

**REWA COLLEGE OF EDUCATION**  
**REWA**

**SELF APPRASIAL REPORT**

**SUBMITTED TO**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**REWA COLLEGE OF EDUCATION**  
**NH-7, ALLAHBAD ROAD, RATHARA, REWA,**

Phone NO. 07662-296327, Fax NO. 07662-231285

Website: [www.rewabed.com](http://www.rewabed.com), email:rewacollegeeducation.yahoo.in

# REWA COLLEGE OF EDUCATION

NH-7, ALLAHBAD ROAD, RATHARA, REWA

Phone NO. 07662-296327, Fax NO. 07662-231285

Website: [www.rewabed.com](http://www.rewabed.com), email:rewacollegeeducation.yahoo.in

---

Ref No NAAC/RCE/2013-14

Date 28-09-2013

TO,

The Director

National Assessment and accreditation Council

P.O.Box No. 1075

Nagarbhavi, Bangalore-560072

**Subject: - Submission of Self Appraisal Report (SAR).**

**TRACK ID: - MPCOTE 16443**

Sir,

Please find herewith five copies of Self Appraisal Report along with a softcopy submitted for your kind perusal. All the relevant documents are enclosed and same will be produce at time of Peer Team visit.

Thanking You,

Your's Sincerely

**Dr. Angha Agasey**

**PRINCIPAL**

## **CONTENTS**

<b>PARTICULARS</b>	<b>PAGE NO.</b>
<b>PART –I</b>	<b>1-40</b>
<b>A-PROFILE OF THE INSTITUTION</b>	<b>1-6</b>
<b>B- CRITERION-WISE INPUTS</b>	<b>7-32</b>
<b>PART- II: EVALUTIVE REPOT</b>	<b>41-96</b>
<b>1. EXECUTIVE SUMMARY</b>	<b>34-40</b>
<b>2. CRIETRION WISE ANALYSIS</b>	<b>41-96</b>
• <b>CRIETRION-I CURRICULAR ASPECTS</b>	<b>41-45</b>
• <b>CRIETRION-II TEACHING LEARNING AND EVALUATION</b>	<b>45-61</b>
• <b>CRIETRION-III RESEARCH,CONSULTANCY &amp; EXTENSION</b>	<b>62-66</b>
• <b>CRIETRION-IV INFRASTRUCTURE AND LEARNING RESOURCES</b>	<b>67-77</b>
• <b>CRIETRION-V STUDENT SUPPORT AND PROGRESSION</b>	<b>78-82</b>
• <b>CRIETRION-VI GOVERNANCE AND LEADERSHIP</b>	<b>83-90</b>
• <b>CRIETRION-VII INNOVATIVE PRACTICES</b>	<b>90-96</b>
<b>PART-III</b>	
<b>MAPPING OF ACADEMIC ACTIVITIES</b>	<b>97-100</b>
<b>APPENDICES</b>	
<b>1. NCTE RECOGNITION LETTER</b>	
<b>2. NOC HIGHER EDUCATION</b>	
<b>3. INSTITUTIONAL ACADEMIC CALANDER</b>	
<b>4. COPY OF THE SYLLABUS</b>	
<b>5. MICRO TEACHING TIME TABLE</b>	
<b>6. CLASS TEACHING TIME TABLE</b>	
<b>7. CO-CURRICULAR ACTIVITY PLAN</b>	
<b>8. SAMPLE OF FEEDBACK</b>	
<b>9. TEACHER PROFILE</b>	
<b>10. TIME TABLE OF PRACTICE TEACHING SCHOOL</b>	

# REWA COLLEGE OF EDUCATION

NH-7, ALLAHBAD ROAD, RATHARA, REWA

Phone NO. 07662-296327, Fax NO. 07662-231285

Website: [www.rewabed.com](http://www.rewabed.com), email:rewacollegeeducation.yahoo.in

---

Ref No.....

Date.....

## **D. Declaration by the Head of the Institution**

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution

With seal:

## **PRINCIPAL MESSAGE**

The Rewa College of Education offers a Bachelor of Education (B.Ed.) degree in Teacher Education from 2006. The college is run by the Ayushmati Education and Social Society. This society is well known in the field of Professional Education in Madhya Pradesh.

The Rewa College of Education decided to invite peer team of National Assessment and Accreditation Council (NAAC) for assessment and accreditation purpose. The purpose of Submitting this Self Appraisal Report (SAR) is to comply with cycle I of NAAC accreditation. The process of NAAC accreditation starts by a team of proficient faculty members, who were completely involved in curricular and co-curricular activities of the college.

Selection of members are based on their interpersonal skills, qualification and previous experience. Team having one coordinator and all faculty members works under the guidance of Principal.

The members go through the entire process of NAAC accreditation i.e.

- (i) LOI (Letter of Intent)
- (ii) IEQA (Institutional Eligibility for Quality Assessment)
- (iii) Preparation of SAR

They have all these information from NAAC website, publication and newsletters. A Committee of faculty members was formed to prepare criterion wise evaluative report of the college. These members are supported by Principal and other member of the college. After prolonged discussions and meetings, the information data collected and compiled. Final SAR came in existence after this rigorous process.

We look forward for the visit of Respected Team of NAAC to reveal our entire process and share experiences with team members.

**PRINCIPAL**

## A. Profile of the Institution

1. Name and address of the institution:  
**Rewa College of Education**  
NH- 7 Allahabad Road, Ratahara Rewa (M.P.)
2. Website URL : [www.rewabed.com](http://www.rewabed.com)
3. For communication:  
**Rewa College of Education**  
NH- 7 Allahabad Road, Ratahara Rewa (M.P.)

### Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr. Smt. Angha Asage	07662-296327	07662-231285	rewacollegeeducation@yahoo.in
Vice-Principal Dr.Swarnlata Tripathi	07662-296327	07662-231285	rewacollegeeducation@yahoo.in
Self - appraisal Co-ordinator Mr. Ashutosh Tripathi	07662-296703	07662-231285	rewacollegeeducation@yahoo.in

### Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Smt. Angha Asage Chandel Niwas, In front of Polytechnic College, Rewa, M.P.	07662-296327	09425344505
Dr. Swarnlata Tripathi w/o Shri Arun Tripathi, A G College, Padra, Rewa, (M.P.)	07662-296327	09425344505
C/o Pankaj Mishra G-11, Khanna Chowk, Rewa (M.P.)	07662-296703	09425150447

4. Location of the Institution:

Urban  Semi-urban  Rural  Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
03	2006

8. University/ Board to which the institution is affiliated:

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year-----NO

2f

MM	YYYY

Month & Year

12B

MM	YYYY

10. Type of Institution

a. By funding

i. Governmen

ii. Grant-in-ai

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender

i. Only for Men

ii. Only for Women

iii. Co-education

- c. By Nature
- i. University Dept.
  - ii. IASE
  - iii. Autonomous College
  - iv. Affiliated College
  - v. Constituent College
  - vi. Dept. of Education of Composite College
  - vii. CTE
  - Viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes  No

If yes, has the institution applied for autonomy?

