



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

**DEPARTMENT OF IQAC (INTERNAL QUALITY ASSURANCE CELL)
FOR THE ACADEMIC SESSION 2012 - 2013**

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 / 2013 / 70-80

INTERNAL QUALITY ASSURANCE CELL

During the session the internal quality assurance cell of the Trikuta College of Education continued to pursue to improve upon the quality of education and also to consolidate the gain achieved during previous years. The cell has got developed as an effective apparatus of providing of inputs to be imparted. It took its all stakeholders in confidence while formulating its programs.

The Objectives achieved during the session 2012-13

1. It maintained quality as per the standards enforced by various accrediting agencies like NAAC and ISO.
2. The plans were chalked at the beginning of the year, conducted mid-session reviews and their outcome achieved has transferred.
3. The internal audits for reviewing the quality management system.
4. It liaised both with established organizations and individuals who are directly or indirectly concerned with imparting teachers training quality programs.
5. The feedback collected from the students regarding various facilities and services being provided in the college and make Improvements in the light of the feedback.
6. It held workshops, seminars, conferences, guest lectures, training programs and promotion of quality circles
7. It implemented of quality processes with proper documentation as enshrined in the quality manual.
8. It performed 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

1. Quality being held as benchmark became a tool for evolution for Development of various activities of the college.
2. It prepared and submitted Annual Quality Assurance Report (AQAR) Preparation and submission of Annual Quality Assurance Report (AQAR) annually for which the achievement made the college towards quality enhancement has been appreciated by the NAAC.
3. It bettered and made 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

The establishment of feedback mechanism adapted for enhancing quality and excellence in various services being provided. The feedback provided self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and management. This was used to improve upon the teaching learning process and college functioning. The emphasis of developmental, which was aimed at assisting and motivating individuals to attain their maximum potential so as to increase efficiency of the educational system. Each appraiser evaluation process was conducted objectively.

Practicum

The practicum period in which workshops, seminars, discussions, demonstration teaching, team teaching, action research and other activities of outside conducted enhanced the trainee's skills.

ICT in Teaching Learning

The use of ICT for preparing academic teaching plans and updating the teaching content. Besides, the use of ICT in the college developed the curriculum transaction. ICT 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 50% of the curriculum through ICT for which the faculty members prepared 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. 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.

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 are also available on different teaching subjects from class VI to IX, which can 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

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 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

Guidance & Counseling

The Guidance and Counseling Committee of the college managed by trained professionals assisted in providing guidance and support to the students by the teaching faculty. The students and their areas of deficiency were identified and conducted orientation programs and arrange expert lectures from them.

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 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 continued for deficient students in the internal examinations who did not perform well in the internal examination. The students provided additional help to these trainees rendering through these remedial teaching, easier assignments, problem-solving sessions, revisions and interactive discussions and through personal mentoring by the teachers concerned. The students were also provided advice as and when they approached for it.

The Enrichment classes are conducted for advance learners as well. The self-study methods for enrichment and remediation were encouraged to be used by the students as organized to nurture their creative abilities.

Skill Development Program

The college provides necessary infrastructure, ICT support, books, instructional material and allied resources for the enhancement of effectiveness of teaching and monitoring 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 help 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.

Games & Co-Curricular Facilities

During the academic year enrichment of co-curricular activities for teacher trainees for the all round development of their

personalities. Various intra and inter college tournaments were organized where in all students participated.

Uninterrupted Power Supply

To ensure continuous supply of electricity in the college, a generator of suitable capacity has been installed for the college.

CENTRE FOR EDUCATIONAL TECHNOLOGY

The Centre for Educational Technology established at Trikota College of Education, became a catalytic platform and effective tools for revolutionizing the process of teaching and learning.

The Centre for Educational Technology being catalytic platform for making information and communication technologies effective tools for educational transformation. It got 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

- ❖ It optimized the use of information and communication technologies with the process of teaching and learning in educational institutions.
- ❖ The studies and experiments on the use of new technologies in education at different levels for improving the teaching-learning process was achieved.
- ❖ Trained learners and teacher educators in using ICT for enhancing their effectiveness.
- ❖ It enabled students and teachers to benefit from programs telecast through the EDUSAT and Electronic Classroom facility.

- ❖ It organized workshops, seminars and conferences to popularize the use of educational technology.

Achievements / Activities of the Centre

The centre for educational technology organized a number of activities during the academic session for enrichment of teacher's trainees.

TRIKUTA COLLEGE OF EDUCATION, NARDNI-RAIPUR, JAMMU

LIST OF TEACHING STAFF SESSION 2012-13

COMMENCED FROM NOVEMBER, 2012

TEACHING STAFF

S. No.	Name of faculty	Designation	Qualification
1.	Prop. Hakim Singh	Principal	M.A.(Phy.Edu.),B.Ed.
2.	Ms.Ekita Mahajan	Lecturer	B.Sc., M.Ed.
3.	Ms. Anshu Magotra	Lecturer	B.Sc., M.Ed.
4.	Ms. Shifali Sharma	Lecturer	M.A.(Hindi), B.Ed.
5.	Mr.Parmod Kumar	Lecturer	B.Sc,M.Ed.,NET, SLET
6.	Ms.Veena Devi	Lecturer	M.Com, M.Ed. , B.Ed.
7.	Ms. Neraly Sharma	Lecturer	M.A.(Hindi), B.Ed.
8.	Ms. Moti Singh Bali	Lecturer	B.Sc., M.A.(Eng),M.A.(Pol.Sc.), M.Ed. , PGDOM, PDAPR
9.	Ms. Tajinder Kaur	Lecturer	M.A. (Hindi), M.Ed., M.Phil.
10.	Ms. Rekha	Lecturer	B.Sc., M.Ed.
11.	Ms. Kashifa Yasin	Lecturer	M.A.(Urdu), B.Ed.
12.	Ms. Ashu Rajput	Lecturer	MCA
13.	Mr. Shamsher Singh	Lecturer	M.Sc. (Env. Edu), B.Ed.
14.	Ms.Amita Gupta	Lecturer	M.A.(English), M.Ed.
15.	Ms. Seema Digra	Lecturer	M.A. (Eco.), B.Ed., M.Phil.
16.	Ms. Seema Sharma	Lecturer	M.A.(Eng), M.Ed.

RECRUITMENT OF TEACHING STAFF FROM NOVEMBER, 2012

S. No.	Name	Designation	Joined on	Qualification
1.	Mr. Manjeet Singh	Lecturer	4-12-2012	M.A.(Pol. Sc.), B.Ed.
2.	Ms. Suman Gupta	Lecturer	4-12-2012	M.A.(Hindi), M.Ed., NET
3.	Ms. Shifali Sharma	Lecturer	4-12-2012	M.A.(Hindi), B.Ed.

TRIKUTA COLLEGE OF EDUCATION, NARDNI-RAIPUR, JAMMU

LIST OF NON-TEACHING STAFF, SESSION 2012-13

COMMENCED FROM NOVEMBER, 2012

NON-TEACHING STAFF

S. No.	Name	Designation
1.	Mr. Bikram Singh	S.O.
2.	Mr. Ashwani Sharma	Asstt.Librarian
3.	Ms.Arti Sharma	Asstt.Librarian
4.	Ms. Palvi Mahajan	Jr.Asstt.
5.	Mr.Varinder Singh	Driver
6.	Mr. Surinder Singh	Peon
7.	Mr. Ranjit Singh	Peon
8.	Mr.Romesh Singh	Peon
9.	Ms.Neelam Devi	Sweeper
10.	Mr.Ashok Kumar	Cook
11.	Mr.Chaman Lal	Cook
12.	Mr. Mangat Ram	Helper
13.	Ms. Rani	Helper
14.	Mr. Om Parkash	Helper
15.	Ms.Sharda Devi	Sweeper
16.	Mr.Sham Lal	A.O.
17.	Mr.Rakesh Kumar Gupta	A.R.

RECRUITMENT OF NON-TEACHING STAFF FROM NOVEMBER, 2012

S. NO.	NAME	DESIGNATION	JOINED ON
1.	Mr. Rakesh Kumar Gupta	A.R	1-11-2012
2.	Ms.Palvi Mahajan	Jr. Assistant	2-11-2012
3.	Mr.Jagat	Gardner	1-12-2012
4.	Mr.Ram Parsad	Cook	21-4-2012
5.	Mr. Pardeep Singh	Helper	9-9-2013
6.	Mr. Pawan Singh	Cook	25-9-2013
7.	Mr. Rakesh Kumar	Helper	2-10-2013
8.	Ms. Radha Kumari	Helper	1-9-2013

TRIKUTA COLLEGE OF EDUCATION

NARDNI-RAIPUR, JAMMU

LIST OF STUDENTS ENROLLED IN THE SESSION 2012-13

ROLL NUMBER	STUDENT NAME
1.	Renu Kumari
2.	Manu Pandey
3.	Arti Bovoria
4.	Monika Chib
5.	Anam Tabussam
6.	Shabana Kouser
7.	Noreena Kosser
8.	Anil Kumar
9.	Isha Malhotra
10.	Purnima Bhatia
11.	Vikas Singh
12.	Altaf Amin
13.	Pallavi Babbar
14.	Jasudha Khosla
15.	Manoj Kumar
16.	Saguna Sethi
17.	Suman Saini
18.	Pooja
19.	Rajni Kalia
20.	Hardeep Kaur
21.	Manpreet Kaur
22.	Sukhdip Kaur
23.	Seema Rani
24.	Manmeet Kaur
25.	Preeti Singh
26.	Anshul Dutta
27.	Anjali Vohra
28.	Hardeep Kaur
29.	Sonia Sehdev
30.	Niru Sharma
31.	Km. Surabhi Raj
32.	Km. Preeti Pal
33.	Keerti Mahajan
34.	Ranjana Kumari
35.	Gauri Wadhwa
36.	Bharti Gupta
37.	Shivani Sharma

