



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

**DEPARTMENT OF IQAC (INTERNAL QUALITY ASSURANCE CELL)
FOR THE ACADEMIC SESSION 2013-2014**

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

During this session the internal quality assurance cell of the Trikuta College of Education continued 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 supplementing of providing quality education to be imparted. It took its all stakeholders into confidence while formulating its programs.

The Objectives achieved during the session 2013-14

- It maintained quality as per the standards enforced by various accrediting agencies like NAAC and ISO.
- The plans were chalked at the beginning of the year, conducted mid-session reviews and their Outcome achieved has transferred and accessed.
- The internal audits for reviewing the quality management system.
- It liasoned both with established organizations and individuals who are directly or indirectly connected with imparting teachers training quality programs.
- The feedback collected from the students regarding various facilities and services being provided in the college and made Improvements in the light of the feedback.
- It held workshops, seminars, conferences, guest lectures, training programs and promotion of quality circles
- It implemented the quality processes with proper documentation as enshrined in the quality manual.
- It prepared progress reports to the accrediting agencies regarding the achievements and continuous improvement of the College in terms of quality standards.
- It provided consultancy for quality assurance in collaboration with other institutions and accrediting agencies.

Achievements

- Quality being held as benchmark became a tool for evolution for Development of various activities of the college.
- It prepared and submitted Annual Quality Assurance Report (AQAR) Preparation and its submission explaining the achievement made.

- It is bettered and made efficient its functioning and performance of the college in different spheres of activities on the basis of the valuable feedback received from students, faculty and parents.
- As these became instrumental in introducing innovative practices like practicum sessions, use of ICT in teaching and Learning and continuous feedback system which have won appreciation.

A INSIDE 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 also used to improve upon the teaching learning process and college functioning. The emphasis of developmental, which are 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 which 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 was achieved. 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 was 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 were also made available on different teaching subjects from class VI to IX, which were 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 number of available 10+2 secondary school in the near vicinity and much provides the necessary resources for conducting the teaching practice program for teacher trainees. The trainees conducted 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 is managed by trained professionals assisted in providing guidance and support to the students by the teaching faculty. The students and areas of deficiency are identified and conducted orientations programs and arrange expert's 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 take 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. These students were provided additional inputs 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 were conducted for advance learners as well. The self-study materials for enrichment and remediation were encouraged to be used by the students for creative abilities.

Skill Development Program

The college 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 were also conducted from time to time on the basis of needs identified after administering the Training Need Analysis (TNA) Questionnaire. These programs helped 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.

Games & Co-Curricular Facilities

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

Uninterrupted Power Supply

To ensure continuous supply of electricity in the college, a generator with suitable capacity provides uninterrupted power to the institution.

CENTRE FOR EDUCATIONAL TECHNOLOGY

The Centre for Educational Technology 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 become a catalytic platform for making information and communication technologies effective tools for educational transformation. It devoted for 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 provided specially addressed content material, instructional programs, Computer Assisted Instructions, Computer Based Teaching, audio and video lectures, movies, cable telecast, live programs and other related software were utilized for enrich teaching and learning. The institution has started an ambitious Electronic Classroom Project for school students through which teacher trainees learned how 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 were achieved.
- It enabled students and teachers and educators for using ICT for enhancing their effectiveness.
- It benefited students and teachers 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 2013-14
COMMENCED FROM NOVEMBER, 2013**

TEACHING STAFF

S.no.	Name of Teaching staff	Designation	Qualification
1.	Prop. Hakim Singh	Principal	M.A.(Phy.Edu.),B.Ed.
2.	Ms.Ekita Mahajan	Lecturer	B.Sc., M.Ed.
3.	Ms. Neraly Sharma	Lecturer	M.A.(Hindi), B.Ed.
4.	Ms. Rekha	Lecturer	B.Sc., M.Ed.
5.	Ms. Simi Gupta	Lecturer	M.A.(Pol. Sc.), B.Ed.
6.	Ms. Devita Bawa	Lecturer	M.A.(Eng.), M.Ed.

Recruitment of Teaching staff from november staff November, 2013

S.no.	Name	Designation	Joined on.	Qualification
1.	Ms.Simi Gupta	Lecturer	19-11-2013	M.A.(Pol. Sc.), B.Ed.
2.	Ms. Devita Bawa	Lecturer	19-11-2013	M.A.(Eng), M.Ed.
3.	Ms. Sarika Sharma	Lecturer	4-12-2013	M.A.(socio), M.Ed.

**TRIKUTA COLLEGE OF EDUCATION,
NARDNI-RAIPUR, JAMMU
LIST OF NON-TEACHING STAFF, SESSION 2013-14
COMMENCED FROM NOVEMBER, 2013**

NON-TEACHING STAFF

S. NO.	NAME	DESIGNATION
1	Mr. Bikram Singh	S.O.
2	Mr. Ashwani Sharma	Asstt.Librarian
3	Mr.Varinder Singh	Driver
4	Mr. Surinder Singh	Peon
5	Mr. Ranjit Singh	Peon
6	Mr.Romesh Singh	Peon
7	Ms.Nagina Begum	Sweeper
8	Mr.Pawan Singh	Cook
9	Mr. Ashok Kumar	Cook
10	Mr. Mangat Ram	Helper
11	Ms. Rani	Helper
12	Mr. Pardeep Singh	Helper
13	Mr.Rakesh Kumar	Helper
14	Ms.Sharda Devi	Sweeper
15	Mr. Sham Lal	A.O.

Recruitment of non-teaching staff from November, 2013

S.NO.	NAME	DESIGNATION	JOINED ON.
1	Ms.Nagina Begum	Sweeper	1-11-2013
2	Ms.Kusum	Sweeper	9-7-2013
3	Ms.Bishno Devi	Helper	15-7-2013

**TRIKUTA COLLEGE OF EDUCATION ,
NARDANI, BANTALAB ROAD , JAMMU**

LIST OF STUDENTS ENROLLED SESSION 2013-14

Roll Number	Student Name
1.	Pratibha Panwar
2.	Simran Kaur
3.	Shweta Sharma
4.	Manjeet Singh
5.	Cherry Mehra
6.	Meenakshi
7.	Seema Bhatia
8.	Pooja Devi
9.	Sandeep Kaur
10.	Ravneet Kaur Gulati
11.	Harmeet Kaur
12.	Anu Preet Kaur
13.	Mannu
14.	Jashanjit Kaur
15.	Ritika
16.	Mehak Bakshi
17.	Manpreet Kaur
18.	Parminder Kaur
19.	Lovepreet Kaur
20.	Sakshi Chadha
21.	Bhawana Devi
22.	Gurmeet Kaur Gill
23.	Ashok Kumar Yadav
24.	Shivani Verma
25.	Tania Sharma
26.	Harpreet Kaur Arora
27.	Mamta Sharma
28.	Harsimran Kaur
29.	Anjeel Singh
30.	Pawan Kumar
31.	Neha Jamwal
32.	Pooja Devi
33.	Deepika
34.	Namrata Singh

35.	Neha Chaurasia
36.	Jarnail Singh
37.	Ruhi
38.	Ravi Kumar
39.	Neelu Bhambri
40.	Gaury Sharma
41.	Kanika Khajuria
42.	Sapna Goswami
43.	Sonam Rai
44.	Shilpa
45.	Meenu Kesar
46.	Gurjeet Kaur
47.	Paramjeet Kaur
48.	Akhilesh Kumar
49.	Rupinder Kaur
50.	Balraj Kaur
51.	Reminder Kaur
52.	Guneet
53.	Amod Kumar
54.	Rinku Manhas
55.	Lekh Raj
56.	Gagandeep Sharma
57.	Rajwinder Kaur
58.	Ajay Teotia
59.	Neetu Mehta
60.	Manbir Kaur
61.	Sonia
62.	Monika
63.	Richa
64.	Raj Kumar
65.	Neel Kumar
66.	Jaswinder Kaur
67.	Rajni
68.	Jasdeep Kaur
69.	Ramanbir Kaur
70.	Ramchij Prajapati
71.	Sakshi Sharma
72.	Shiwani Mahajan
73.	Rajinder Kaur
74.	Ruchika Vadhera