Yes  No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	1 year	Hindi/ English
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)



13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify)	B.Ed.	WRLAPWO1668/223288 Date 09/03/2006		100

(Additional rows may be inserted as per requirement)

## B) Criterion-wise inputs

### Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

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

Mission

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

Values

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

Objectives

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

2. a) Does the institution offer self-financed programme(s)?

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

If yes,

a) How many programmes?

01
----

b) Fee charged per programme

25,000/-
----------

3. Are there programmes with semester system

No
----

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes		No	√
-----	--	----	---

If yes, how many faculties are on the various curriculum development/vision committees/boards of universities/regulating authority.

--

5. Number of methods/elective options (programme wise)

D.Ed.

--

B.Ed.

√ Compulsory 07, Optional 17, Teaching 17
---

M.Ed. (Full Time)

--

--

M.Ed. (Part Time)

Any other (specify and indicate)

--

6. Are there Programmes offered in modular form

Yes		No	√
-----	--	----	---

Number	
--------	--

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	√	No	01
-----	---	----	----

Number	
--------	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
-----	---	----	--

Number	
--------	--

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

10. How long does it take for the institution to introduce a new programme within the existing system?

One year
----------

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✓
-----	--	----	---

Number	
--------	--

12. Are there courses in which major syllabus revision was done during the last five years?

Yes		No	✓
Number			

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes  No

14. Does the institution encourage the faculty to prepare course outlines?

Yes  No

## Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

<b>02.04.2012</b>
March 2012
08.12.2012
137
187

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	54	46	100	29	15	44	25	31	56
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

If yes, how many?

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

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

5245

b) Unit cost including salary component

26343

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	79.38%	60.8%	69.2%	50%
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	60%	40%	
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days 

1	0
---	---

b) Minimum number of pre-practice teaching lessons given by each student 

0	5
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching 

0	5
---	---

b) Total number of practice teaching days 

5	0
---	---

c) Minimum number of practice teaching lessons given by each student 

4	0
---	---

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 05	No. of Lessons Pre-practice teaching	No. 20
------------------------------	--------	--------------------------------------	--------

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	200 (20%)	700+200 (80%)
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

10	10
----	----

b) Number of assignments for each paper

0	5
---	---

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes		No	√
-----	--	----	---

Number	
--------	--

19. Does the institution offer computer science as a subject?

Yes		No	✓
-----	--	----	---

If yes, is it offered as a compulsory or optional paper?

Compulsory  Optional

**Criterion III: Research, Consultancy and Extension**

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	02	23	%
--------	----	----	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

*(Additional rows/columns may be inserted as per the requirement)*

3. Number of completed research projects during last three years. **NIL**

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

<input type="radio"/> Teachers are given study leave	✓
<input type="radio"/> Teachers are provided with seed money	x
<input type="radio"/> Adjustment in teaching schedule	✓
<input type="radio"/> Providing secretarial support and other facilities	✓
<input type="radio"/> Any other specify and indicate	x

5. Does the institution provide financial support to research scholars?

Yes  No



6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes  No

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals		√	
National journals - referred papers Non referred papers		√	
Academic articles in reputed magazines/news papers		√	
Books		√	
Any other (specify and indicate)		√	

9. Are there awards, recognition, patents etc received by the faculty?

Yes  No

Number

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	<input type="text"/>	<input type="text"/>
International seminars	<input type="text"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

11. What types of instructional materials have been developed by the institution? (Mark '√' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

12. Does the institution have a designated person for extension activities?

Yes  No

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes  No

14. Are there any other outreach programmes provided by the institution?

Yes  No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16. Does the institution provide consultancy services?

Yes  No

In case of paid consultancy what is the net amount generated during last three years.

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	<input checked="" type="checkbox"/>
-------------	-------------------------------------

State level	√
National level	√
International level	×

#### Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2127

2. Are the following laboratories been established as per NCTE Norms?

- |   |     |                                     |    |                          |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods lab                          | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology lab                       | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s)                       | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology lab             | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer lab                         | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

3. How many Computer terminals are available with the institution?

25

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

40,000/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

38,457/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

11025/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

1 Lakh

8. Has the institution developed computer-aided learning packages?

Yes  No

9. Total number of posts sanctioned Open      Reserved

	Open		Reserved	
	M	F	M	F
Teaching	4	4		
Non-teaching	8	1		

10. Total number of posts vacant Open      Reserved

	Open		Reserved	
	M	F	M	F
Teaching	-	-		
Non-teaching	-	-	-	-

11. a. Number of regular and permanent teachers (Gender-wise) Open    Reserved

	Open		Reserved	
	M	F	M	F
Lecturers	4	4		
Readers	-	-		
Professors	-	1		

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	-	-	-	-
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from Same state

07

Other states

01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1.12
M.Ed. (Full Time)	-
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	8	3		
Temporary		-	-	-
Permanent	3	-	-	-
Temporary		-	-	-

b. Technical Assistants

14. Ratio of Teaching – non-teaching staff

50:50

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

60%

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

6 Hours

On holidays

--

During examinations

5 Hours

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books

3555

- Textbooks

3530

- Reference books

125

b. Magazines

5

e. Journals subscribed

- Indian journals

12

- Foreign journals

5

f. Peer reviewed journals

3

g. Back volumes of journals

9

h. E-information resources

- Online journals/e-journals

- CDs/ DVDs

- Databases

- Video Cassettes

- Audio Cassettes

15

8

12

15

20. Mention the

Total carpet area of the Library (in sq. mts.)	175
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

22. Which of the following services/facilities are provided in the library?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input checked="" type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back up	<input checked="" type="checkbox"/>
User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day	20
Maximum number of days books are permitted to be retained	
by students	15
by faculty	30

Maximum number of books permitted for issue

for students

2

for faculty

3

Average number of users who visited/consulted per month

60

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

50-50

25. What is the percentage of library budget in relation to total budget of the institution

7

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	500	50000/-	600	60000	650	65000
Other books						
Journals/ Periodicals	5	1000	6	1200	8	1500
Any others specify and indicate	-	-	-	-	-	-
<i>(Additional rows/columns may be inserted as per requirement)</i>						

### Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	3%	3%	11%
M.Ed. (Full Time)			
M.Ed. (Part Time)			



2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes		No	√
-----	--	----	---

If yes, how many students are under the care of a mentor/tutor?