38.	Richa
39.	Rupinder Kaur
40.	Rajni
41.	Kirandeep Kaur
42.	Amripal Kaur
43.	Hempreet Kaur
44.	Niti Kapoor
45.	Reena Rani
46.	Neha Sharma
47.	Sachidanand Pandey
48.	Sonu Kr. Sharma
49.	Arveena luthra
50.	Rajni Devi
51.	Reema
52.	Gurbinderjeet Kaur
53.	Rupali Pal
54.	Heena
55.	Sangeeta Sharma
56.	Renu Bala
57.	Manoj Kumar
58.	Anuradha Singh
59.	Anju Singh
60.	Mainu Din
61.	Pawandeep Kaur
62.	Sandeep Kaur
63.	Akbar Ali
64.	Priyanka Singh
65.	Ashok Sharma
66.	Rimpy Joshi
67.	Kanhaiya Lal
68.	Vandana
69.	Twarita Tripathi
70.	Md. Qaisar Shamsi
71.	Km. Kiran Pal
72.	Dilip Kumar
73.	Namita Sani
74.	Gurneet Kaur
75.	Ashvani Kumar Upadhyay
76.	Sikandar Kumar Kanaujiya
77.	Shokit Ali
78.	Gurjot Kaur
79.	Amanpreet Kaur
80.	Surbhi

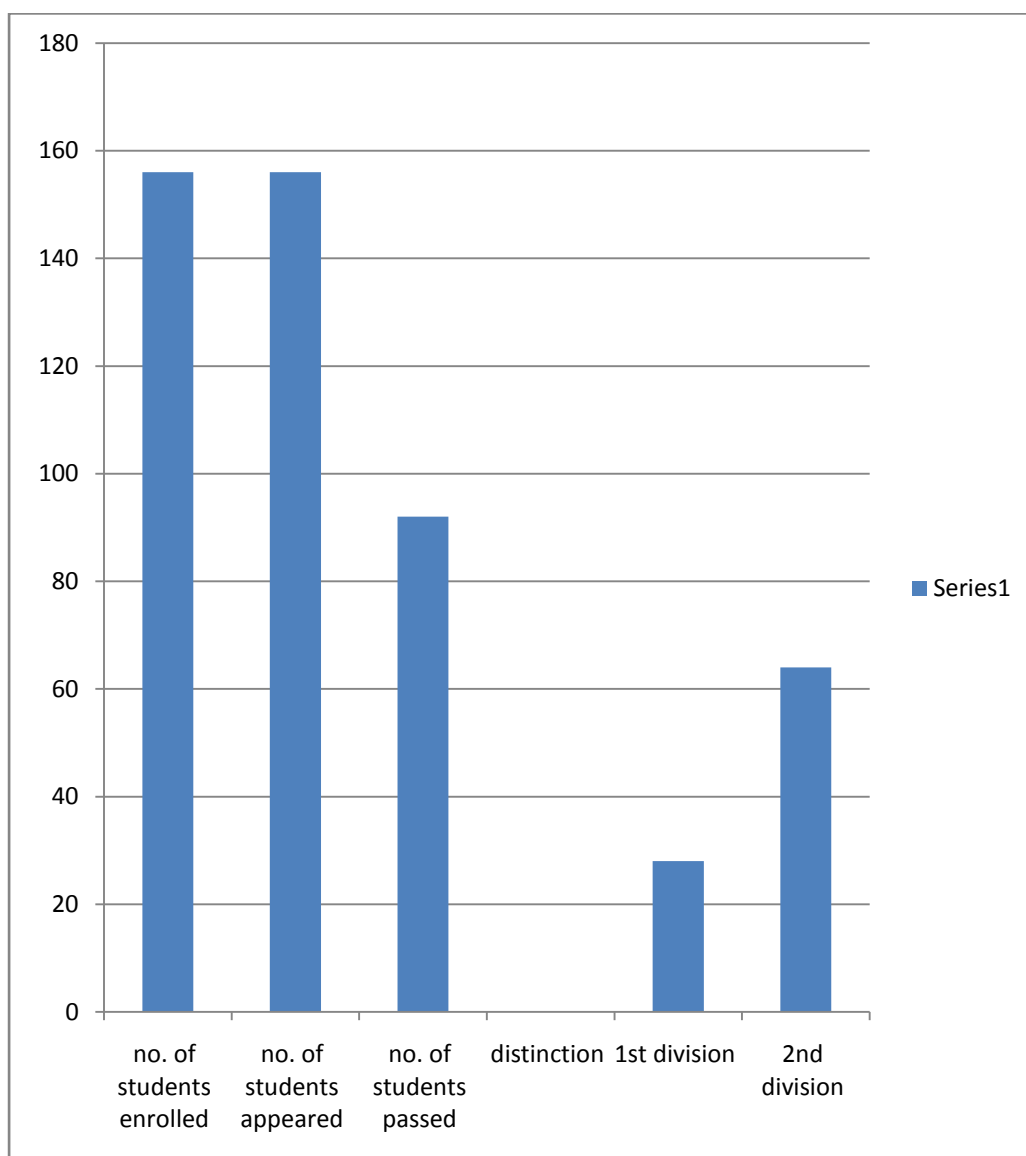
81.	Harmeet Kaur
82.	Daljeet Kaur
83.	Poonam Kumari
84.	Nandani Jain
85.	Kanchan
86.	Palwinder Kaur
87.	Dharmendra Gautam
88.	Amandeep Sharma
89.	Manmeet Kaur
90.	Nikita Arora
91.	Ginni Seth
92.	Jitendra Kumar Choudhary
93.	Sandeep Kaur
94.	Priya Singh
95.	Manpreet Kaur
96.	Jeevan Jyoti Sharma
97.	Smridhi Bharadwaj
98.	Sonia Arora
99.	Anju Shukla
100.	Bobby
101.	Rajita Marwaha
102.	Shaleen Sharma
103.	Shweta
104.	Ankit Kumar Singh Chauhan
105.	Kuldeep Kumar Bajpai
106.	Kuldeep Kaur
107.	Smriti Chopra
108.	Richa Sharma
109.	Sartaj Ansari
110.	Binny Sharma
111.	Sateesh Kumar
112.	Neetu Bath
113.	Dhananjay Singh
114.	Rajesh Singh Yadava
115.	Reeti Sharma
116.	Ram Newas
117.	Harpreet Kaur
118.	Rajesh Kumar Dhingra
119.	Preeti Arora
120.	Tasvir Singh
121.	Shikha
122.	Pramod Kumar
123.	Jitendra Singh

124.	Akhlesh Kumar
125.	Rati Sharma
126.	Vineet Verma
127.	Navdeep Kaur
128.	Rajnita Tiwari
129.	Virender Singh Yadav
130.	Savita Rani
131.	Alkesh Singh
132.	Pradip Kumar
133.	Shiv Nath Singh
134.	Priti
135.	Rajeev Kumar Singh
136.	Ajay Kumar
137.	Rashmi
138.	Neetu Devi Km.
139.	Kiran Bala
140.	Vatika
141.	Madhvi Gupta
142.	Shiv Kishore Sharma
143.	Vandana Dogra
144.	Jyoti Dogra
145.	Kanwaljeet Kaur
146.	Anita Kumar Singh
147.	Simpi Sharma
148.	Mohammad Rahbar
149.	Richa Mahajan
150.	Irshad Ali
151.	Farrah Noor
152.	Anju Kumari
153.	Gopal Kumar Singh
154.	Sunita Kumari
155.	Bhola Nath Tiwari
156.	Nil Ratan Nugrah Saroj