75.	Veena
76.	Amandeep Kaur
77.	Manpreet Kaur
78.	Anchal Vij
79.	Sunita Rani
80.	Megha Rambani
81.	Radhika Arora
82.	Sapna Kumari
83.	Bhumika Chandan
84.	Gaja Nand Yadav
85.	Savita Rathore
86.	Priya Tickoo
87.	Prem Lata
88.	Rajiv Dogra
89.	Hem Raj Yadav
90.	Dharam Dev
91.	Anita Sharma
92.	Amit Kumar
93.	Sanju Bhat
94.	Rachna Sharma
95.	Vaishali Sharma
96.	Ajeet Singh
97.	baljinder Kaur
98.	Ashima Kinra

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

FOR THE YEAR 2013-14

S.No.	No.Of Students Enrolled	No. Of Students Appeared	No. Of Students Passed	Distinction	1st Division	2nd Division
Result awaited from Jammu University						

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

FOR THE YEAR 2013-14

S.no.	University overall %age	Institution result %age	Overall %age
Result awaited			

TRIKUTA COLLEGE OF EDUCATION
NARDANI-RAIPUR, JAMMU
LIBRARY STATEMENTS

LIBRARY BOOKS PURCHASED FOR THE SESSION 2013-14

S. NO.	SESSION	AMOUNT
1	2012-13(valued books as of 2012)	₹ 5,30,714.00
2.	2013-14(value of books)	NIL
Total value of books		₹ 5,30,714.00

FEEDBACK PERFORMA 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.	Prathibha Panwar	15	11	4	73.3%	26.7%
2.	Simran Kaur	15	14	1	93.3%	6.7%
3.	Shweta Sharma	15	13	2	86.7%	13.3%
4.	Manjeet Singh	15	12	3	80%	20%
5.	Cherry Mehra	15	12	3	80%	20%
6.	Pooja Devi	15	12	3	80%	20%
7.	Mannu	15	9	6	60%	40%
8.	Ritika	15	11	4	73.3%	26.7%
9.	Mehak Bakshi	15	10	5	66.7%	33.3%
10.	Sakshi Chadha	15	13	2	86.7%	13.3%
11.	Shivani Verma	15	12	3	80%	20%
12.	Tania Sharma	15	10	5	66.7%	33.3%
13.	Mamta Sharma	15	12	3	80%	20%
14.	Gaury Sharma	15	13	2	86.7%	13.3%
15.	Kanika Khajuria	15	10	5	66.7%	33.3%
16.	Akhilesh Kumar	15	10	5	66.7%	33.3%
17.	Raj Kumar	15	10	5	66.7%	33.3%
18.	Neel Kumar	15	11	4	73.3%	26.7%
19.	Sakshi Sharma	15	12	3	80%	20%
20.	Veena	15	9	6	60%	40%
21.	Radhika Arora	15	12	3	80%	20%
22.	Priya Tickoo	15	9	6	60%	40%
23.	Prem Lata	15	8	7	53.3%	46.7%
24.	Rajiv Dogra	15	9	6	60%	40%
25.	Anita Sharma	15	6	9	40%	60%
26.	Amit Kumar	15	13	2	86.7%	13.3%
27.	Sanju Bhat	15	8	7	53.3%	46.7%
28.	Rachna Sharma	15	14	1	93.3%	6.7%
29.	Vaishali Sharma	15	14	1	93.3%	6.7%
30.	Ashima Kinra	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.	Anchal Vij	14	13	01	92.9%	7.1%
2.	Sapna Kumari	14	11	03	78.6%	21.4%
3.	Savita Rathore	14	14	-	100%	-
4.	Bhumika Chandan	14	14	-	100%	-
5.	Sonam Rai	14	14	-	100%	-
6.	Meenu Kesar	14	11	03	78.6%	21.4%
7.	Amod Kumar	14	14	-	100%	-
8.	Rinku Manhas	14	14	-	100%	-
9.	Gagandeep Sharma	14	11	03	78.6%	21.4%
10.	Sonia	14	11	03	78.6%	21.4%
11.	Monika	14	13	01	92.9%	7.1%
Total		154	140	14	90.9%	9.1%

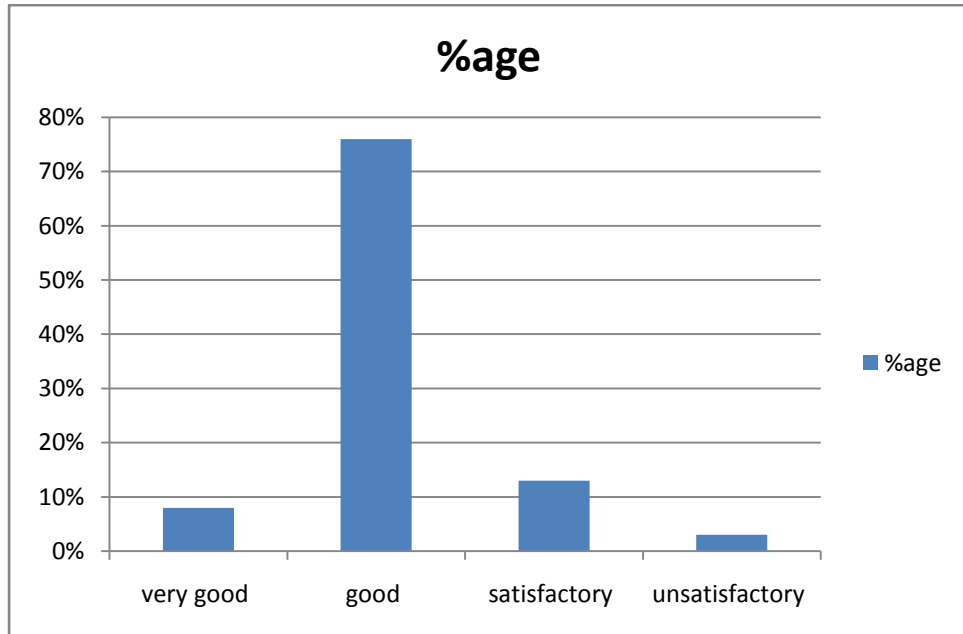
FEEDBACK FROM STUDENTS

COURSE-1

PARAMETERS	(A) Very Good	(B) Good	(C) Satisfactory	(D) Unsatisfactory
1. Depth of the course content including project work if any	8%	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



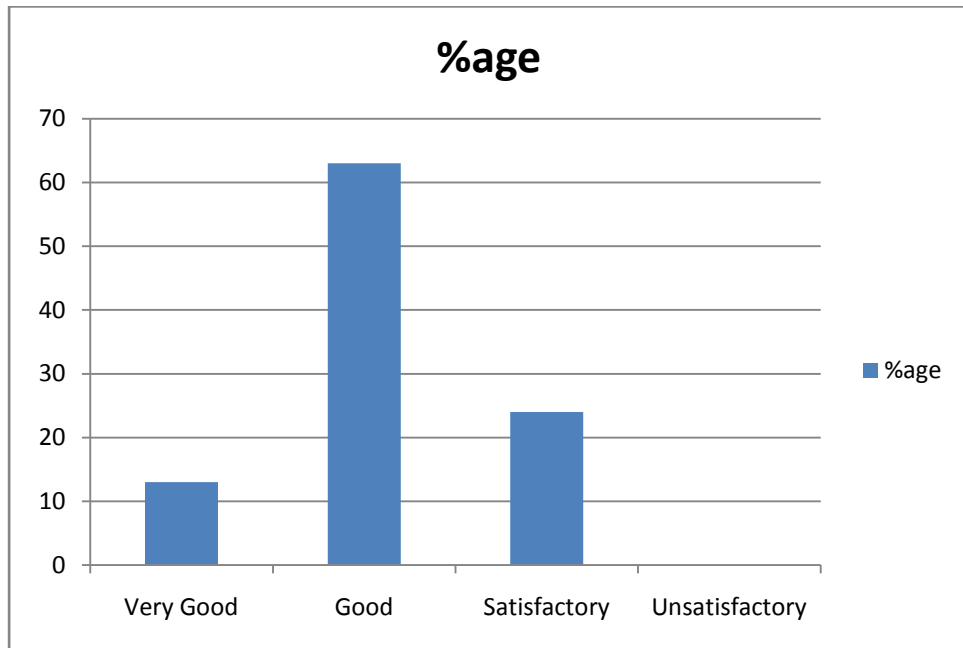
3. Applicability/relevance to real life situations