--

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	√
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I 9-10	II 10-11	III 11-12	I	II	III	I	II	III
Pass percentage	89	89	Awaited.						
Number of first classes	07	04	Awaited.-						
Number of distinctions	0	0	0						
	0	0	0						
	0	0	0						
Exemplary performances (Gold Medal and university ranks)	0	0	0						
	0	0	0						
	-	-	-						

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	0	0	0
SLET/SET	0	0	0
Any other (specify and indicate)			

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2010-11	11-12	12-13
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate Post Metric Scholarship	30	26	30

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

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

9. Does the institution provide Residential accommodation for:

Faculty	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Non-teaching staff	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

10. Does the institution provide Hostel facility for its students?

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

If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

12. Availability of rest rooms for Women

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

13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

15. Does the Institution obtain feedback from students on their campus experience?

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

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	<input checked="" type="checkbox"/>		3	<input checked="" type="checkbox"/>		1
Inter-university						
National						
Any other (specify and indicate)	Cultural Events Organised by Institute at Institute Level					

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	×	×
Regional	×	×
National	×	×
International	×	×

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

2013
------

19. Does the institution have a Student Association/Council?

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years:

**The institute does not have any such record.**

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies			
Employment (Total)			
Teaching			
Non teaching			

23. Is there a placement cell in the institution?

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

If yes, how many students were employed through placement cell during the past three years?

There is no such record available at present.

1	2	3
---	---	---

--	--	--

24. Does the institution provide the following guidance and counselling services to students? Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

**Criterion VI: Governance and Leadership**

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes  No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	2
Staff council	3
IQAC/or any other similar body/committee	2
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	2

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

0	0	3
---	---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

Organization

NIL

- b. Number of teachers who were sponsored for professional development programmes by the institution NIL

National

--	--	--

International

--	--	--

- c. Number of faculty development programmes organized by the Institution:

		3
--	--	---

- d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution -NIL

--	--	--

- e. Research development programmes attended by the faculty-NIL

--	--	--

- f. Invited/endowment lectures at the institution

		2
--	--	---

Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

- a. Self-appraisal

Yes		No	
-----	--	----	--

- b. Student assessment of faculty performance

Yes		No	
-----	--	----	--

- c. Expert assessment of faculty performance

Yes		No	
-----	--	----	--

Yes		No	
-----	--	----	--

d. Combination of one or more of the above

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes		No	
-----	--	----	--

If yes, give the number of hours spent by the faculty per week

06

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	-
Fees	25 Lakhs
Donation	-
Self-funded courses	-
Any other (specify and indicate)	5 Lakhs
Contribution Management	

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	30 Lakhs	30 Lakhs
% spent on the salary of faculty	60	60
% spent on the salary of non-teaching employees	26	32
% spent on books and journals	2	1.5
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water	1.5	1.5
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.6	1.5
% spent on maintenance of equipment, teaching aids, contingency etc.	5	1

% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1	1
% spent on travel	1	1
Any other (specify and indicate)	35	29
Total expenditure incurred	30 Lakhs	30 Lakhs

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
<input type="text" value="394797/-"/>	<input type="text" value="-"/>
<input type="text" value="289686/-"/>	<input type="text" value="-"/>
<input type="text" value="186151/-"/>	<input type="text" value="-"/>

11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>



Examinations/Evaluation/  
Assessment

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Any other (specify and indicate)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes  No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes  No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes  No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes  No

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers   
b) for students   
c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes  No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes  No

21. Is the institution sensitised to modern managerial concepts such as strategic

planning, teamwork, decision-making, computerisation and TQM?

Yes  No

**Criterion VII: Innovative Practices**

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes  No

2. Do students participate in the Quality Enhancement of the Institution?

Yes  No

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	15	15%	06	06%
b	ST	2	2%	01	01%
c	OBC	12	12%	08	08%
d	Physically challenged	-	-	-	-
e	General Category	16	16%	19	19%
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other ( specify) All India	09	09%	12	12%

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC			01	
b	ST				

c	OBC			01	
d	Women				
e	Physically challenged				
f	General Category	8	100%	07	
g	Any other ( specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other ( specify)				

## **THE COLLEGE AT A GLANCE**

Rewa College of Education, Rewa is run and managed by Ayushmati Education and Social Society, Bhopal which is a non government and non political organization exclusively dedicated to professional education in Madhya Pradesh. The college is located on National Highway-7 at gram Rathara only seven Km away from the Rewa and is well connected with Rewa city. It came into existence 23 July 2005. The main aim of the college is to provide quality education. After getting Recognition from National Council for Teacher Education (NCTE) the college has been affiliated to Awadhesh Pratap Singh (APS) University, Rewa. The academic building of the college has well furnished classrooms, fully equipped laboratories, spacious and well furnished office. The college also has partially computerized library. There is multipurpose hall with the capacity of 200 students to sit in. The college organizes various cultural activities, seminars, extension lectures, debates, workshops and ceremonial functions in the hall. College is in a comfortable zone so far health service is concerned. The service of a primary health centre is available full time in college. It is worthy mention here that the college have their own Zen set and tube well for water supply. Situated away from the hustle and bustle of the city the college has its own well developed garden with wide variety of trees and plants essential for eco-friendly environment. Extended sports facilities with well measured playground for student teacher is also available in the college. The college is fully equipped for all round development of student teacher. What attracts the student teacher the most is availability of qualified dedicated and disciplined faculty members in the college. The college takes pride in inculcating the spirit of self-confidence, perseverance and analytical thinking in the student teacher besides fulfilling the main aim of providing excellent facilities for learning and achieving scholastic heights. The college is fulfilling the dream of its founder patrons.

## **EXECUTIVE SUMMARY**

The Ayushmati Education And Social Society, a registered society, has established Rewa College of Education at NH-7, Allahbad Road, Rathara, Rewa, a teacher education college for imparting quality teacher education in the region. The society is well known in the field of professional education in the Madhya Pradesh. The society is financially sound enough to sustain infrastructure and provide modern facilities to meet its stated vision. Rewa College of Education has shown an upward trend in qualitative performance.

### **The Environment**

Rewa College of Education is located in pollution free environment, 5 km far from the Rewa city. RCE is a self financed institute with campus area of 3 acre. The Campus is well developed and elegant. Its learning environment is attracting students increasingly.

### **Regulatory Body**

Awvdesb Pratap Singh University, Rewa (affiliating body) along with State Govt. and the NCTE (recognizing body) are the state/statutory regulating bodies. The university controls academic part: admissions (as per state govt. rule), curriculum, examinations and appointments and NCTE regulates infrastructure. Rewa College of Education is fully equipped with infrastructure as per NCTE norms.

### **Practice Teaching School**

The relationship with the practice teaching school is based on the principle of mutual understanding, co-operation, complementing each other's role, honour sensitivities and needs. It goes beyond the sphere of operation of practice teaching.

## **The Community**

Rewa College of Education addresses needs of the society, the students, the school sector and nourishes values. It undertakes community and nation centric activities and education programme. The institute has organised various activity programme with the help of community.