INSTITUTION RESULT ANALYSIS VIZ-VIZ JAMMU UNIVERSITY

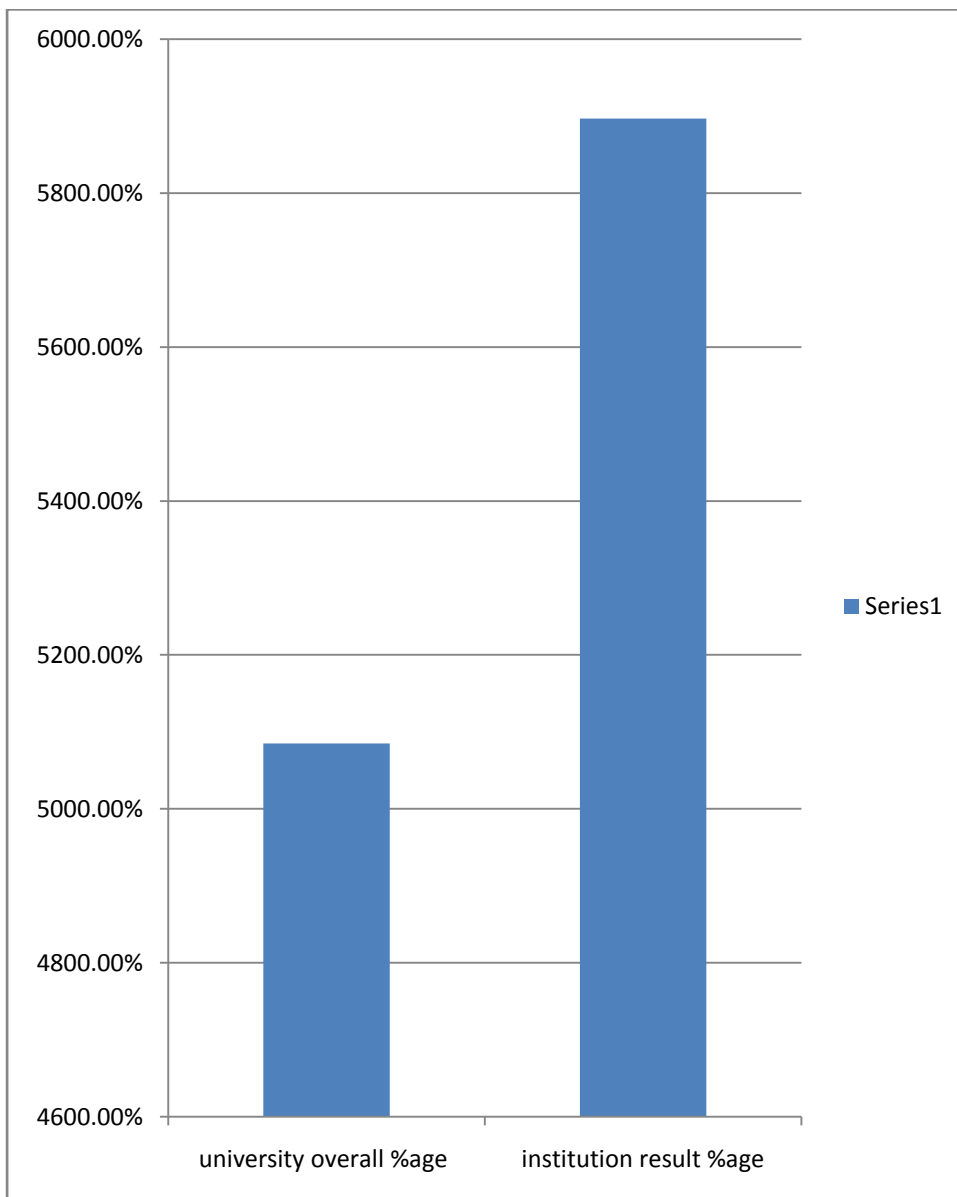
FORTHE YEAR 2012-13

S. no.	No. of students enrolled	No. of students appeared	No. of students passed	Distinction	1 st division	2 nd division
1.	156	156	92	-	28	64



INSTITUTION RESULT ANALYSIS VIZ-VIZ JAMMU UNIVERSITY
FOR THE YEAR 2012-13

S.NO.	UNIVERSITY OVERALL %AGE	INSTITUTION RESULT %AGE	OVERALL %AGE (+/-) viz-viz Jammu University
1.	50.85%	58.97%	(+)86.23



TRIKUTA COLLEGE OF EDUCATION

NARDNI-RAIPUR, JAMMU

LIBRARY STATEMENTS

LIBRARY BOOKS PURCHASED FOR THE SESSION 2012-2013

S.NO	SESSION	AMOUNT
1	2011-12(valued books as on 31-3-2012)	₹ 5,30,714.00
2	2012-13(value of books)	NIL
Total Amount of books		₹ 5,30,714.00

FEEDBACK PERFORMA OF ALUMNI ON CURRICULAM

S. no.	Name of student	Total no. of questions	Total no. of yes	Total no. of no	%age of Yes	%age of No
1.	Renu Kumari	15	11	4	73.3%	26.7%
2.	Manu Pandey	15	14	1	93.3%	6.7%
3.	Arti Boveria	15	13	2	86.7%	13.3%
4.	Monika Chib	15	12	3	80%	20%
5.	Anam Tabassum	15	12	3	80%	20%
6.	Anil Kumar	15	12	3	80%	20%
7.	Isha Malhotra	15	9	6	60%	40%
8.	Purnima Bhatia	15	11	4	73.3%	26.7%
9.	Vikas Singh	15	10	5	66.7%	33.3%
10.	Altaf Amin	15	13	2	86.7%	13.3%
11	Pallavi Babbar	15	12	3	80%	20%
12	Jasudha Khosla	15	10	5	66.7%	33.3%
13	Manoj Kumar	15	12	3	80%	20%
14	Saguna Sethi	15	13	2	86.7%	13.3%
15	Pooja	15	10	5	66.7%	33.3%
16	Rajni Kalia	15	10	5	66.7%	33.3%
17	Hardeep Kaur	15	10	5	66.7%	33.3%
18	Manpreet Kaur	15	11	4	73.3%	26.7%
19	Seema Rani	15	12	3	80%	20%
20	Preeti Singh	15	9	6	60%	40%
21	Anshul Dutta	15	12	3	80%	20%
22	Anjali Vohra	15	9	6	60%	40%
23	Hardeep Kaur	15	8	7	53.3%	46.7%
24	Sonia Sehdev	15	9	6	60%	40%
25	Niru Sharma	15	6	9	40%	60%
26	Ranjana Kumari	15	13	2	86.7%	13.3%
27	Gauri Wadhwa	15	8	7	53.3%	46.7%
28	Richa	15	14	1	93.3%	6.7%
29	Rajni	15	14	1	93.3%	6.7%
30	Heena	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.	Sangeeta Sharma	14	13	01	92.9%	7.1%
2.	Renu Bala	14	11	03	78.6%	21.4%
3.	Manoj Kumar	14	14	-	100%	-
4.	Anuradha Singh	14	14	-	100%	-
5.	Anju Singh	14	14	-	100%	-
6.	Pawandeep Kour	14	11	03	78.6%	21.4%
7.	Rimpy Joshi	14	14	-	100%	-
8.	Vandana	14	14	-	100%	-
9.	Dilip Kumar	14	11	03	78.6%	21.4%
10.	Surbhi	14	11	03	78.6%	21.4%
11.	Kanchan	14	13	01	92.9%	7.1%
Total		154	140	14	90.9%	9.1%

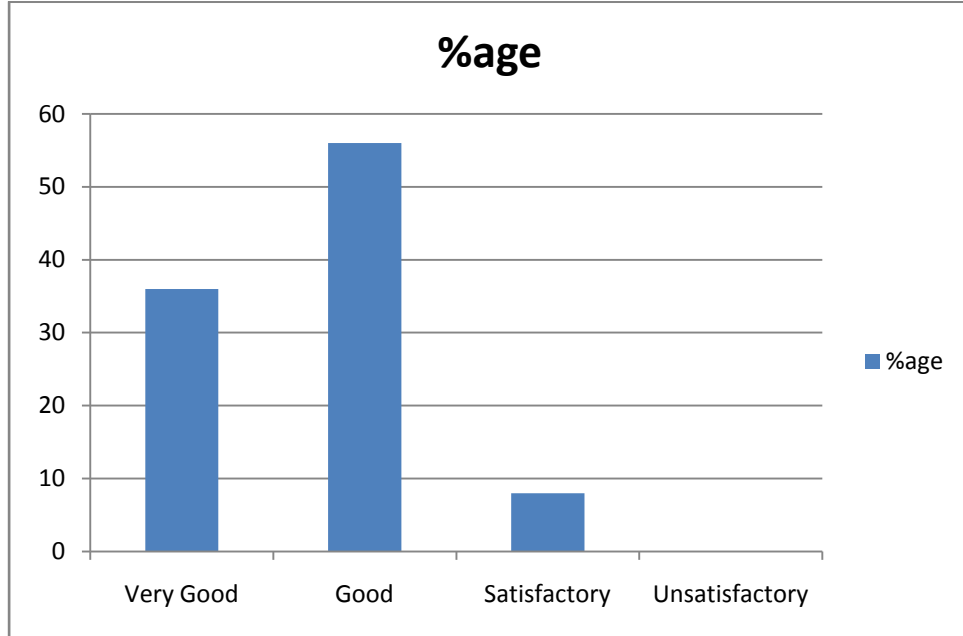
FEEDBACK FROM STUDENTS

COURSE-1

PARAMETERS	(A) Very Good	(B) Good	(C) Satisfactory	(D) Unsatisfactory
1. Depth of the course content including project work if any	36%	56%	8%	-
2. Extent of coverage of course	31%	38%	20%	11%
3. Applicability/relevance to real life situations	38%	42%	15%	5%
4. Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspective.	36%	29%	35%	13%
5. Clarity and relevance of textual reading material	23%	65%	12%	-
6. Relevance of additional source material (library)	42%	34%	22%	-
7. Extent of effort required by students	26%	41%	20%	13%
8. Overall rating	29%	58%	13%	6%