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



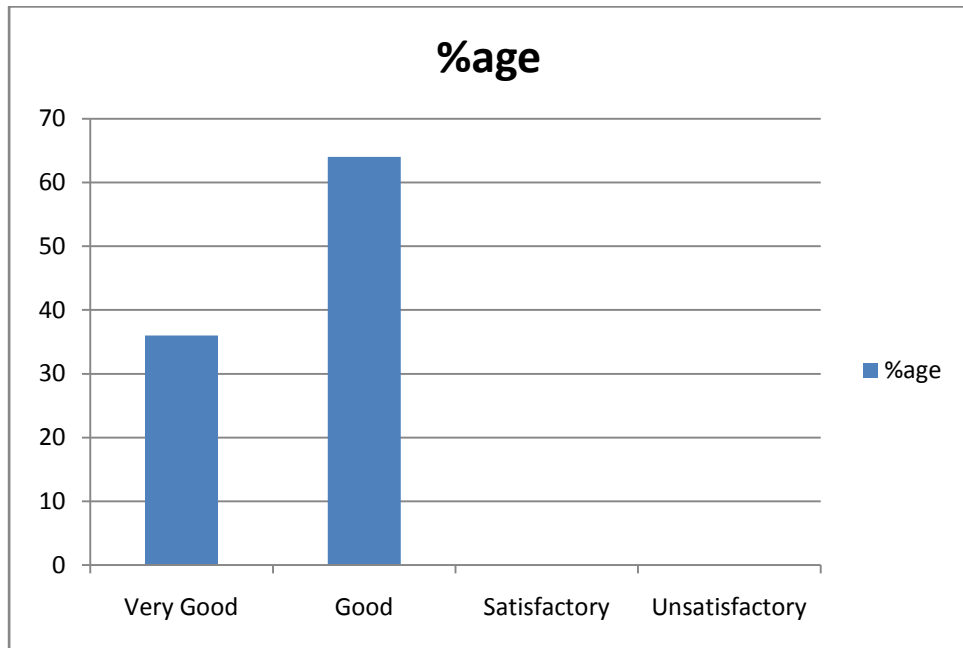
5. Clarity and relevance of textual reading material



6. Relevance of additional source material(library)



7. Extent of effort required by students



8. Overall rating



STUDENT FEEDBACK ON TEACHERS

Department: Education

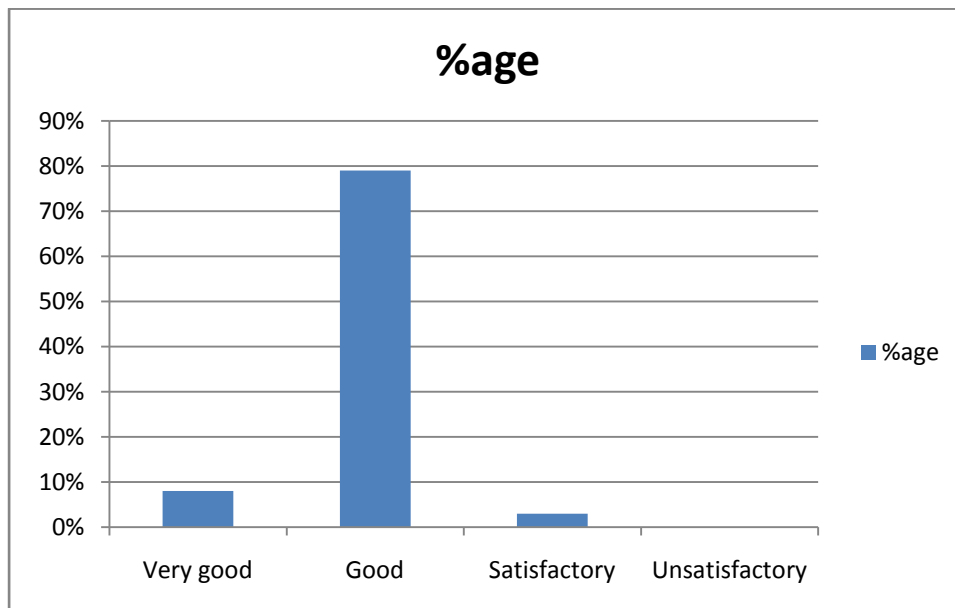
PARAMETERS	(A) Very Good	(B) Good	(C) Satisfactory	(D) Unsatisfactor y
1. Knowledge base of teacher (as perceived by you)	21%	73%	6%	-
2. Communication Skills (in terms of articulation and comprehensibility)	8%	79%	3%	-
3. Sincerity/Commitment of the teacher	86%	14%	-	-
4. Interest generated by the teacher	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

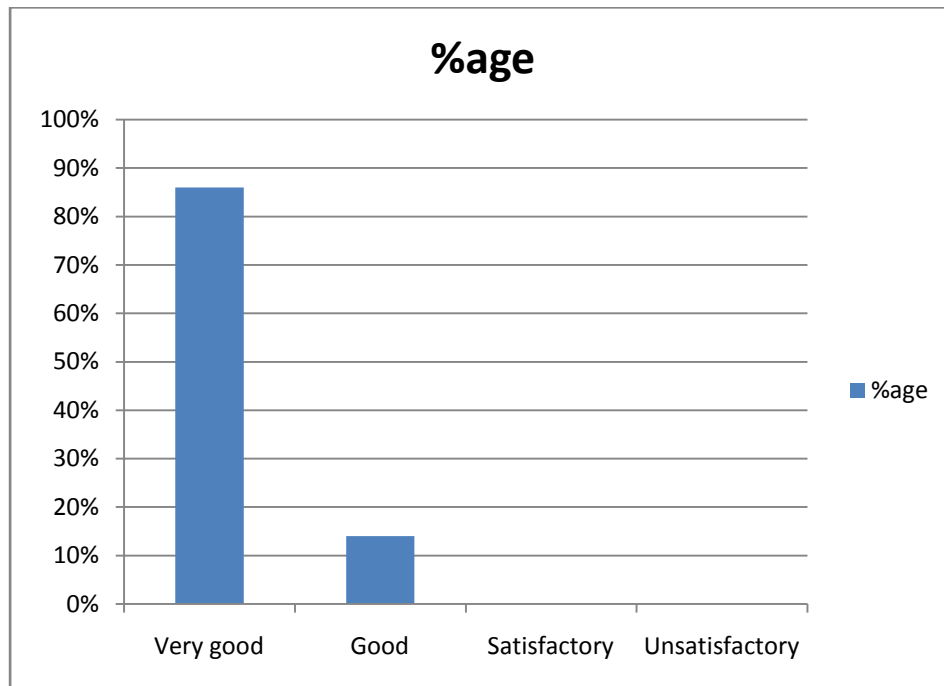
1. Knowledge base of teacher(as perceived by you)



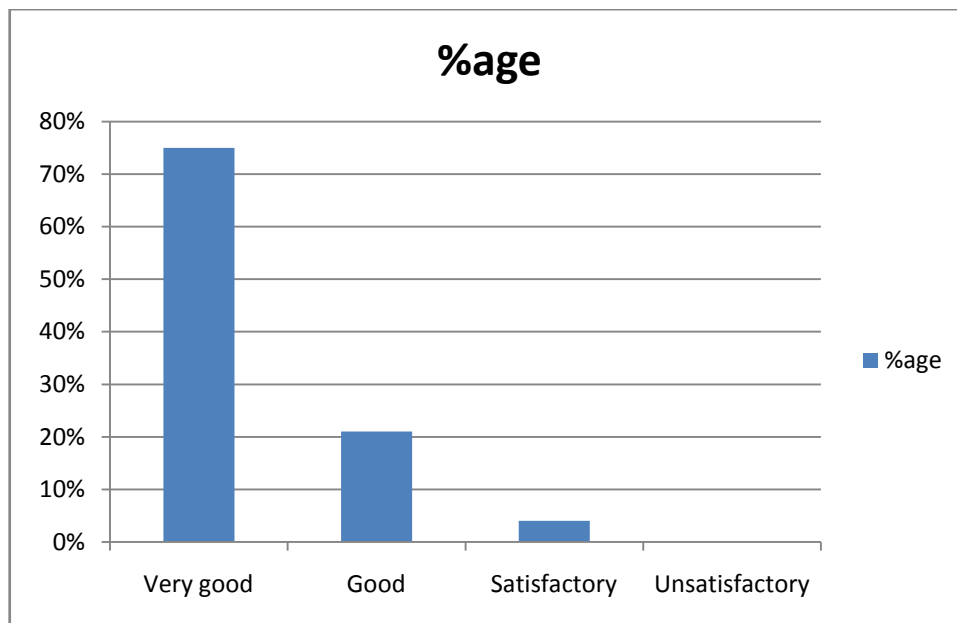
2. Communication skills(in terms of articulation and comprehensibility)