A view of Rewa College of Education may further be seen from the following comments offered on key aspects:-

- The college plans, actions and strategy of implementation are in time with its duly stated vision, mission and objectives. It obtains and uses feedback from stakeholders, in curriculum transaction, and institutional planning.
- Teaching- Learning and Evaluation processes are in tune with current trends interlinked and with all possible facilities. The admission is totally transparent and the adopted criteria are equitably applied. Students get clear information about admission including fees and student support services beforehand. The admission counselling conducted by Department of Higher Education, govt. of Madhya Pradesh.
- The students are engaged in active learning given comprehensive learning experiences; enabled to manage diverse learning needs and challenges.
- Use of new technologies is quite good in teaching-learning. The institute has promoted and undertaken research and extension. It provides maximum possible opportunities for professional development and engages its teacher in research. The teachers are actively engaged in training and developing instructional and other teaching-learning material.

- The Practice teaching is a joint venture of the school staff and mentor (subjects) teacher. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent.
- Strong college-school-community networking and linkages with academic organization are in take place. The college reaches community and conducts extension programs and encourages its faculty to provide consultancy services.
- The infrastructure and learning resources are in ideal stat. Infrastructural environment remains pollution free. A strong Mechanism for maintenance and optimal use of infrastructure are in place. Qualified faculty and staff shares workload equitably and collectively. Whole staff is engaged in teaching-learning process. The well equipped lab and library related services are in order.
- The campus environment enhances the effectiveness of the faculty and students. Developing leadership qualities through real work- situation among the students is another feature.
- Resource management practice support and encourage performance involvement, planning and implementation strategies. The college has internal quality management systems, inclusive practice and excellent relationship with stakeholders and thus nourishes real academic institutional culture.

\*

## **CRITERIA 1: CURRICULAR ASPECTS**

The college has a well sated vision and mission which is effectively communicated. Strong teaching learning approach, ICT and efficient feedback mechanism ensure quality sustenance and enhancement of curricular aspects. The college website proves wholesome to the Institution. The college contributes to national development by adding to competent resources of the nation. Inculcation of Information and Communication Technology (ICT) in the curriculum fosters global competencies among student teachers. Inclusion of Environmental Studies in the curricula of B.Ed. has inculcating value among student teachers. The Student teachers are motivated to involve more of practice teaching in their studies to have knowledge of things and to achieve excellence.

## **CRITERIA II: TEACHING, LEARNING AND EVALUATION**

The college has well organized system of admission which ensures transparency and fairness. The student admitted in college through centralized on line counselling organized by Department of Higher Education, Government of Madhya Pradesh. Latest teaching methodology is used by a set of competent teachers who keep updating their knowledge regularly. Personal attention is ensured for every student teacher. Teaching-learning and examination schedules are planned before the commencement of the session. The academic calendar of college is prepared and provided to the student teacher. Efficient and effective teaching-learning process is ensured by traditional lecture method and practice teaching is supplemented by project works, assignments and interactions with the experts in the field of education, thus providing student teachers knowledge of the thing. Seminars and Guest lecturers also make teaching learning process a successful venture. Internet facility is provided to student's teacher in their computer lab, Educational Technology lab and library. For excellence in teaching, qualified teachers are appointed by the college, as per NCTE norms. For better teacher quality, feedback of the teachers is taken from the outing student teachers through a feedback form. Faculty members are encouraged to participate in



seminars, workshop and extension activities. Faculty less familiar with computers, internet and audio visual aids is provided training to update their skills.

### **CRITERIA III: RESEARCH, CONSULTANCY AND EXTENSION**

The college acknowledge the role of research in catering to the needs of the society and growing economy. At present one faculty member is Ph.D. and one is pursuing Ph.D. Organization of seminars, conferences, workshops are important features of research work. Research activities are promoted by the college by encouraging the faculty to participate in seminars, workshop and conferences. Research aptitude is also inculcated in student teachers by assigning them project works (case studies) and field studies which enable them to experience of the research. The college also has an impressive record of extension activities viz. Exhibitions, linkups, camps, and awareness programmes. Medical camp, Blood Donation Camp, Workshop, and outreach activities are also organized by the college. The active participation of students is in extension activities leading to their development into responsible human being.

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

The college maintains well furnished classrooms, well equipped labs to support various activities in the college. The college ensures congenial learning environment and provides significant facilities for recreation. Learning resources have been enhanced through installation of computers. The college has

1. Multipurpose Hall
2. Seminar Hall
3. Computer lab
4. Educational Technology lab
5. Psychology lab
6. Language lab
7. Science and Mathematics labs
8. Parking Facility

9. Installation of Computer in library
10. Girls and Boys Common rooms
11. Work Experience lab

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

Rewa College of Education has the mission of providing value based quality education to its student teacher. The all round development of the student teacher coming to its portals being the prime goal of the college. The college policies are drafted and actives are realized keeping students teacher in centre. Student support and support is ensured by offering the students different kinds of help i.e. academic, financial and ethical. The academic support ensured through extra coaching to slow learners, seminars and guest lectures; financial aid in terms of facility to provide fees in instalments and scholarships to SC/ST and OBC student teachers as per Madhya Pradesh Government norms. Ethical support realized through personality development class, career counselling and guidance. The college has an efficient placement cell. Numerous student of Rewa College of Education are working in prestigious schools and colleges.

#### **CRITERIA VI: OVERNANCE AND LEADERSHIP**

The mission of the college is to impart career oriented quality education to its student which cultivates not just like skills but also a sense of originality, creativity and social responsibility in them, resulting in their all round development. The college has been providing education to its students without any distinction on the basis of gender, caste, region, religion or nationality with a view to create responsible citizens contributing to the development of mankind. This actualization of the mission statement reflected in policies and activities of the college and also brought about by the staff, the principal and the Management who work in coordination and harmony for the betterment of the student teachers. The college incorporates strategic governance and leadership qualities through decentralization of power, division of labour and planning. In this context a large number of

committees have been established which are competent enough to formulate and execute plans, receive feedback, conduct assessment and incorporate changes, if required. The college has full fledged Grievance Redressed Cell which initiates various measures to redress problem encountered by the staff and the students. The head of the institution – the Principal plays a vital role in administration of the college. The principal is acting as a link between the management and the staff and implementation of the policies of the management, government, university and also the plans of the college.

### **CRITERIA VII: INNOVATIVE PRACTICES**

The college, aiming at excellence, has all its activities in line with the core values of the NAAC. Following the NAAC guidelines, it has established an Internal Quality Assurance Cell which is headed by the Principal, and has member from the faculty. This IQAC acts as a monitoring agency and keeps track of the efforts and measures of the college towards academic excellence. Rewa College of Education has been devoted to the assurance and maintenance of quality education. For quality assurance amongst the staff and students, different programmes, guest lectures, seminar, workshops and exhibition organized in the college. The college promotes social responsibilities and citizenship roles among the students through these activities:

1. Daily Assembly
2. Students involved in College Administration through various committees
3. Self Imposed discipline
4. Personality Development programmes are regularly Conducted
5. Special classes for weak students.