GRAPHICAL REPRESENTATION OF DATA

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



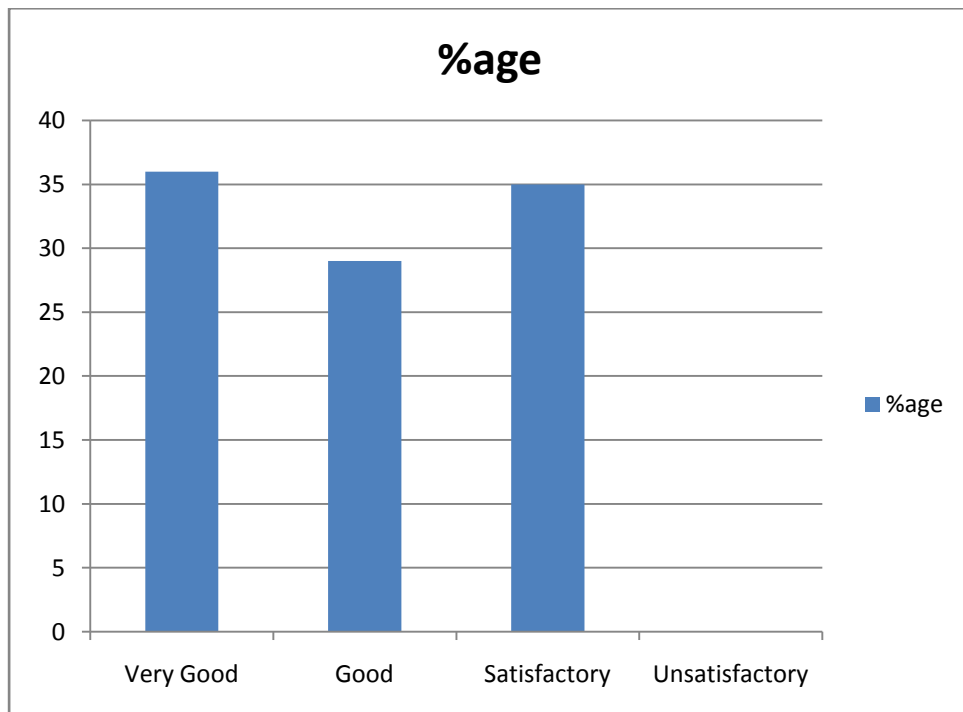
2. Extent of coverage of course



3. Applicability /Relevance to real life situations.



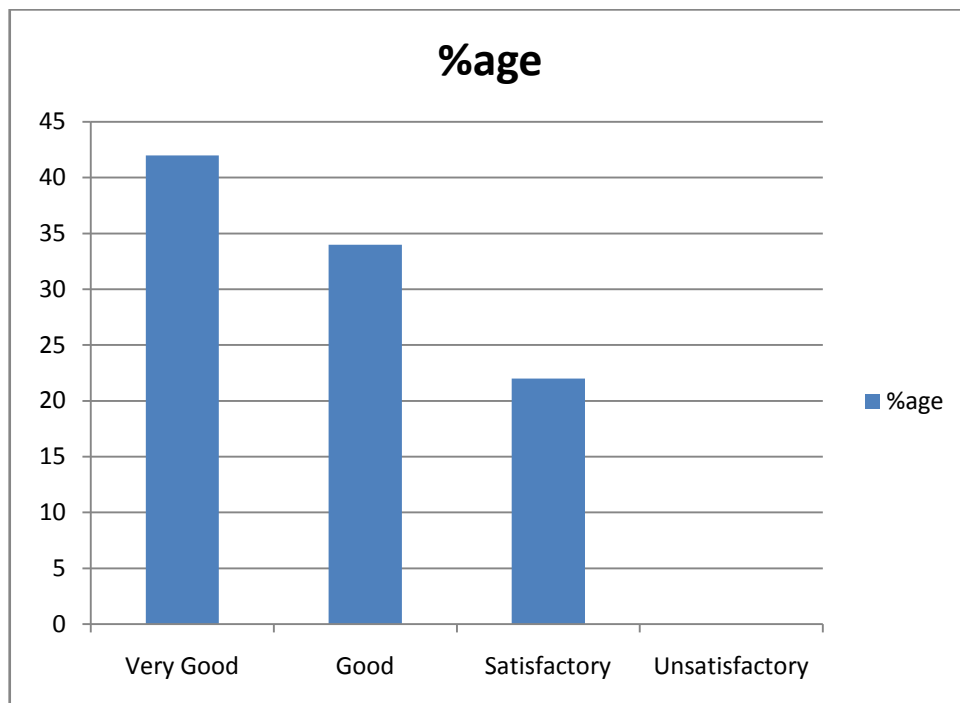
4. Learning value (in terms of knowledge , concepts, manual skills , analytical abilities and broadening perspective).



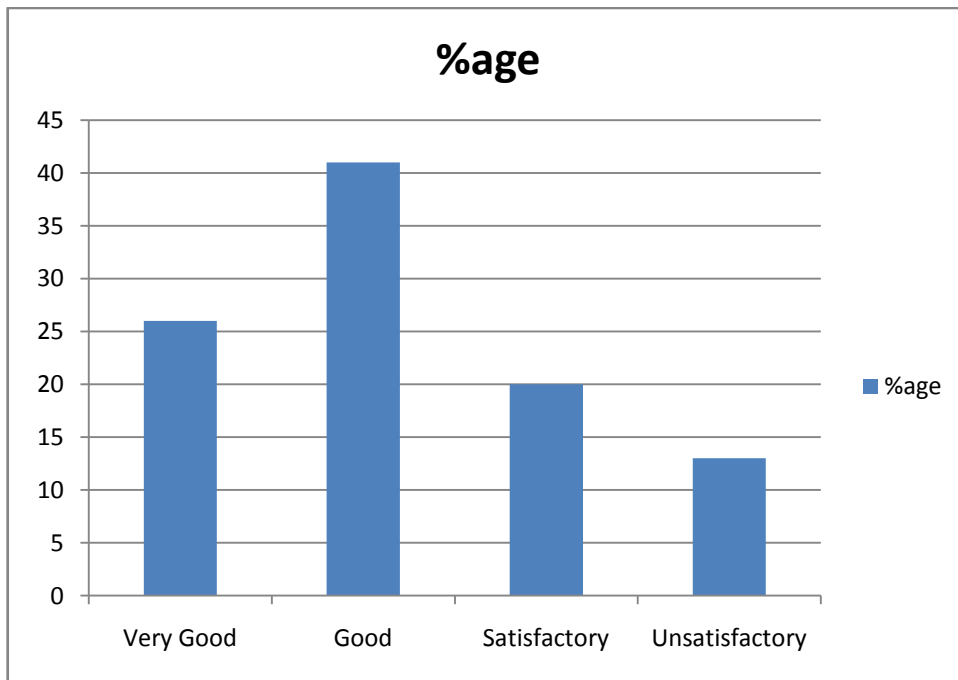
5. Clarity and relevance of textual reading material



6. Relevance of additional source material (library)



7. .Extent of effort required by students



8. Overall rating



STUDENT FEEDBACK ON TEACHERS

Department: Education

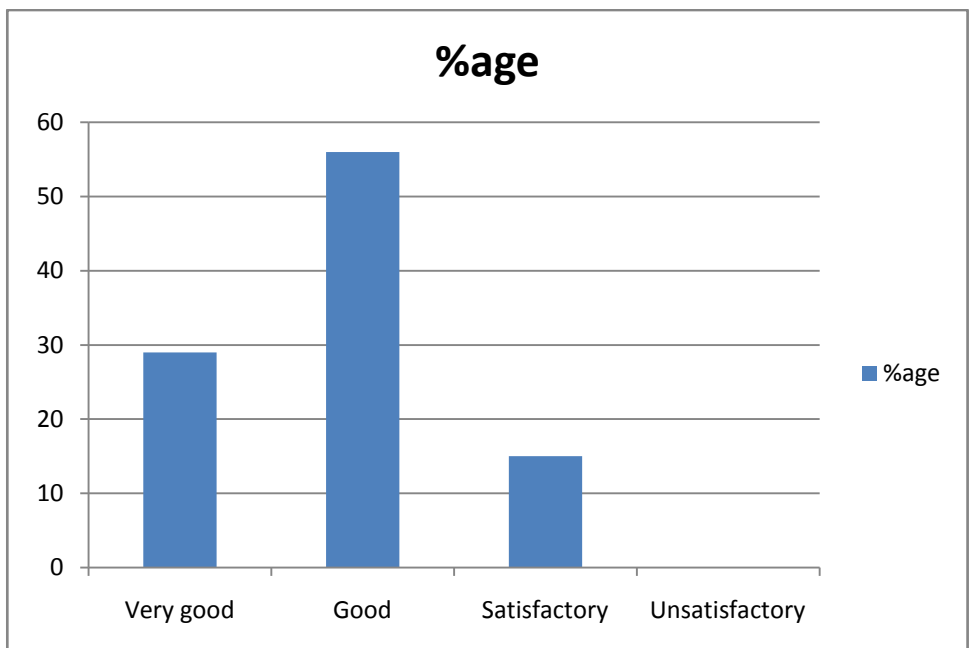
PARAMETERS	(A) Very Good	(B) Good	(C) Satisfactory	(D) Unsatisfactory
1. Knowledge base of teacher (as perceived by you)	17%	54%	29%	-
2. Communication Skills (in terms of articulation and comprehensibility)	29%	56%	15%	-
3. Sincerity/Commitment of the teacher	65%	23%	10%	-
4. Interest generated by the teacher	60%	26%	14%	-
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.	21%	41%	27%	11%
6. Ability to integrate content with other courses	21%	58%	21%	-
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	28%	31%	30%	11%
8. Ability to design quizzes / Tests / assignments / examinations and projects to evaluate students understanding of the course	76%	20%	4%	-
9. Provision of sufficient time for feedback	76%	24%	-	-
10. Overall rating	31%	42%	16%	11%