3. Sincerity/Commitment of the teacher



4. Interest generated by the teacher



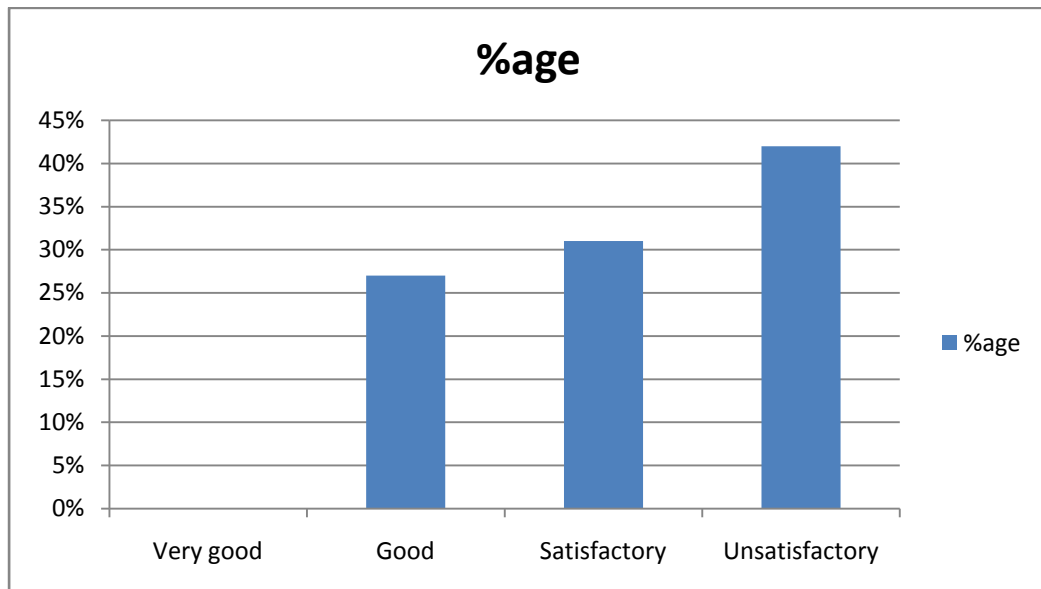
5. Ability to integrate course material with environment/other issues, to provide a broader perspective.



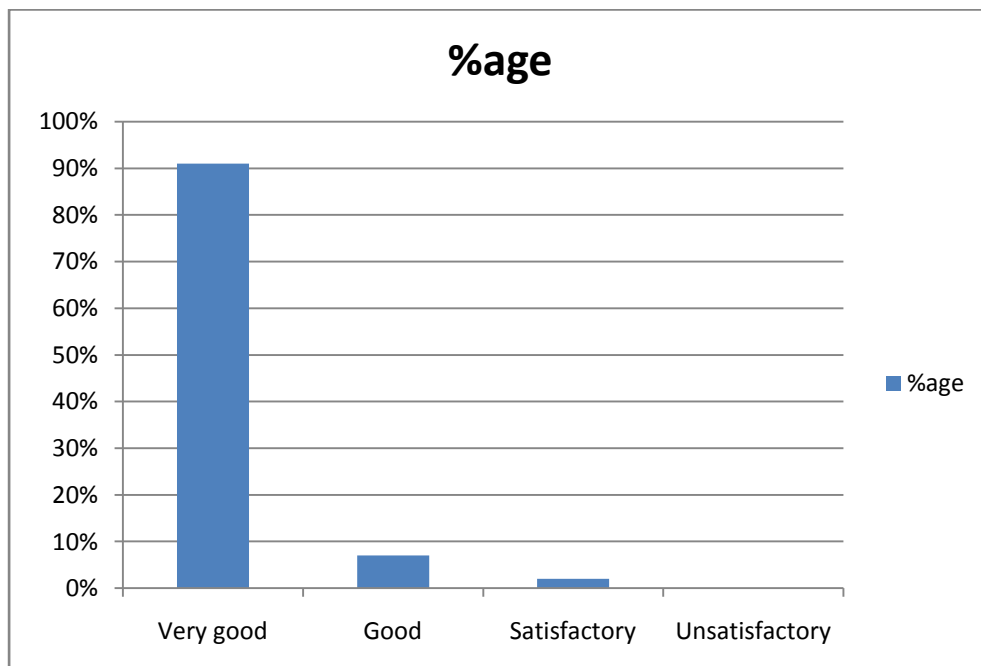
6. Ability to integrate content with other courses



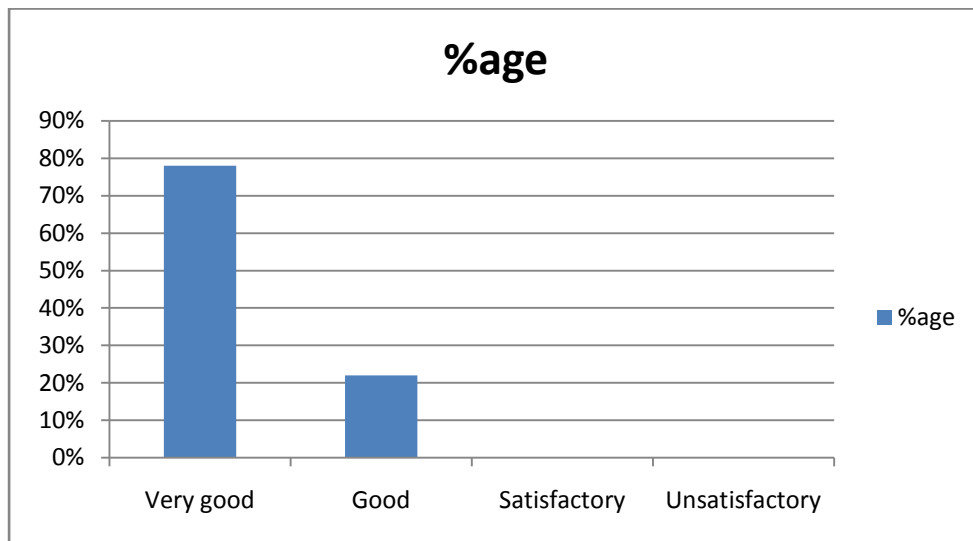
7. **Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)**