## Criterion I: Curricular Aspects

### 1.1 Curricular Design and Development

1. **State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, training, Access to the Disadvantaged, Equity, self development, Community and National Development, Issue of Ecology and Environment, value Orientation, Employment, Global trends and demands, etc.**

To provide well skilled pedagogy competencies to the teacher trainees.

To provide learner friendly and conducive educational environment.

To foster and nurture integrated value system —nationalist and global along with the character building and love for humanity among the teacher trainees.

To inculcate values of community service, national integrity, national pride, religious tolerance, aesthetics sense for earth's environment in our trainees.

To provide education as an instrument for human growth and social upliftment.

To undertake research studies on various socio-economic-cultural concerns of education.

To conduct programmes for up-gradation of professional skills and competencies of teachers along with other organizations.

To suggest desired interventions in the teacher education curriculum.

Education for all through teacher education.

Preparing competent and dedicated prospective teachers to understand the nature, purpose and philosophy of secondary education.

Enable the student teachers to understand the psychology of their pupils to help them grow according to their abilities, capabilities and their interest.

Acquaint them with factors affecting educational system and teaching learning situations for effective process.

Provide them with the facilities to utilize community resources for betterment of the pupils, institute, society and the nations.

**2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).**

**The Rewa College of Education, Rewa** is affiliated to the Awadhesh Pratap Singh University, Rewa and has to follow the curriculum and annual calendar as prescribed by the University. Every year the institute takes the feedback from the faculty, students, employers and academic experts and analysis made. On the basis of the feedback analysis and rational suggestions which can be implemented at the college level are always followed. If any of the suggestions are to be conveyed to the University it is conveyed to the University's Board of Study.

**3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?**

Since the institute is affiliated to the Awadhesh Pratap Singh University, Rewa the institute has to follow the curriculum framed by the university. The university modifies the curriculum as and when required after taking into consideration the modern global trend. If required, minor changes and modifications are made by the university's Board of Studies (BOS). At the local level the college always strives to include the recent emerging trends and technology into its broad curriculum.

**4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?**

The B.Ed. curriculum is developed by the Awadhesh Pratap Singh University, Rewa and followed by the College which has given sufficient weight age to the components of the environment, value education and ICT etc. Teacher Education Curriculum focuses on the curricular and co-curricular activities through which emphasis is laid on the inculcation of social, moral and spiritual values and college plans its calendar of activities at the beginning of the academic session.

Our college organizes various activities as poster competition, seminars, rally, discussions, and plantation, to guest lecturers etc. on the national issues like environment, value education and ICT.

## **5. Does the institution make use of ICT for curricular planning? If yes give details.**

In the fourth paper of B.Ed.-Essentials of Educational Technology and Management in the curricula prescribed by the university, ICT component is taken Care of. Teaching Methodology is associated with practicum. Practical Sessional Work is linked with development of teaching aids. Operation of Audio-Visual Equipment is another concern during the school experience program. The College emphasizes the use of internet, use of library links through its own website. Most of the faculty is trained in power point presentation in value-aided lecture delivery. The student teachers are trained in the skills of internet access, playing CD's, use of OHP and borrowing the latest practices of developed countries. Our student teachers are ever Encouraged to prepare lessons using ICT in teaching-learning processes at school level as well as in the college.

The institute follows the teacher education curriculum provided by the APS University, Rewa and has no discretion to modify or deviate during the session unless it comes from the BOS of the University.

### **1.2 Academic Flexibility**

#### **1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**

Larger numbers of activities are undertaken to supplement theory classes, students are made to participate in the debates, seminars, workshops brain storming sessions and group discussions etc. Guest lectures are also organized by our college.

#### **2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

1. Micro teaching, simulation, observation by peer-group of B.Ed. students.
2. Supervision of students (teacher trainee) during their practice teaching.
3. Different library assignments, projects, sessional work.

#### **3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.**

Each one teach one programme, essay competition, debates, AIDS- Awareness programme, poster making related to the drug addiction, dowry system.

#### **4. How does the institution ensure the inclusion of the following aspects in the curriculum?**

- i. **Interdisciplinary/Multidisciplinary-** guest lecturers of experts of various disciplines -group discussion, debates and essay competition.
- ii. **Multi-skill development-** Communication skills, various teaching skills, social skills in class room.
- iii. **Inclusive education** – The student of Different Individual Differences are included in the general class room teaching and special assistance is provided if required by them.
- iv. **Practice teaching** – by 05 simulation teaching and 20 real class room teaching.
- v. **School experience / internship-** Student teachers have attend the school from prayer time to last bell and participate in various activities of school as well as learn to maintain different registers and records.
- vi. **Work experience** - Construction of various types of teaching aids and improvised apparatus, various decorative items, gardening, administration and interpretation of psychological tests, achievement tests, case- study, and action research.
- vii. **Any other (specify and give details)-** Guest lecturers related to health, environment, values, peace, democracy, international and emotional understanding.

### **1.3 Feedback on Curriculum**

#### **1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

Students: Curriculum feedback is obtained from open house conducted at the end of the terminal test. Individual teacher collects feedback on their respective courses.

Alumni: Alumni association has in infancy stage.

Employers: Feedback from them is obtained through the employers meet.

Community: The College has representatives from neighbour- hood community in advisory board, managing committee and receive feedback in meetings organized from time to time.

**2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.**

The feedback obtained from every group is analyzed immediately to find the possibilities of incorporating them at the earliest and the suggestions are given to the members of board of studies for required changes in the curriculum.

**3. What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)**

The provision made in university act that faculty members become the members of Board of studies according to seniority from time to time and give suggestions on the basis of various feedbacks.

#### **1.4 Curriculum Update**

**1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).**

In 2012 the syllabus of the B.Ed revised by the university and the major revisions were made in the curriculum as per the need of the society by the University.

**2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)**

All these practices are implemented as per the requirement.

#### **1.5 Best Practices in curricular Aspects**

**1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**

Contemporary issues and recent trends of national and global importance and sessional work, and field work are included in the curriculum.

**2. What innovations/best practices in Curricular Aspects‘ have been planned/ implemented by the institution?**



Teacher trainee use information published in educational journals and it is introduced well to the students. Students are also motivated for further reading in their own subject in methods as well as general theoretical aspects of the courses of study. The curricular aspects thus go with the innovative practices which are easily manageable and effectively implemented.

## **Criterion II: Teaching-Learning and Evaluation**

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

- 1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?**

Admission to B.Ed. course is done as per Government norms & rules. The centralized admission policy is followed and admissions to the B.Ed course is done on the basis of the result of the on line counselling conducted by the Department of Higher Education, Govt. of Madhya Pradesh. Reservations under different categories are considered as per the state government norms. Document verification and need assessment of the candidates is done at the time of admission by the admission committee or nodal centres framed by state government. The decision of the regulatory bodies is followed. Thus, full transparency is maintained in the whole admission process.

