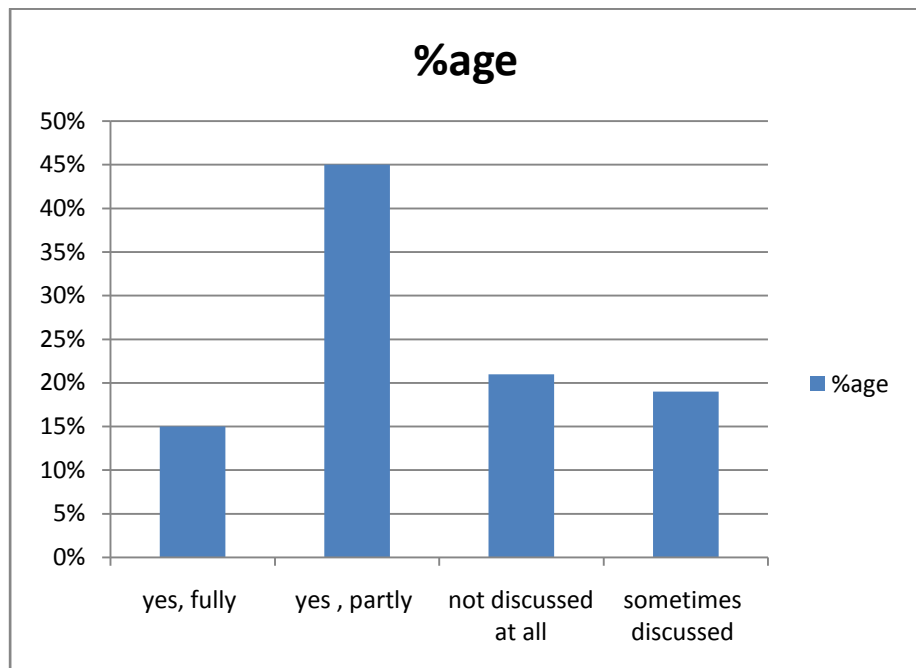
- a) Yes , fully    b) Yes, Partly    c) Not discussed at all    d) Sometimes discussed

5%

45%

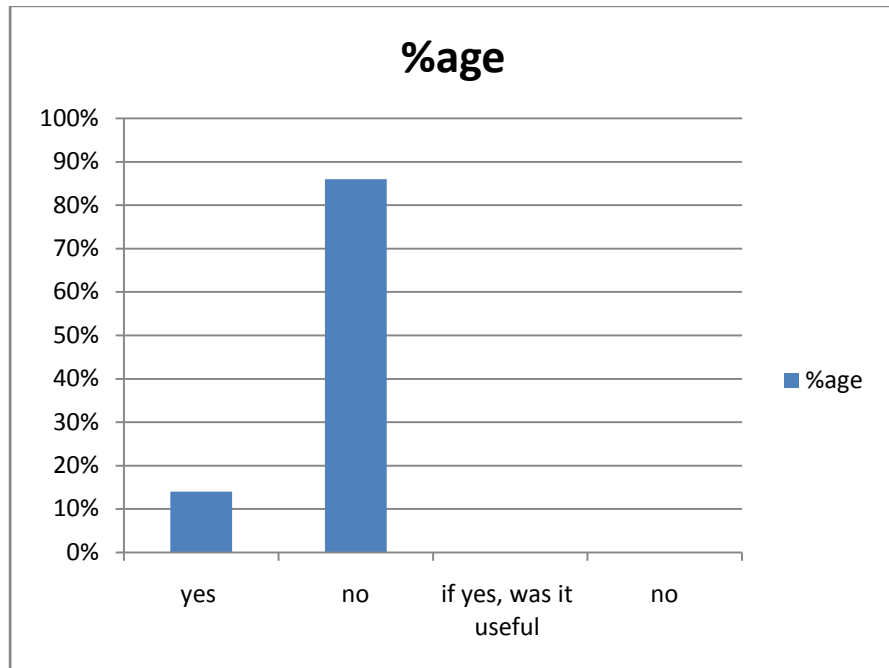
21%

19%



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

a) Yes 14%      b) No 86%      c) If yes , was it helpful -      d) No -



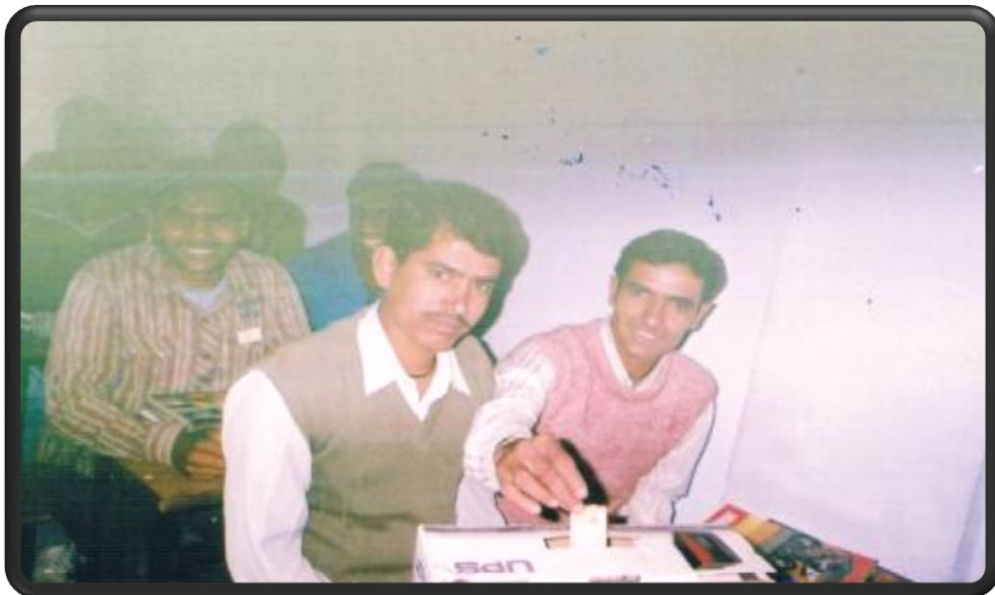
**TRIKUTA COLLEGE OF EDUCATION**

**ACTIVITIES CONDUCTED DURING THE SESSION 2010-11**

<b>S. NO.</b>	<b>NAME OF ACTIVITY</b>	<b>DATE</b>
1	Election of Student Council	24-11-2010
2	Flag day	25-11-2010
3	Seminar on AIDS	01-12-2010
4	Campus Cleanliness	24-12-2010
5	Plantation Drive	22-01-2011
6	Games and Sports	10-02-2011

**ELECTION OF STUDENT COUNCIL**

**THE ELECTION OF THE STUDENT COUNCIL WAS HELD ON 24-11-2010**



**FLAG DAY**

**THE FLAG DAY FUNCTION WAS HELD ON 25-11-2010**





**CAMPUS CLEANLINESS**



**PLANTATION DRIVE**



**GAMES AND SPORTS**