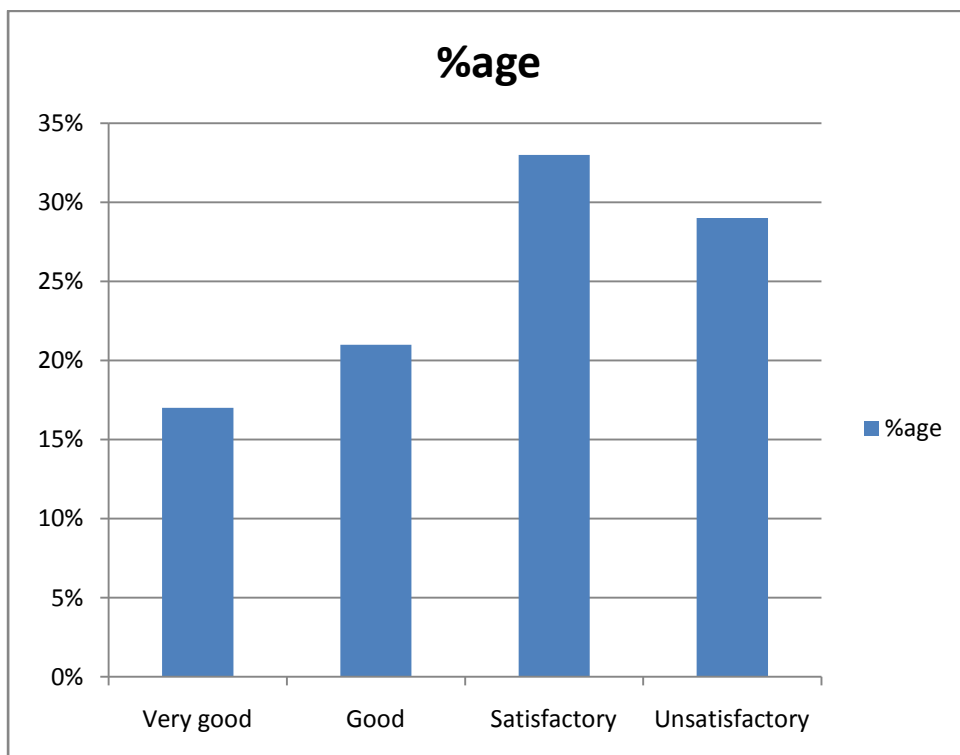
8. **Ability to design quizzes/Tests/assignments/examinations and projects to evaluate students understanding of the course**



9. Provision of sufficient time for feedback



10. Overall rating



Students Overall Evaluation of the Programme and Teaching

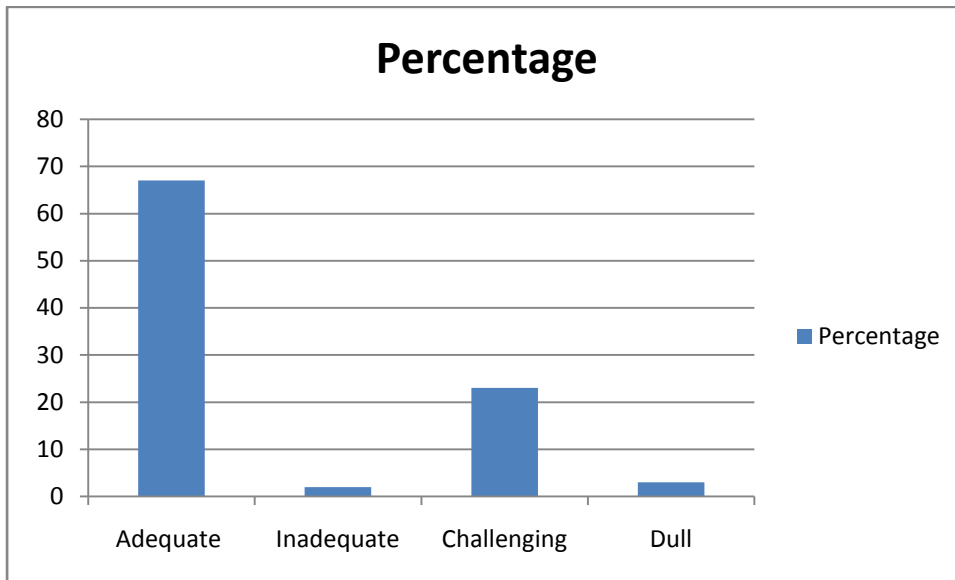
Department: Education

Course: B. Ed.

Year: 2013-14

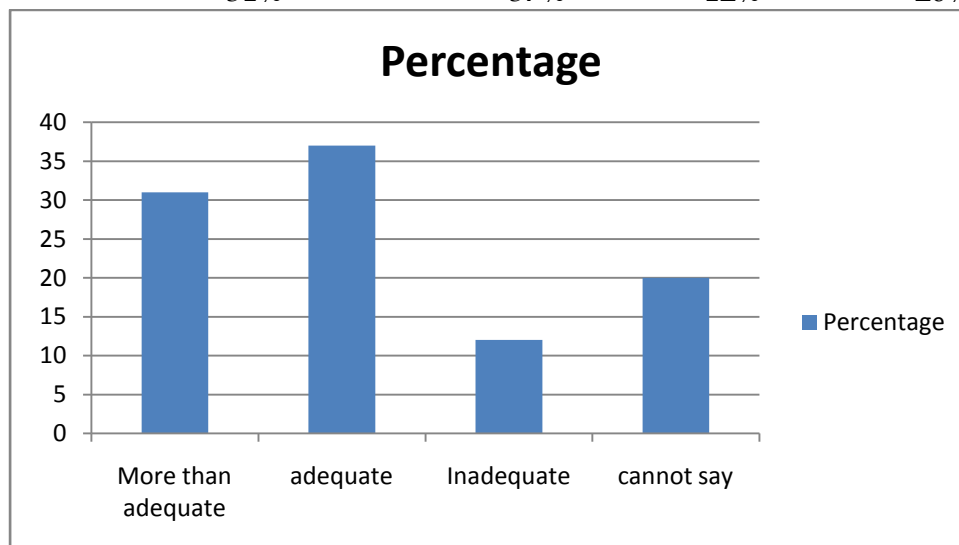
Q1. The syllabus of each course was:

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



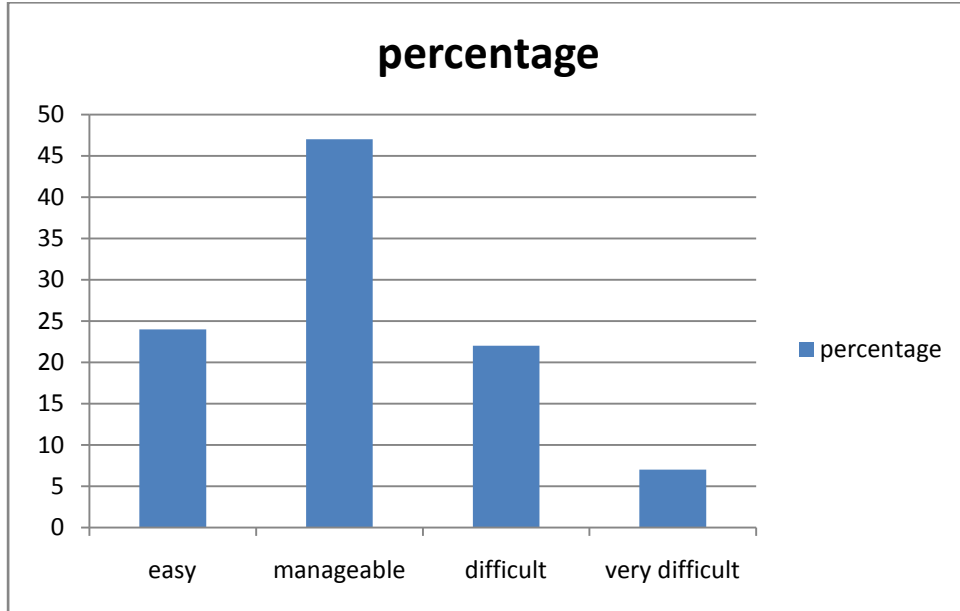
Q2. Background for benefiting from the course was:

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



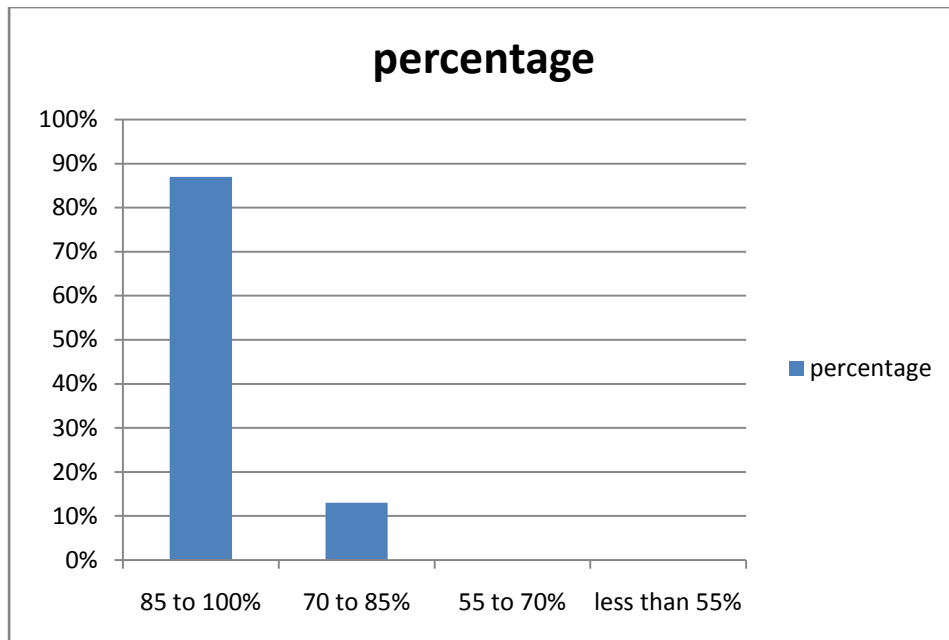
Q3. Was the course easy or difficult to understand?