- 2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?**

Advertisement for course is published in well known national level newspaper, MP Online Portal and official website of Department of Higher Education, Madhya Pradesh. As admission in the B.Ed. course is done on the basis of on-line counselling conducted by Higher Education Department. The institution provides information through different measures-

- Institutional website
- Prospectus, containing information regarding rules of admission and facilities provided by college.

**3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?**

Admission to B.Ed. course is done as per Government norms & rules. The centralized admission policy is followed and admissions to the B.Ed course is done on the basis of the result of the on line counselling conducted by the Department of Higher Education, Govt. of Madhya Pradesh. Hence, Centralized admission policy is followed & decisions of regulatory bodies are considered.

At institution level, an admission committee comprised of faculty member & administrative staff takes care of it.

**4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)**

Students are given admission in B.Ed course on the basis of merit in on line counselling & Govt. reservation policy is considered at the counselling centre. However, following efforts are made to retain the diverse student population admitted to the institute.

(a) The institution gives congenial environment & accommodates all students from different cultural & religious back ground, thus respect to all cultures & religions is maintained.

(b) The institution is situated in Hindi speaking belt hence very less linguistic diversity is found in the institution. Besides this the Hindi & English medium students are accommodated by the teacher by using English & Hindi language simultaneously.

**5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.**

Students entering behaviour is judged through informal talks. During first few classes, before commencement of actual teaching, students are assessed

(a) Through some informal talks & discussions to find out their interest areas & knowledge gaps.

(b) In the beginning of the session, the subject teachers assess the knowledge level of the students & plan their teaching on the basis of their diversified mental level, linguistic need demands & interests.

(c) Students are also asked & encouraged to help each other in teaching.

## **2.2 Catering to Diverse Needs**

### **1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?**

The Institution provides healthy environment conducive to learning & development of the students in following manner:-

(a) Students are informed about the institution vision, mission & objectives along with offerings & facilities provided to them by the institution through orientation programme.

(b) The Institution provides enriched teaching learning environment in following manner:-

1. Unitization of syllabus is done by the teachers.
2. Activity Calendar is prepared by the concerned committee which includes all the curricular & co-curricular activities/events to be organized during the session.
3. All the teachers adopt democratic styles of teaching.
4. Teachers visit library with them so as to make them aware with library processes & consultation procedures.
5. Class discussions on latest issues are done.
6. Tutorials are provided to weak students.
7. Students are provided with the opportunities to learn with innovative techniques such as cooperative learning, use of internet etc.
8. Time to time debates, seminars & group discussion are also organized.

(c) Extra-curricular activities are organized & students are encouraged to take part in them to facilitate their all round development such as organization of Introduction day, participation in intercollegiate debate. The institution also organizes community work through session-work & surveys etc.

## **2. How does the institution cater to the diverse learning needs of the students?**

**Students diverse learning needs are catered in following manner:-**

- (a) Student's curricular & co-curricular learning needs are identified during day to day teaching through discussions and tutorials & personal guidance is provided accordingly.
- (b) Different optional courses are provided.
- (c) Options in methodology courses are provided.
- (d) Students are provided with various platforms to exhibit different aptitudes & skills.
- (e) The bright students are provided with enriched study material & various exclusive opportunities to lead.

## **3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**

The Curriculum is designed in such a way to provide the students knowledge of diversified students needs as well as equity.

## **4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

The Institution has fully qualified teachers. To ensure that teacher educators (teacher trainee) are knowledgeable & sensitive to cater to diverse student needs, following measures are adopted.

- (a) Their knowledge & sensitivity to students needs is appraised through - Appraisal forms to be filled by teacher trainee, including the results of concerned subjects, indicating their knowledge & sensitivity to students, needs. Information given by the teachers on these forms is verified & performance is appraised by Principal of the college.
- (b) Teacher trainee are also appraised through feedback proformas filled by students. In these feedback forms students give feedback about teachers' knowledge of contents matter, methodology, uses of teaching aids, guidance provided to them & other facilities provided to them.
- (c) In college meetings, discussions are held on the problems of students to ensure knowledge & sensitivity to their needs.
- (d) Teacher trainee also participated in various programmes organized under faculty development schemes in which special lectures & workshops on social & cultural issues are organized.

**5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?**

Student teachers develop knowledge of diversity & inclusion-

- (a) Through theory programmes such as theoretical knowledge of the concept as given in syllabus.
- (b) Through practice teaching session. During teaching practice constant supervision is done to check if student teachers are able to cater the diversified needs of the students or not e.g. If student teachers are not paying attention to any specific group in the class such as students sitting on back benches they are instructed through remarks in their notebooks to do so.
- (c) Students are also encouraged to visit different special schools & slum areas & discuss their observations in groups.
- (d) Group discussions are held in the classroom & students participate in the discussions.
- (e) Cultural programmes are organized on Introduction day, Teachers day etc.

### **2.3 Teaching-Learning Process**

**1. How does the institution engage students in —active learning? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)**

The institution engages the students in active learning by adopting following measures:-

- (a) Adequate provisions are made in time table for sessional work including Practical which involves active learning such as administration of Psychological tests, community service etc. During Micro Teaching & Teaching Practice special considerations in time table are made for subject teaching which involve experimentation & use of teaching aids.
- (b) A number of sessional works are assigned which help them learn actively.
- (c) Supervision of teaching practice of students is also engaging them actively in teaching learning process. Prospective teachers supervise their peers & write their observations in observation file & remain engage in active learning during teaching practice session also.

- (d) Institutions provide ample opportunities for active learning through participatory learning activities such as participation in debates, seminar, installing stalls in exhibition at foundation day of the college & exercising micro teaching. Students consult library, use internet do practices & simulated teaching.

**2. How is learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?**

The Institute adopts following participatory learning activities leading to self management of knowledge & skill development by the students:-

1. Discussion
2. Demonstrations
3. Cooperative learning sessions
4. Class assignments
5. Home assignments
6. Class seminars & paper presentations
7. Micro teaching in Simulation
8. Oral & written tests
9. Yoga & Medical Camps
10. Community Service camps
11. Participation in Blood donation, installing Audio Visual aids stall in exhibition etc.
12. Visits to special school & slum areas

**3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.**

Teacher trainees also ensure effective learning by providing in depth information on specific topics from reference books. While teaching they use OHP for effective presentation engaging students with more interest and involvement. Participatory learning activities are also organized.

Following instructional approaches and experiences are provided for ensuring effective learning.

1. All the faculty members apply democratic styles of teaching. Student centred approach is followed. Teachers employ discussion methods; give demonstration, assignments and project works to students.
2. Students of Science and Mathematics teaching are encouraged to teach their students by using experimental method.