GRAPHICAL REPRESENTATION OF DATA

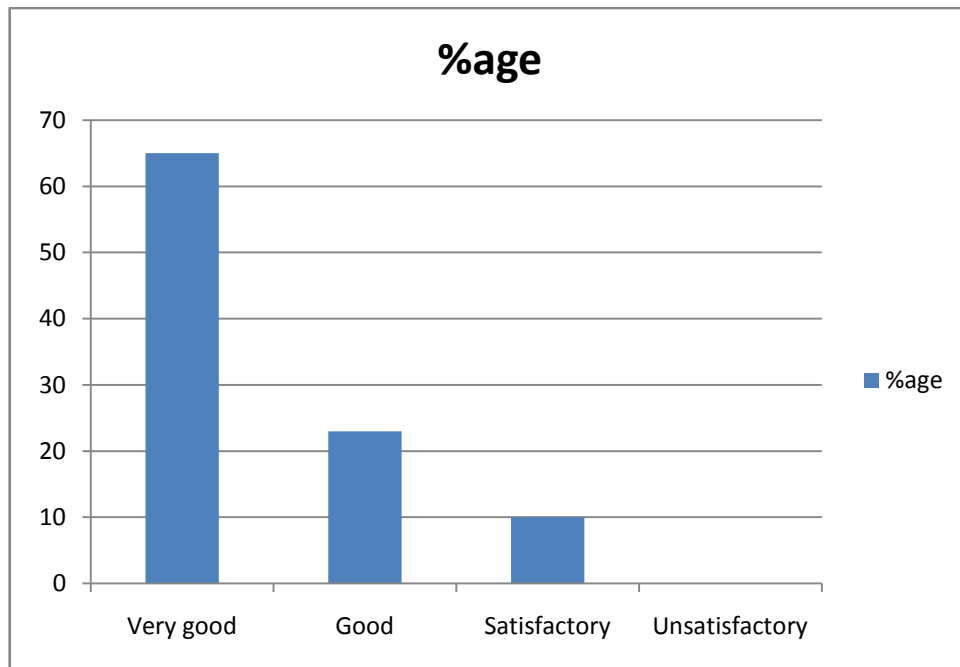
1. Knowledge base of teacher (as perceived by you)



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



3. Sincerity/Commitment of the teacher



4. Interest generated by the teacher



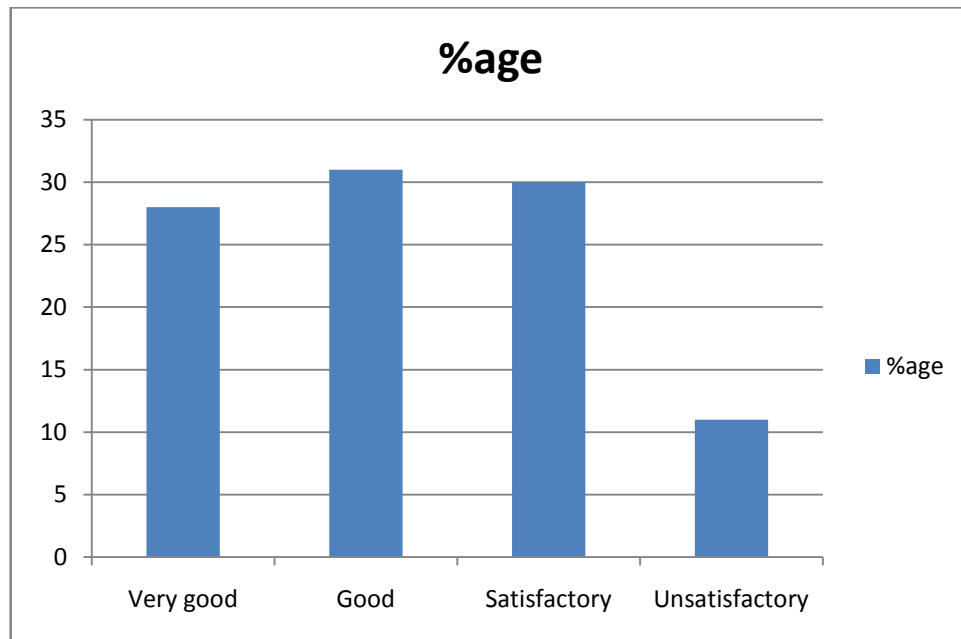
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.



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)



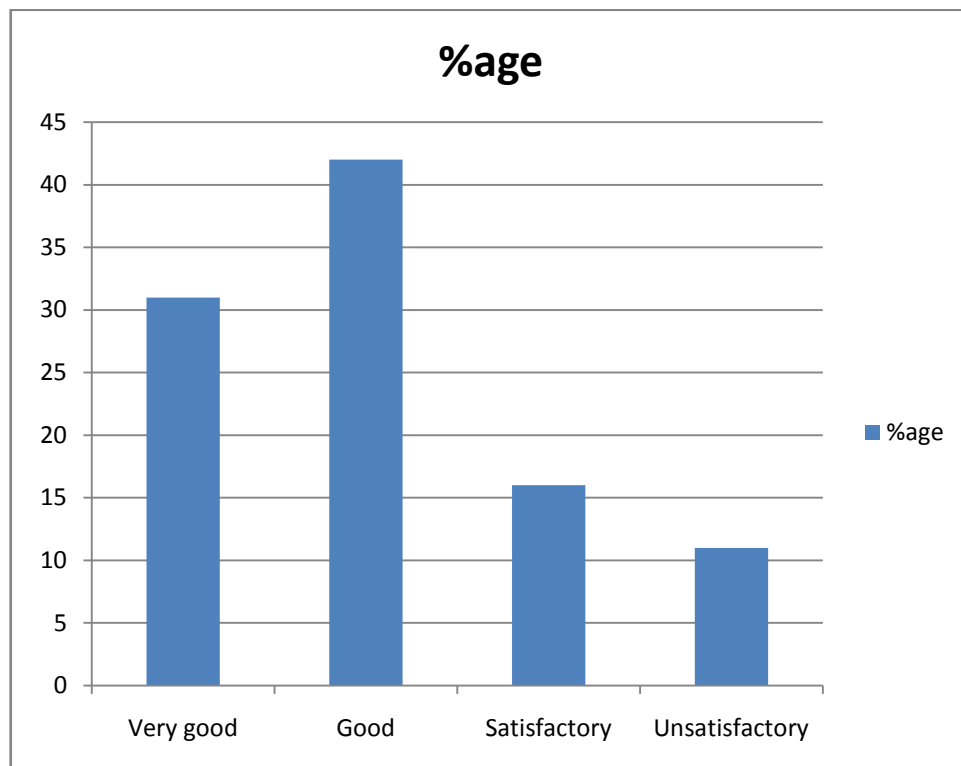
8. Ability to design quizzes/Tests/assignments/examinations and projects to evaluate students understanding of the course



9. Provision of sufficient time for feedback



10. Overall rating



STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

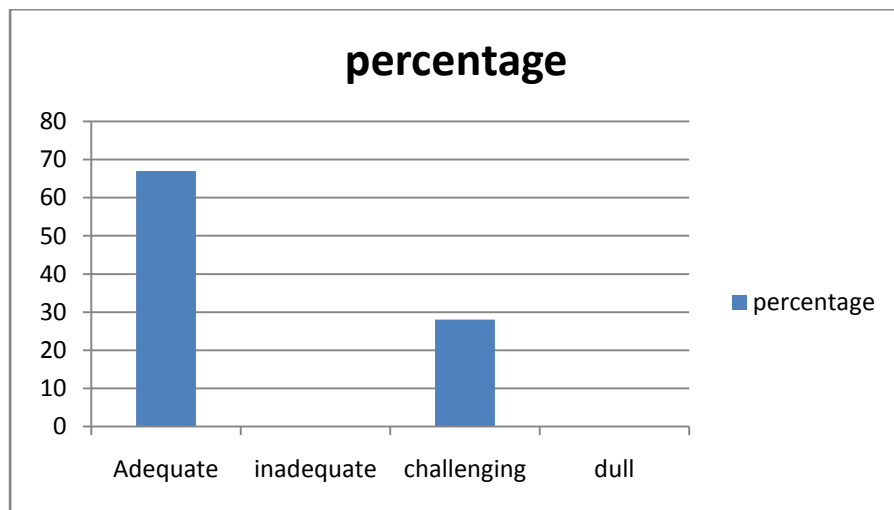
Department: Education

Course: B.Ed.