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



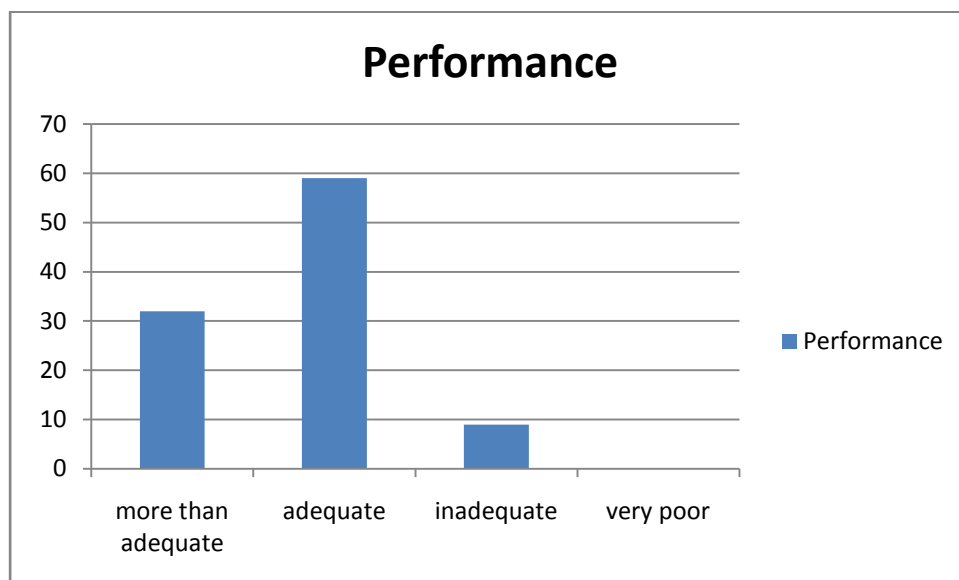
Q4. How much of the syllabus was covered in the class:

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



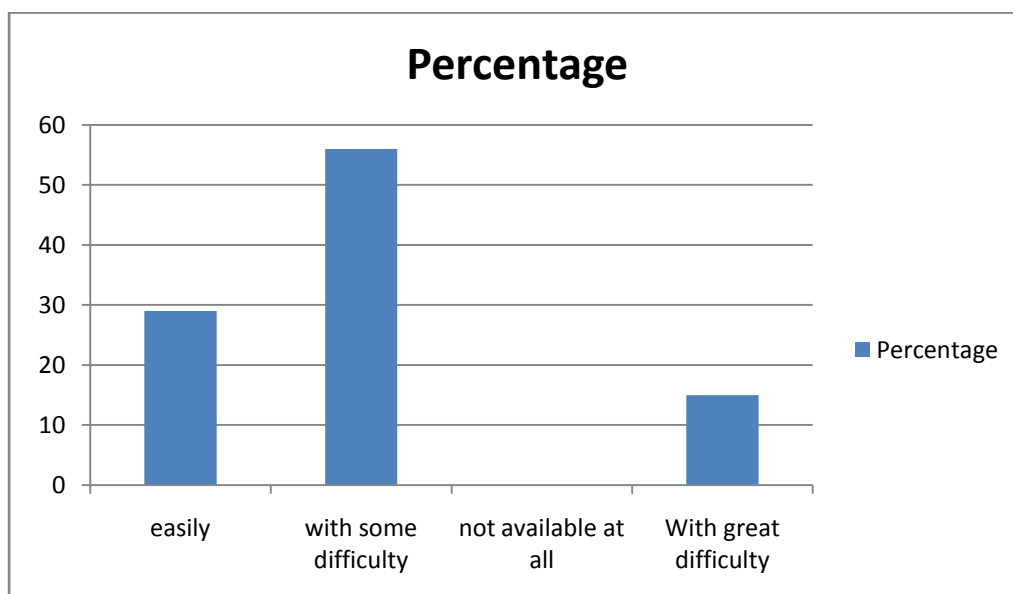
Q5. What is your opinion about the library material and facilities for the course?

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



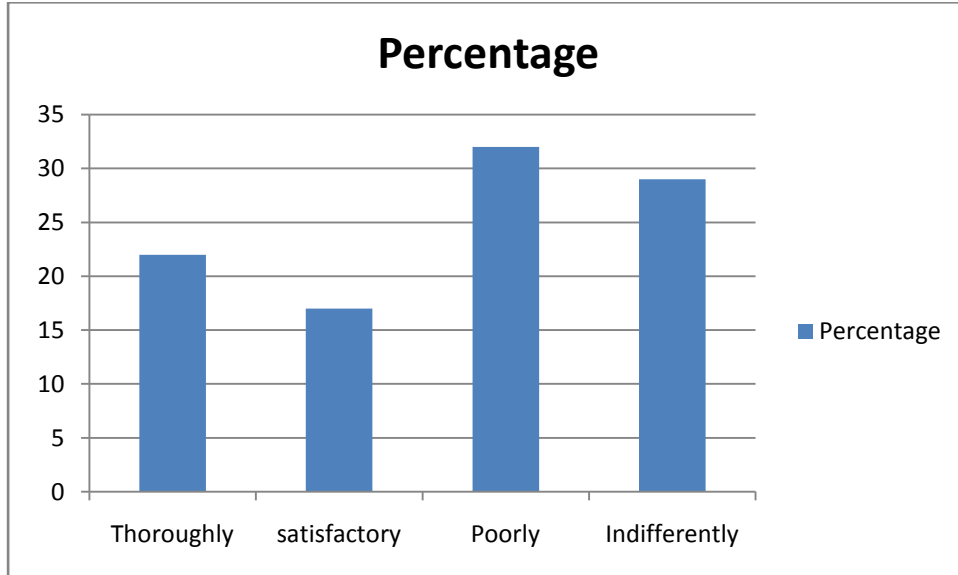
Q6. To what extent were you able to get material for the prescribed readings?

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



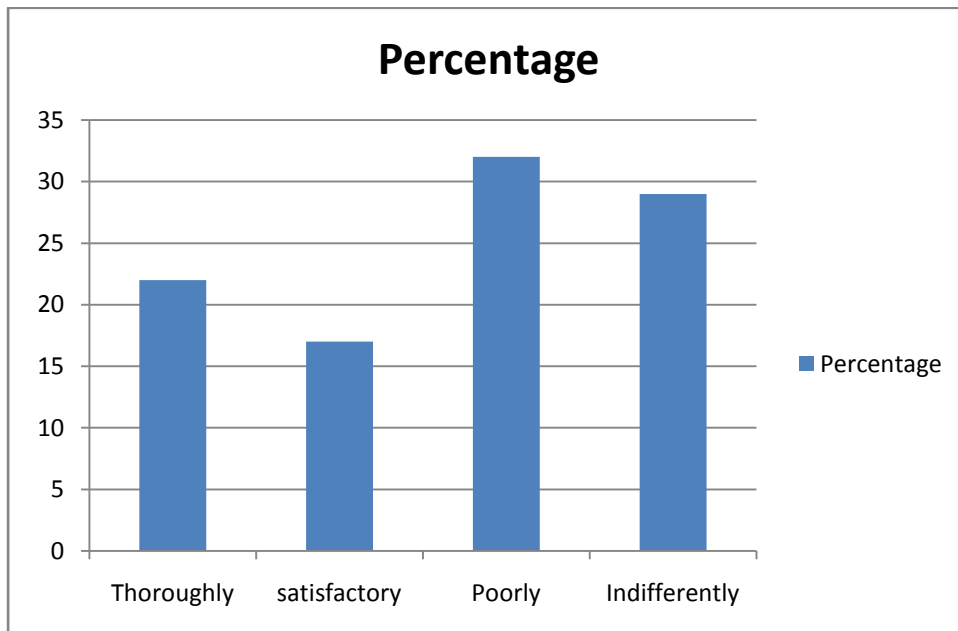
Q7. How well did the teacher prepare for the classes?