A view of the methods used in the college may be formed from following facts:-

<b>Method Used</b>	<b>Subject/lesson Taught</b>
Inductive-Deductive Model	One lesson in each Inductive Deductive model for Subject-Language, Science & Maths.
Problem Solving Method	Science, Maths
Debate and Discussion	Social Studies, Science & Language
Multimedia Approach	English, Computer and Social Studies
Role-Play Method	Language, & Social Studies

**4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.**

The institution does not have any special provision for additional training in models of teaching. Students are trained in preparing lesson plans according to Evaluation Model/ approach.

Evaluation approach is given by Dr. B.S. Broom. Three basic steps of this model are formulation of objectives, creating learning experiences and evaluation of change in behavior. This approach is objective centered.

**5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.**

The student teachers use micro-teaching technique for developing teaching skills. Pupil teachers practice micro- teaching in simulated situations. Four or five skills are practiced in each subject. Student teacher practices at least one lesson per skill in simulated situations.

Skills practiced are:-

1. Introduction skill
2. Explanation skill
3. Questioning skill
4. Illustration skill
5. Stimulus variation skill

6. Black board skill
7. Skill of Probing Question
8. Skill of Writing Instructional Objectives
9. Skill of Using Reinforcement
10. Skill of Demonstration
11. Skill of Role-playing
12. Skill of Silence and Non Verbal Clues

**6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)**

Generally three or four schools are taken for practice teaching. Each student teaches two lessons compulsorily.

1. Trainee teacher supervise the lessons and give feedback on their lesson plan, notebooks. Later on comments given on lesson plans are discussed with the student teachers.
2. Peer student teachers are also provided with the opportunities to observe the lessons for which they note down the comments in the supervision files and discuss with their peers later on.
3. School teachers also sit behind in the class some time for whole of the period and some time partially for a little while and give feedback orally.
4. Subject Teacher check and approves all the lessons plans before hand. The subject teacher observe all the lessons which are delivered during simulation as well as the practice teaching.

**7. Describe the process of Block Teaching / Internship of students in vogue.**

In our University there is no provision for Block Teaching or Internships as such, however the institution adopts comprehensive practice teaching approach. The student teacher consult the teachers of practicing school regarding the progress of syllabus in different subjects, schedule of periodical tests and examinations, events to be held. The student teachers plan their lessons accordingly and remain in touch with the concerned subject teachers to work according to their needs. At the end of the teaching practice session, school teachers are properly informed regarding completion of syllabus.



**8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.**

Practice teaching lesson plans made with the consent of school teachers regarding of syllabus. Lesson is developed by student teachers considering the progress of syllabus. Report of completion of syllabus is also given at the end of practice teaching session. During practice teaching session student's teachers constantly remain in touch with their methodology teachers and also with school subject teachers to set their feedback and make necessary modifications in their lesson plans accordingly.

**9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?**

1. The students teachers are prepared to manage diverse learning needs of the students by providing them theoretical knowledge of the concept such as individual differences, exceptional children, ways of selecting teaching strategies and method on the one hand, monitoring their teaching lessons in the school and providing feedback accordingly so as to cater students needs on the other.
2. Visit to special schools has also been initiated.
3. Teacher trainee are also given guidance for organizing various types of cultural and academic activities to make them able to cater to the diversified needs of their future students.

**10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?**

Following initiatives have been taken for encouraging student teachers to use/ adopt technology in practice teaching:

1. Teachers use technology in their demonstration lesson to encourage the prospective teachers in this direction.
2. Student- teachers use teaching aids in their practice teaching.

**2.4 Teacher Quality**

1. **Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.**

Practice teaching plans are developed in partnership, cooperatively involving the school staff and mentor (methodology) teachers. Student teachers meet school teachers before planning their lesson to teach, take their consent regarding lesson to be taught so as to assist cooperatively in completion of syllabus. At the end of the teaching practice session school teachers are reported about the completion of syllabus. Meanwhile school teachers also observe the teaching session and discuss the problems of their students (if any change in methodology or language etc required) with student teachers and their suggestions are incorporated in the lesson plans by the student teachers. During practice teaching session the pupil teachers constantly remain in touch with their methodology teachers to get their feedback and make necessary modifications in their lesson plans.

**2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?**

There are 100 B.Ed. students in the college. For practice teaching generally two to five schools are taken one of which is outreach school. One and sometimes two schools are taken at a time. Ratio of 1 to 25 student teacher is followed. Ratio is based on the total number of the periods provided by the practicing institution and total number of pupil teachers.

Practicing institutes provide two or three sections of VI, VII and VIII class. Generally teaching schedule is divided into 09 periods. Hence in one practice teaching school 54-60 periods are available in one day to teach. Thus the ratio of student to teachers to identified practice teaching school generally remains 25:1. However, this ratio varies batch to batch as per availability of practicing school during the period in which teaching practice is scheduled.

**3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.**

Student teachers are provided feedback and it is used for their performance improvement in following manner:-

1. Teacher trainee day to day class room teaching ask questions, give short class assignments and diagnose solve their problems. Student's responses are followed with proper feedback and thus help in improving their performance.
2. Teachers are demonstrates model lesson plans, on the basis of which teacher trainees prepare their lesson plans. Teachers evaluate their lesson plan individually under close supervision and provide feedback for further improvement.
3. Micro teaching is conducted in simulated situations. Student teachers practice different skills of teaching, feedback is provided by the student teachers. The lesson plan is revised on the basis of feedback provided. The mentor directs the entire micro teaching sessions and immediate and specific feedback is provided to the pupil teachers for further improvement.
4. During actual teaching practice every lesson plan checked by the mentors before teaching and provides specific comments on various aspects of teaching in their lesson plan note books. Student teacher discusses the comments with the mentor and tries to bring improvement in her next teaching accordingly. School teachers also watch the teaching of student teacher sometimes for whole of the period and sometimes partially and give feedback. The teacher trainee consider their suggestions also
5. Constant feedback is provided to the students for their sessional work. Individual and continuous guidance is provided during the process of their work under close supervision.

**4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?**

To ensure that the student's teachers are updated on the policy directions and educational needs of the school, following measures have been adopted:-

1. As per curricular requirements Contemporary issues are discussed during classroom teaching and sometimes individually in specific matters.
2. Discussions are organized on these matters to evolve appropriate measures and modify teaching practice accordingly, time table preparation, lesson planning, teaching aids construction and their execution are done accordingly.
3. Seminars, debates and discussions are conducted in the class.
4. Meeting with school teachers are also held so as to know the needs of the school. Student teachers also meet teachers before going for practice teaching.
5. Students are motivated to read journals and educational magazine to remain in touch with the latest issues and concepts are also distributed.
6. An innovative practice of managing current news regarding latest developments in the field of the education on Bulletin Boards has also been initiated.

**5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

All faculty members attend and participate in seminars, conference and workshop etc to update with latest issues and trends and development in school subjects and methodologies

Internet surfing is most commonly used device used by teacher trainee so as keep pace with the latest developments in school subjects and teaching methodologies.