Year: 2011-12

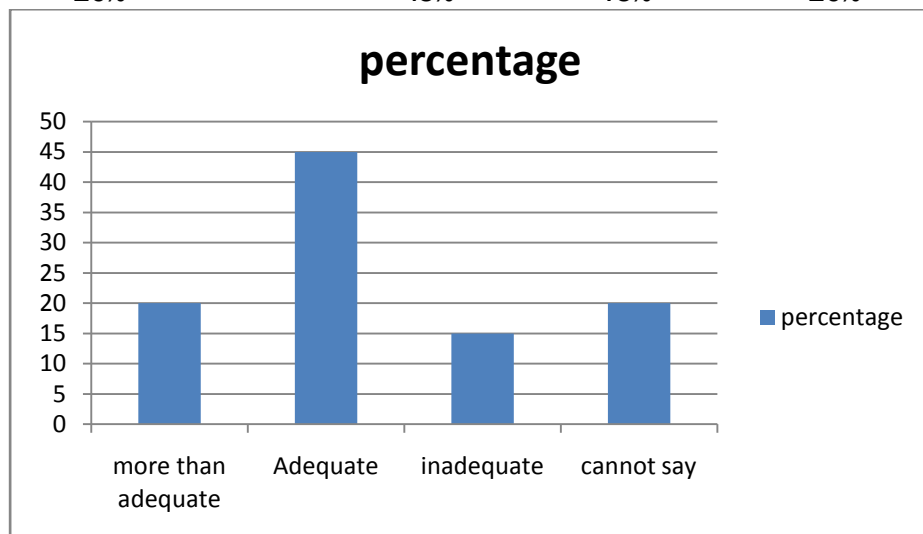
1. The syllabus of each course was:

a) Adequate b) Inadequate c) Challenging d) Dull
67% - 28% -

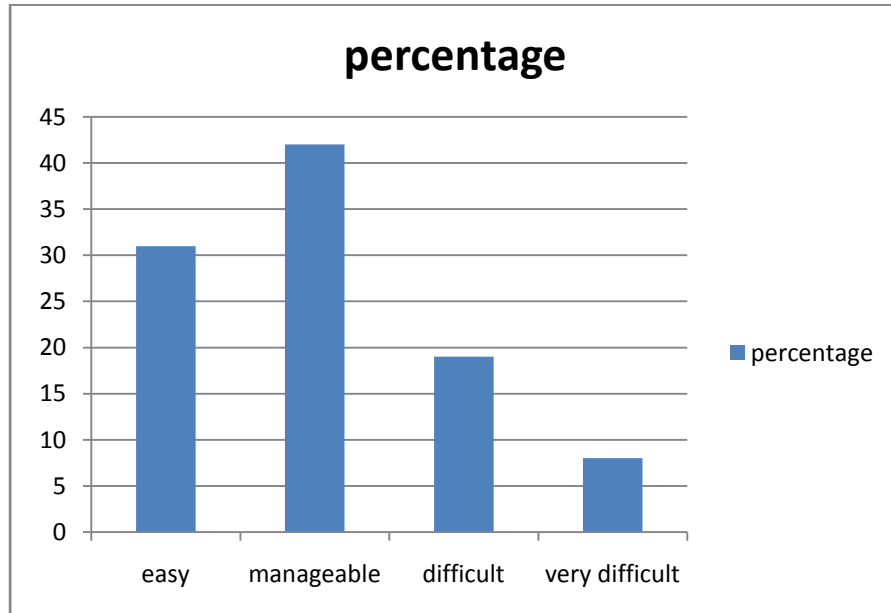


2. Background for benefiting from the course was :

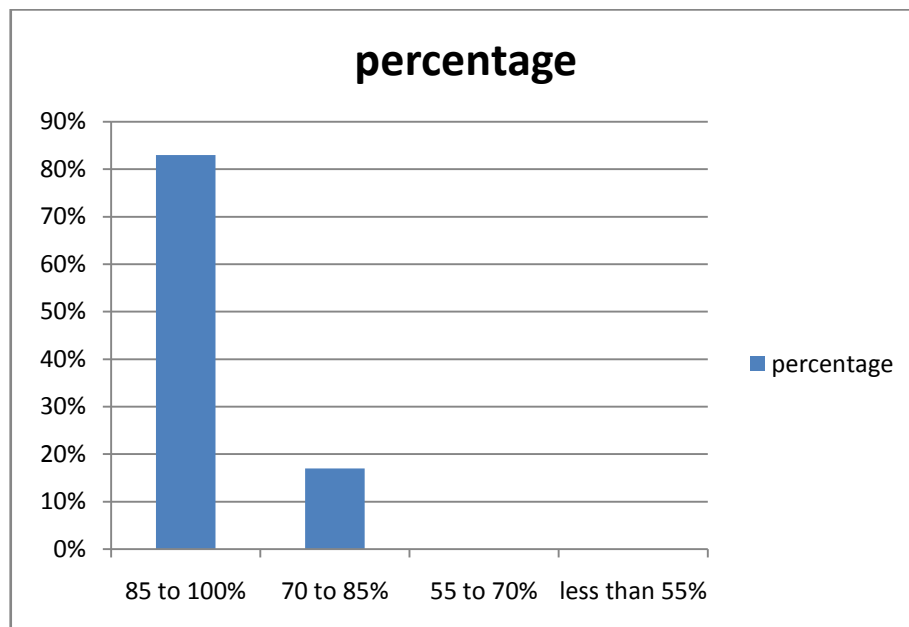
a) More than adequate b) Adequate c) Inadequate d) Cannot say
20% 45% 15% 20%



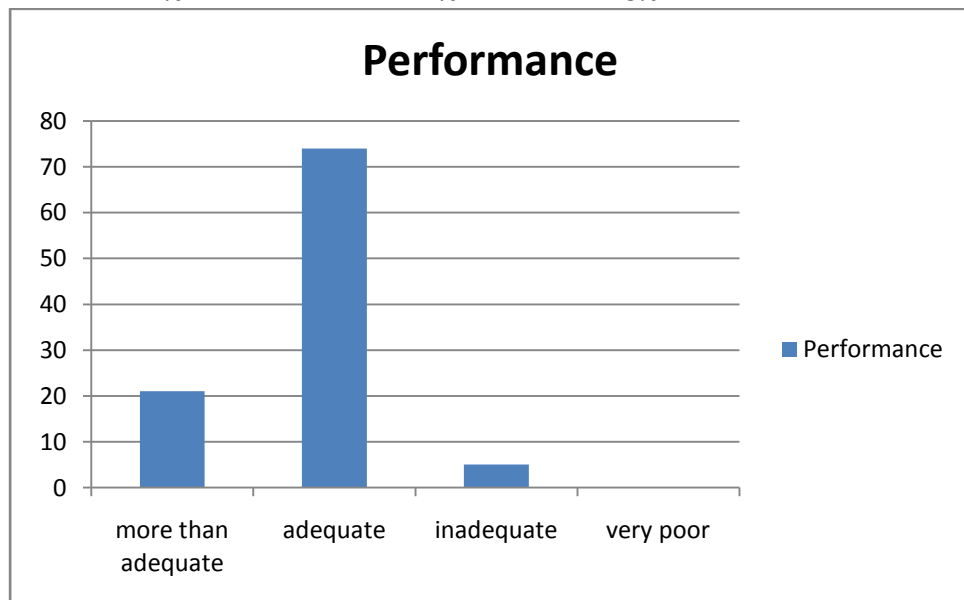
3. Was the course easy or difficult to understand :
- | | | | |
|---------|---------------|--------------|-------------------|
| a) Easy | b) Manageable | c) Difficult | d) Very difficult |
| 31% | 42% | 19% | 8% |



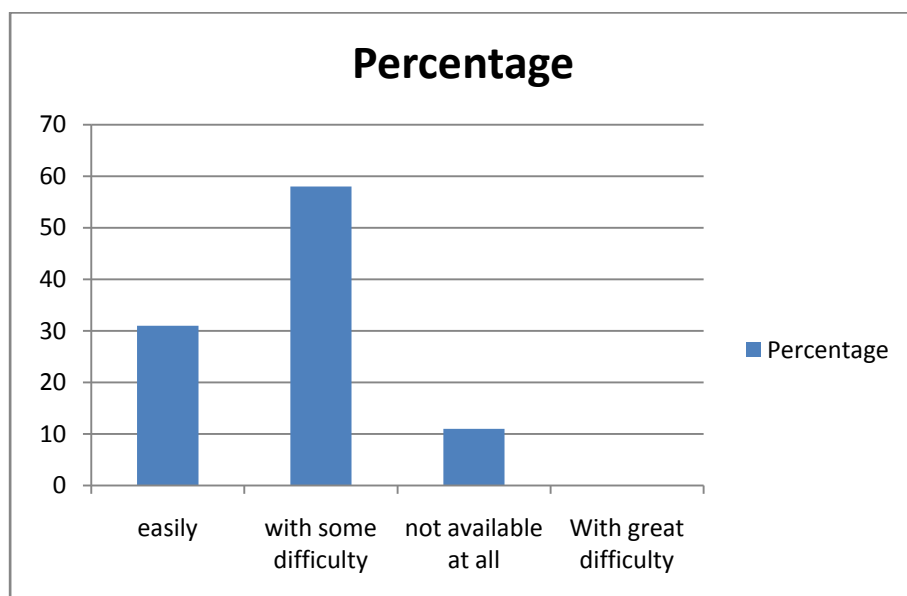
4. How much of the syllabus was covered in the class:
- | | | | |
|---------------|--------------|--------------|------------------|
| a) 85 to 100% | b) 70 to 85% | c) 55 to 70% | d) less than 55% |
| 83% | 17% | - | - |



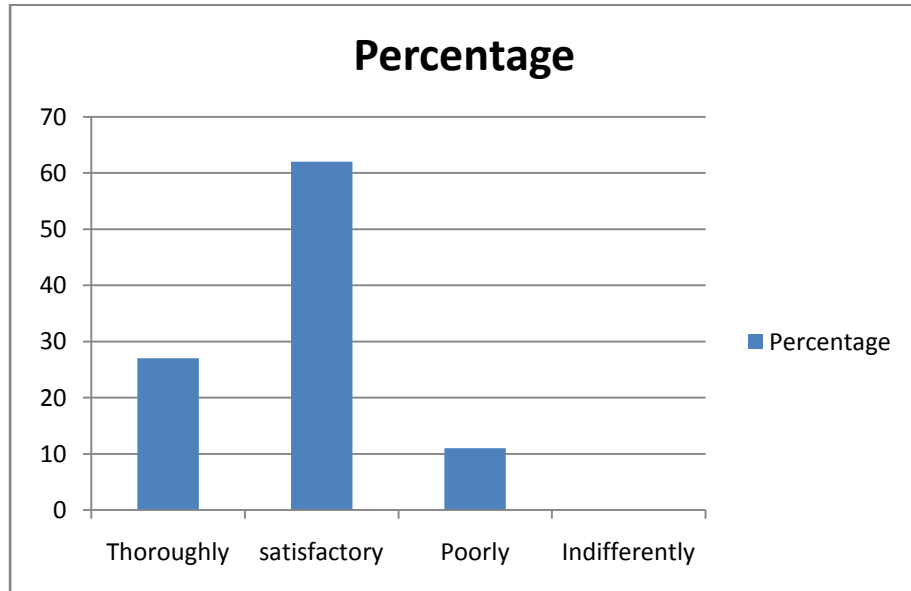
5. What is your opinion about the library material and facilities for the course?
 a) More than adequate 21% b) Adequate 74% c) Inadequate 5% d) Very poor -