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



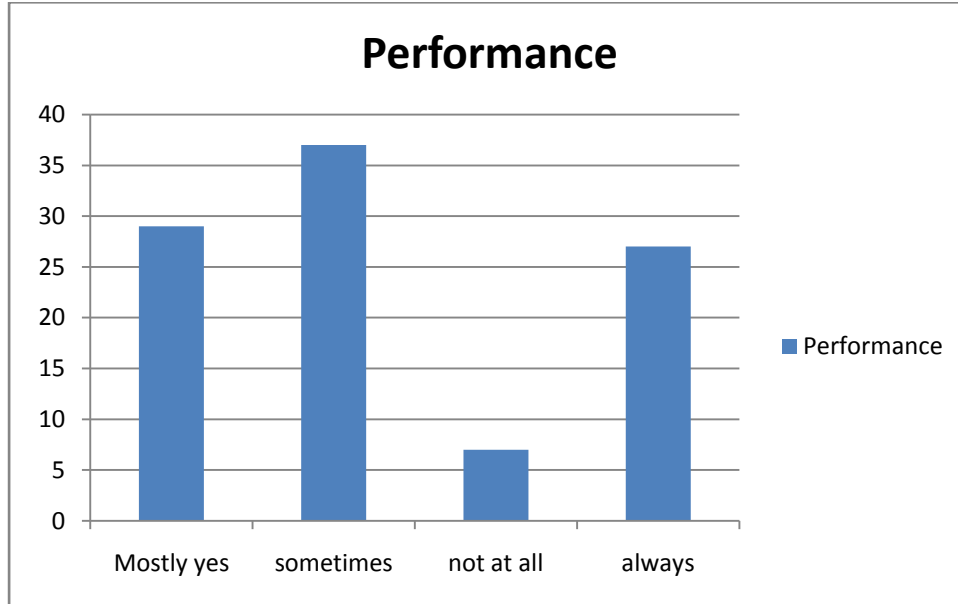
Q8. How well was the teacher able to communicate?

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



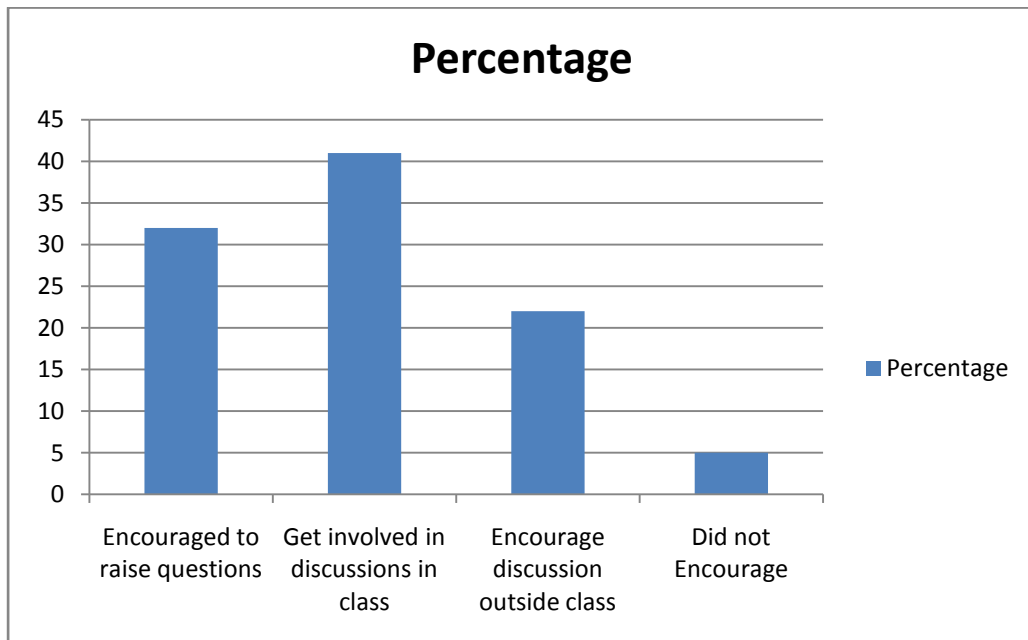
9. How far the teacher encourages student participation in class?

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



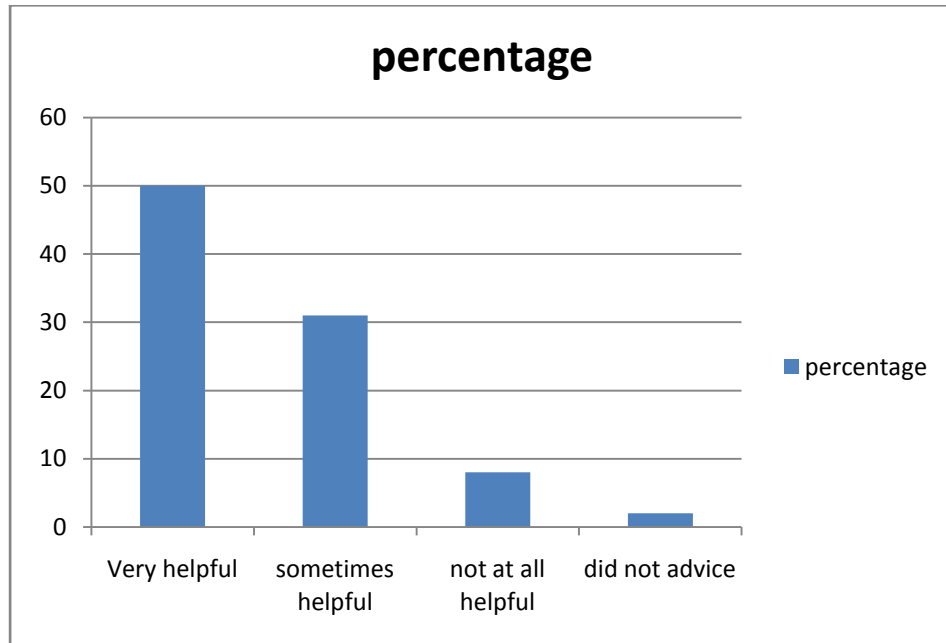
Q10. If yes, which of the following methods are used?

- 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%



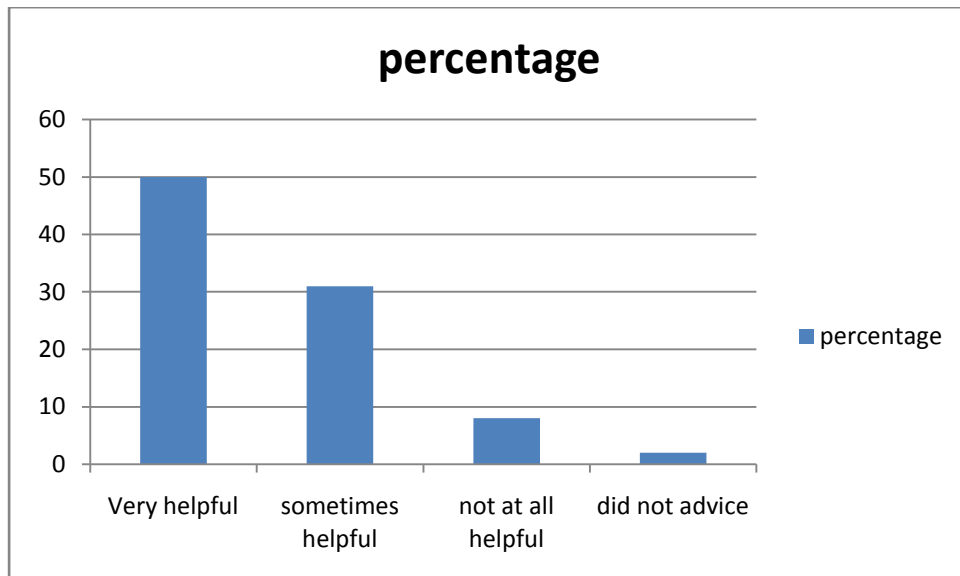
Q11. How helpful was the teacher in advising?

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



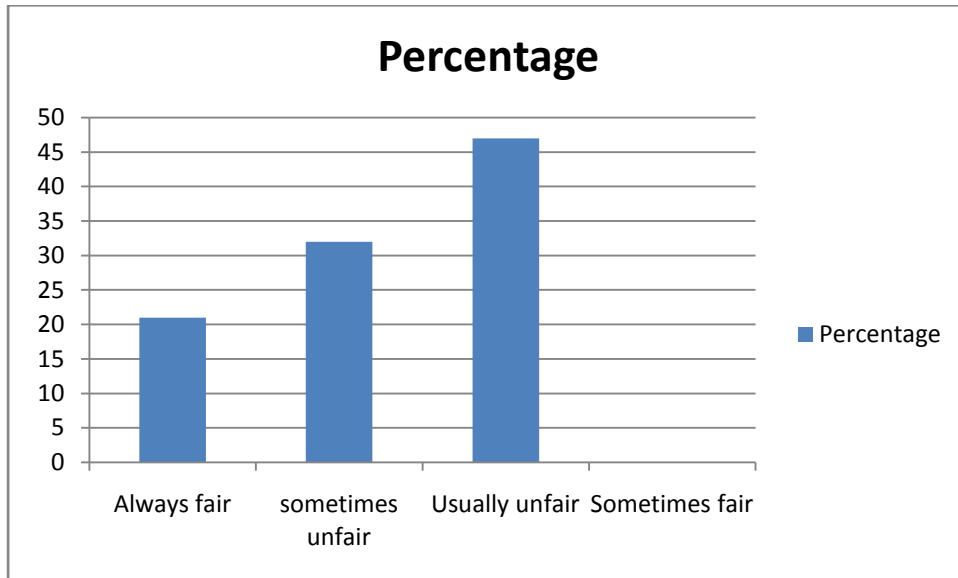
Q12. The teacher's approach can best be described as:

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



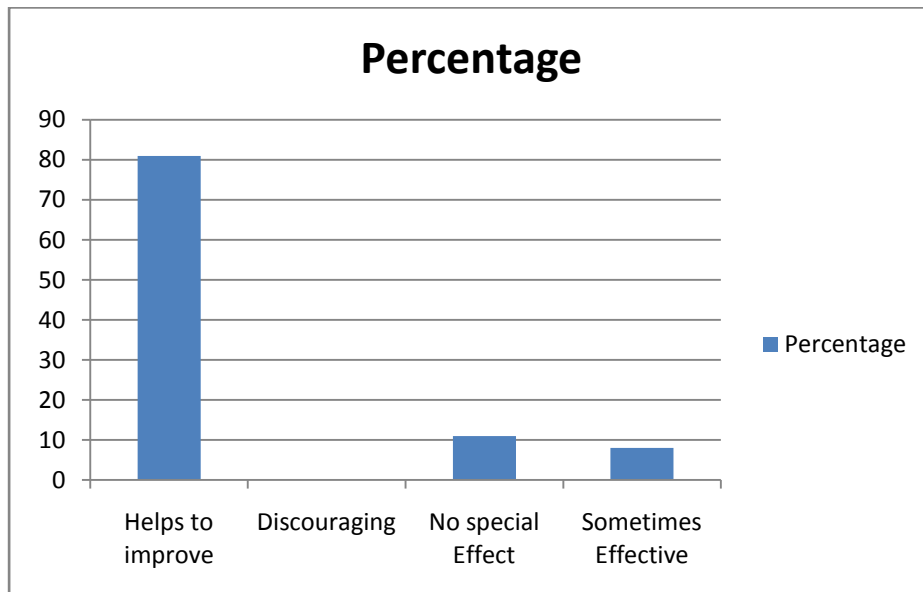
Q13. Internal assessment was:

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



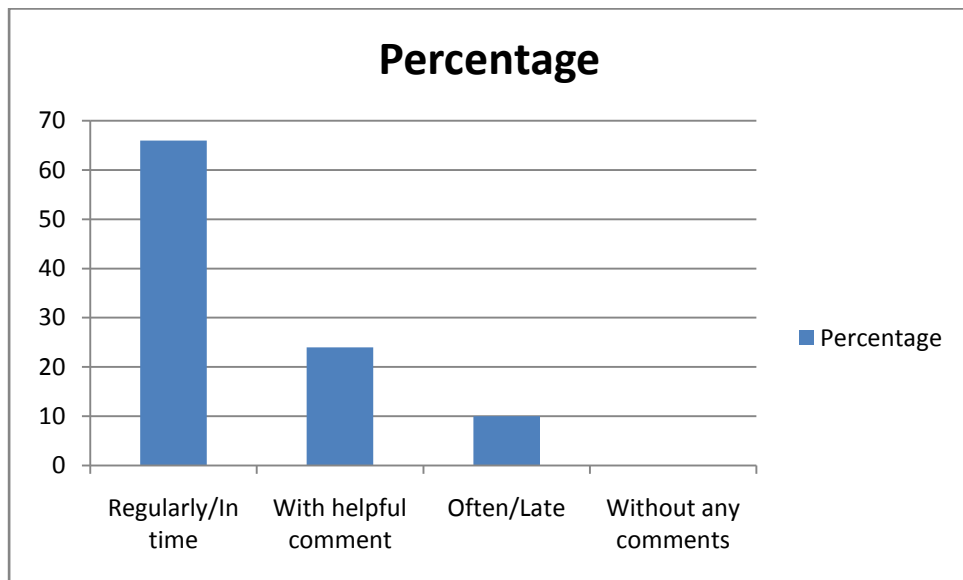
Q14. What effect do you think the internal assessment will have on your course grade?

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



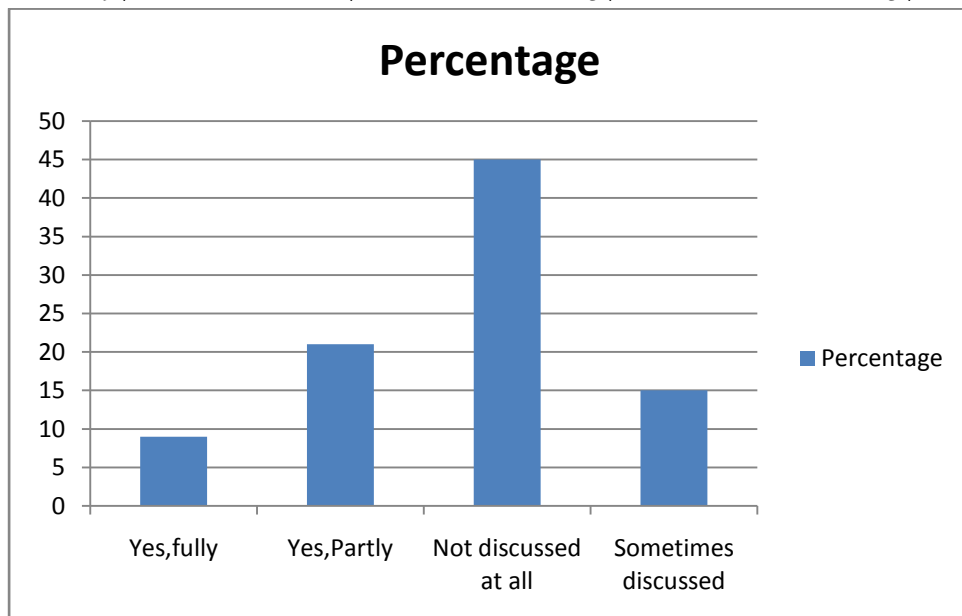
Q15. How often did the teacher provide feedback on your performance?

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



Q16. Were your assignments discussed with you?

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



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

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