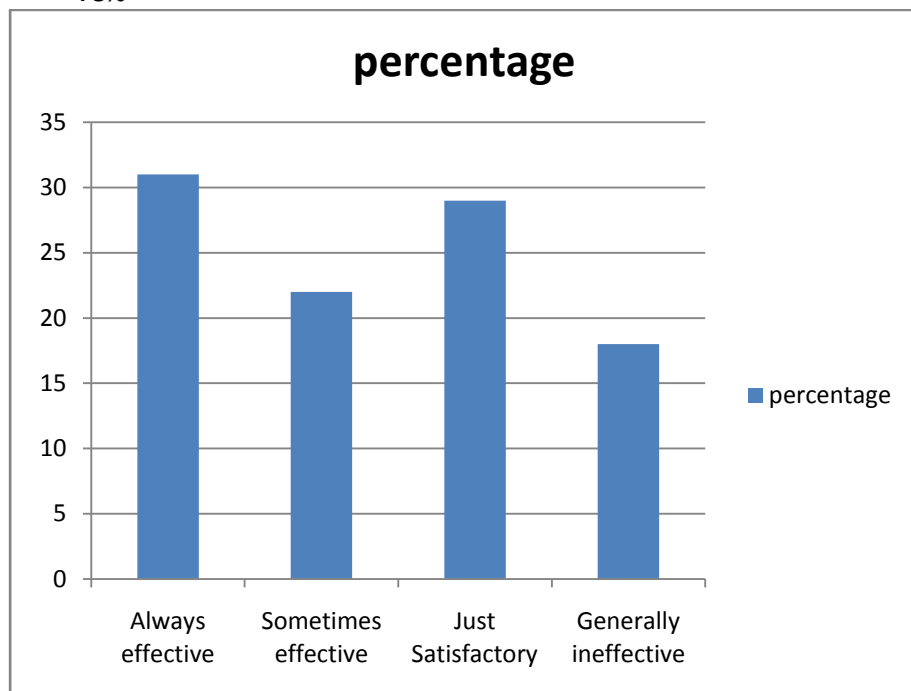
6. To what extent were you able to get material for the prescribed readings?
 a) Easily 31% b) With some difficulty 58% c) Not available at all 11%
 d) With great difficulty -



7. How well did the teacher prepare for the classes?
 a) Thoroughly 27% b) Satisfactory 62% c) Poorly 11% d) Indifferently -

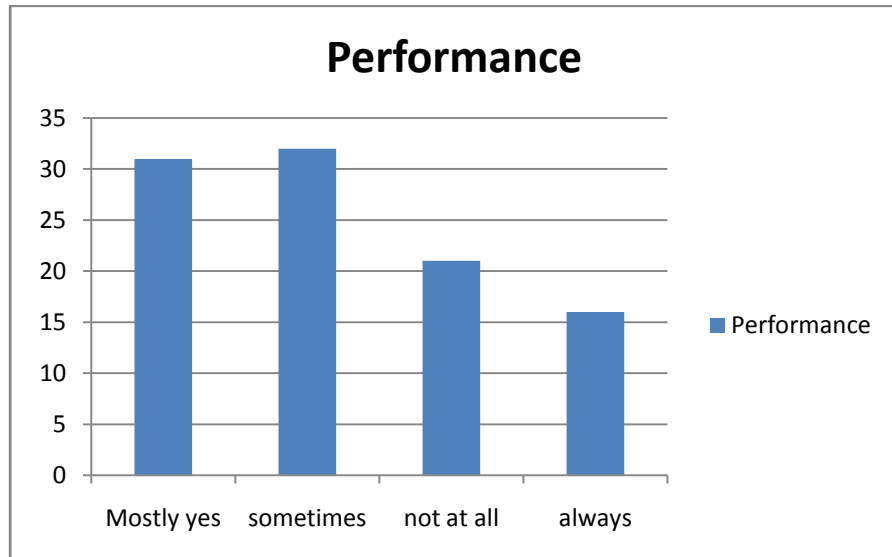


8. How well was the teacher able to communicate?
 a) Always effective 31% b) Sometimes effective 22% c) Just satisfactory 29%
 d) Generally ineffective 18%



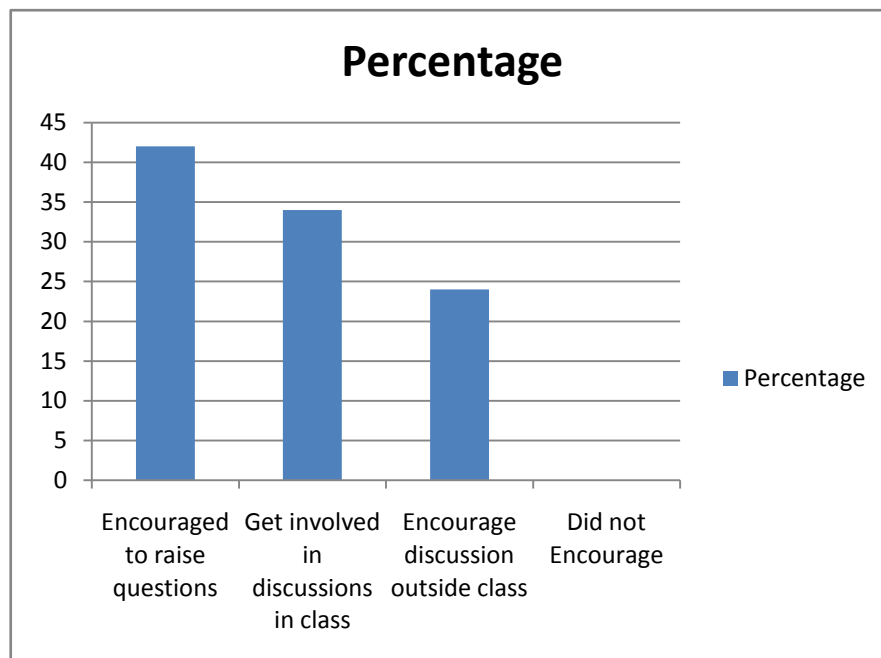
9. How far the teacher encourages student participation in class?

- a) Mostly yes 31% b) Sometimes 32% c) Not at all 21% d) Always 16%



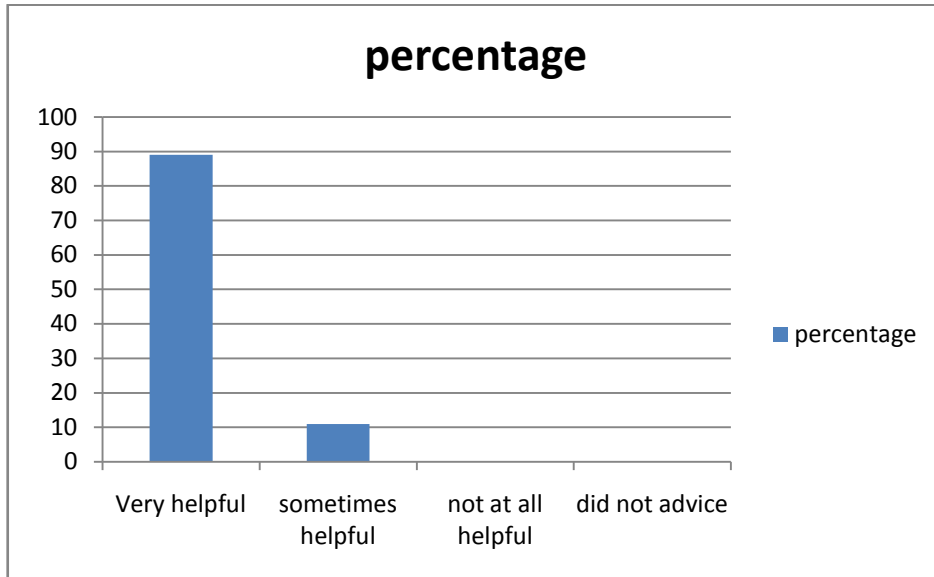
10. If yes, which of the following methods are used?

- a) Encouraged to raise questions 42% b) Get involved in discussions in class 34%
 c) Encourage discussion outside class 4% d) Did not encourage -



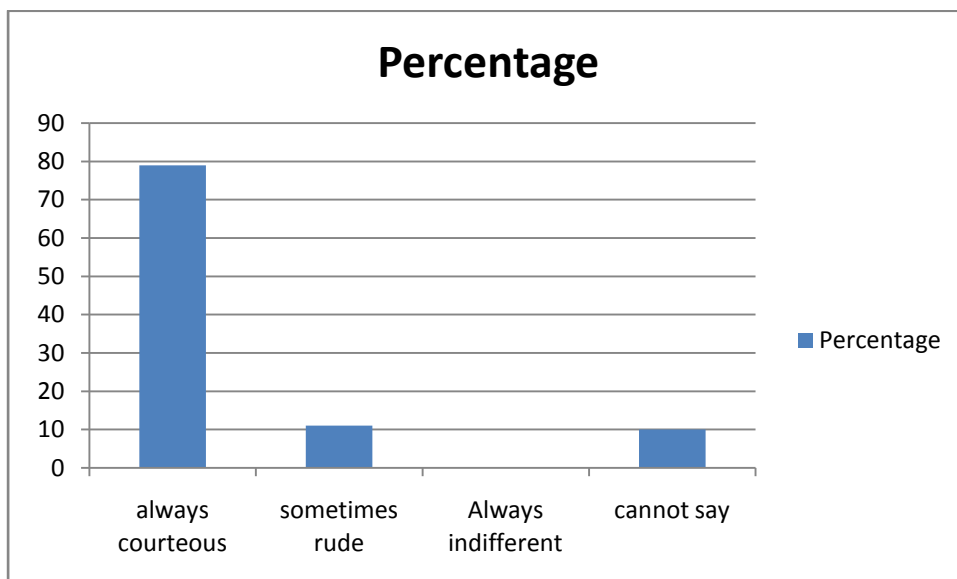
11. How helpful was the teacher in advising?

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



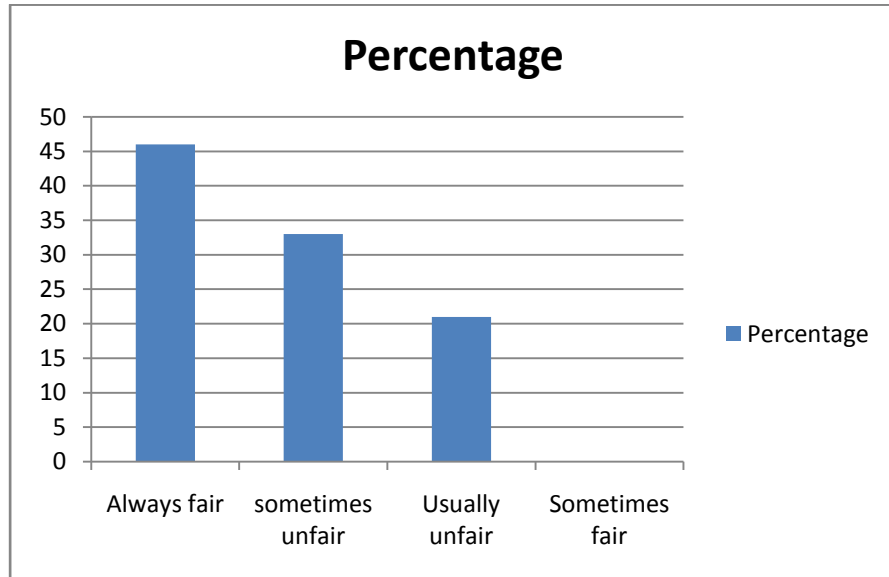
12. The teacher's approach can best be described as:

- a) Always courteous 78%
- b) Sometimes rude 11%
- c) Always indifferent -
- b) Cannot say 10%



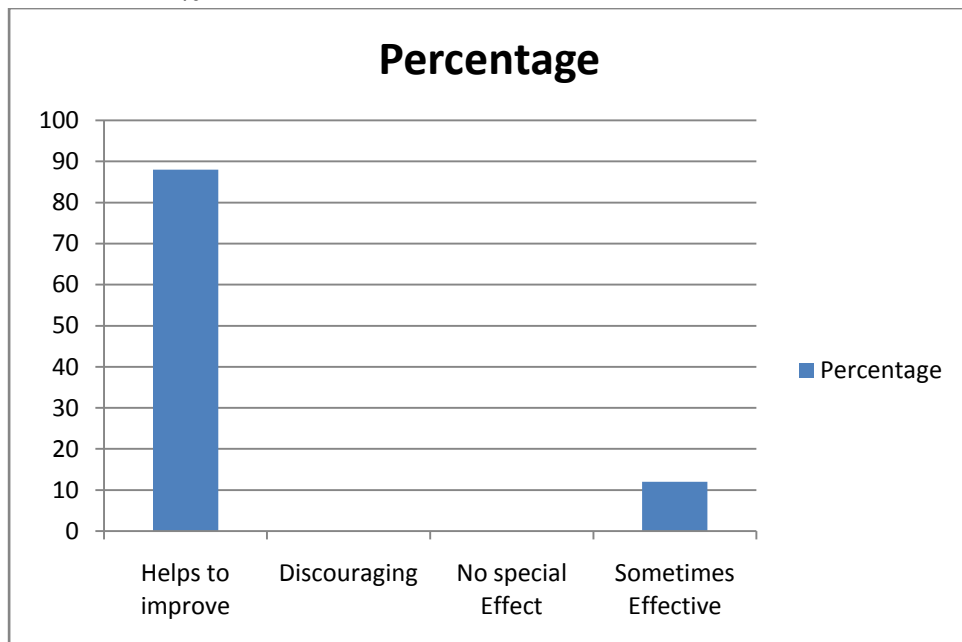
13. Internal assessment was:

- a) Always fair 46% b) Sometimes unfair 33% c) Usually unfair 21% d) Sometimes fair -



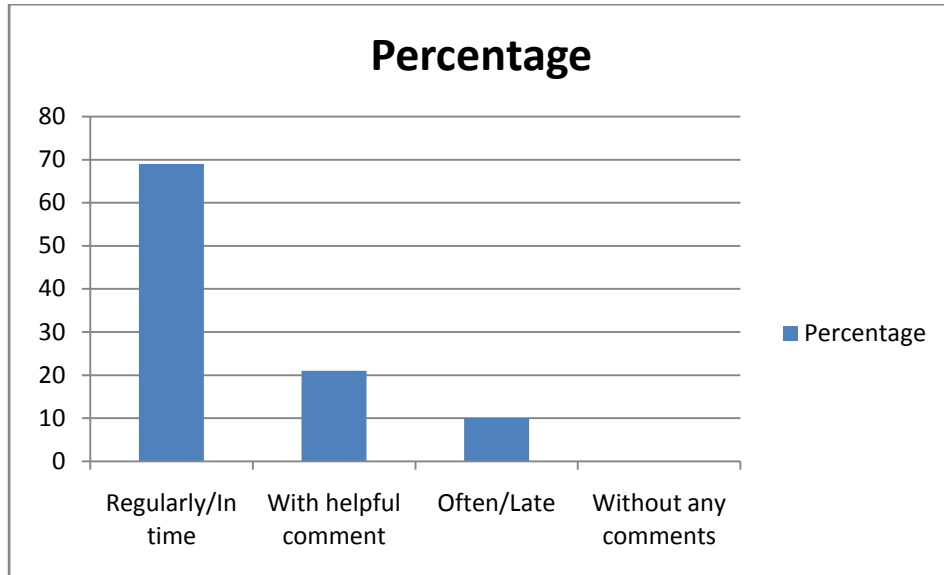
14. What effect do you think the internal assessment will have on your course grade?

- a) Helps to improve 88% b) Discouraging - c) No special effect -
b) Sometimes effective 12%



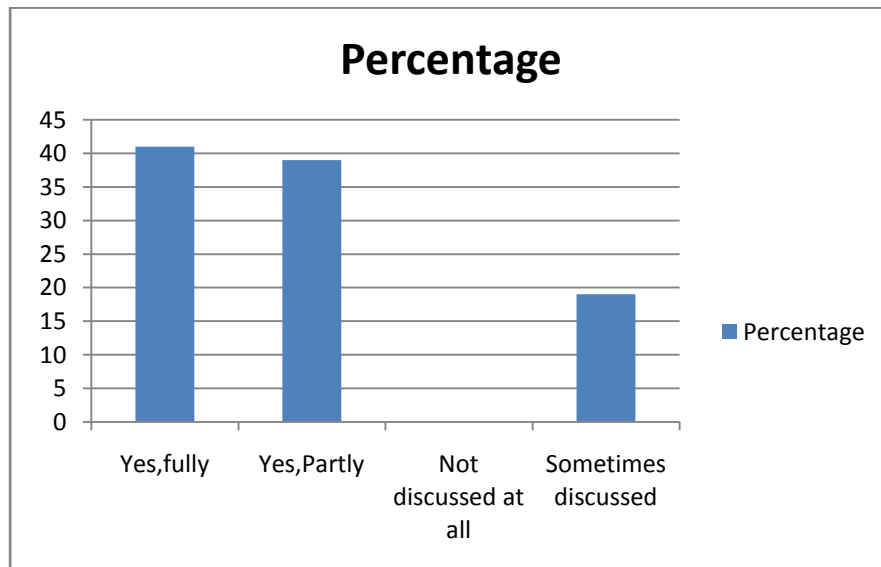
15. How often did the teacher provide feedback on your performance?

- a) Regularly / in time b) With helpful Comment
- 69% 21%
- c) Often/late d) Without any comments
- 10% -



16. Were your assignments discussed with you?

- a) Yes , fully b) Yes, Partly c) Not discussed at all
- 41% 39% -
- d) Sometimes discussed
- 19%



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

a) Yes 35% b) No 65% c) If yes , was it helpful - d) No -