**6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)**

Following are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution:-

1. The faculty provide opportunities to attend and present their reflections in National and International Seminars, Conferences and workshops etc.
2. They are encouraged to participate in various orientation and refresher courses related to their particular subjects and also of general significance.
3. The teacher trainees are encouraged and provided with the facilities to access ICT for their research work.

4. Teacher trainee also goes and works as teacher in schools.
5. Short term training programmes are organized for them for the use of ICT

**7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.**

The institution provides reward and motivation to staff members for good performance in following manner:-

1. By publishing in News papers.
2. By publishing their names and specific achievements in college magazine.
3. By giving rewards in annual function and annual prize distribution.
4. By giving written appreciations.
5. By assigning them specialized work.

## **2.5 Evaluation Process and Reforms**

**1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)**

The barriers to student learning are identified, communicated and addressed in following manner:-

Identifying the barriers: - Barriers to student learning are identified through

1. Day to day classroom teaching and practical work.
2. Tests and assignments.
3. Personal talks with the students and special gatherings.
4. Feedback from the students.
5. Suggestion Box
6. Redressal Cell
7. Guidance and Counselling Cell

Communication and Counselling Barriers identified:-

1. Through personal meetings.
2. Through departmental meetings.
3. Through staff council meetings.
4. Problems related to infrastructure are communicated to Estate Committee.

Addressing the Barriers:-

1. By modification in time table and academic calendar accordingly.
  2. Changing and adopting different methodologies of teaching, applying more student centred approaches.
  3. Arranging required material, equipments books etc. & making provisions for their easy access.
  4. Providing tutorials for subject related problems.
  5. Providing guidance and counselling.
- 3. Provide details of various assessment /evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?**

In order to assess the student learning following provisions are made:-

Internal assessment and midterm evaluation is done on the basis of class tests, assignment evaluation, and constant observations during classroom teaching and sessional work.

Teaching skills are assessed through micro teaching in simulation and during actual teaching practice session. Teaching skills are also assessed at the end of the term through criticisms lessons, as there is provision of 50 marks internal assessment for teaching skills. Similarly their sessional work is also assessed.

Continuous and comprehensive evaluation is done through curricular and extra-curricular activities throughout the session.

External evaluation (specifically of theory courses) is done by the University; Practical work is evaluated by the external examiners appointed by the University.

**3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?**

The assessment outcomes are communicated and used in improving the performance of students and curricular transaction in following manner:-

1. The given subject-wise assignments are evaluated and feedback is provided through oral discussions which play a vital role in improving performance of the students.

2. In practice teaching lessons and practical work feedback is provided in their lesson plan notebooks in written form and discussed orally in personal and in group.
3. The results of previous years i.e. percentage of marks obtained by toppers is told which becomes a source of great motivation for the students as well as teachers.
4. On the basis of the evaluation of students performance teachers make necessary changes in their curricular transactions.

## **2.6 Best Practices in Teaching -Learning and Evaluation Process**

### **1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?**

The significant innovations in teaching learning/evaluation introduced by the institution are:-

Innovations in teaching learning:-

1. Use of innovative methods of teaching such as cooperative learning, team teaching etc.
2. Implementation constructivist approach of teaching,
3. Group discussions.
4. Pairing sharing
5. Conduction of workshops, seminars etc.
6. Conduction of practice teaching.
7. Comprehensive practice teaching.
8. Special lectures by experienced faculty members.
9. Special guest lectures.
10. Training in life skills.

#### **Innovations in Evaluation:-**

1. Class tests
2. Criticisms lessons
3. Discussions on assignments

### **3. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?**

The institution reflects on the best practices in the delivery of instruction including use of technology in the following manner:-

1. Group discussions and class seminars are held on various teaching sessions.
2. Innovative practices are applied during teaching sessions.
3. Tutorials are provided to the weak students.
4. Motivate Students to prepare the scrap file in their teaching subjects which inculcates habit of in depth study in them.
5. Preparation of teaching aids by prospective teachers.
6. Community services and services provided to outreach schools through teaching practice and sessional work by teachers trainee such as visit to slum areas and special schools.



## **Criterion III: Research, Consultancy and Extension**

### **3.4 Promotion of Research**

#### **1. How does the institution motivate its teachers to take up research in education?**

Rewa College of education allows leave for the teachers for conducting of researchers.

#### **2. What are the thrust areas of research prioritized by the institution?**

Areas of special interest of teachers.

#### **3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.**

No

#### **4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.**

As given in personal profiles.

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

#### **1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.**

Teaching aids are prepared by pupil teachers and used in class teaching and displayed in the department.

Research is an integral part of B.Ed. program, college emphasizes on research and action research amongst teachers and trainee teachers.

Management and principal always look forward for systematic and objective analysis.

Computer and internet facilities available to each faculty to facilitate research work.

Research progress of faculty is always appreciated by college.

Amongst the eight faculty members of the college two hold Ph.D degree.

#### **2. Give details on facilitates available with the institution for developing instructional materials?**

For developing instructional materials, our college provides reference books, journals, periodicals, magazines, text books, lab facilities & guidelines by the teachers.

**3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.**

No

**4. Give details on various training programs and/or workshops on material development (both instructional and other materials)**

Nil

**5. List the journals in which the faculty members have published papers in the last five years.**

As given in personal profiles.

**6. Give details of the awards, honors and patents received by the faculty members in last five years.**

As given in personal profiles.

**7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.**

No

### **3.3 Consultancy**

Rewa College of Education encourages its faculty to provide consultancy service to the school for the improvement of school climate. The faculty remains actively engaged in personal and carrier counselling of trainee teacher through counselling cell.

**1. Did the institution provide consultancy services in last five years? If yes, give details.**

The faculty members of Rewa College of Education has provide consultation at personal level in various areas.

**2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.**

No such staff members of the college undertake paid consultancy, however, on demand they perform role of subject expert to evaluate performance of the school teacher's, provide ICT awareness, sometimes they are invited as experts for selection committees of the schools too. But, the entire consultancy provided them is ruminative and assistance to the school.

**3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?**

Nil. As no formal consultancy service is provided by the college, therefore, revenue generation is nil.

**4. How does the institution use the revenue generated through consultancy?**

Nil

**3.4. Extension Activities**

**1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)**

Every year our students are motivated to educate the girl-child, illiterate adults, to clean their surroundings, to prevent the wastage of water. Fields of the institution are provided for various social programmes, cultural programmes, competitions, elections etc.

Every year, college celebrates VAN MAHOTSAVA. A campaign for tree plantation is carried out in nearby area and awareness for care of the new planted tree is generated among community people.

By visiting the nearby villages to study the children with special needs and meeting with their parents.

**2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)**

Different medals are donated for high achievers.

**3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?**

Our college is planning to provide free literacy campaign orienting community about HIV & AIDS education, woman empowerment in future, health education, nutrition, job- oriented counseling.

**4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.**

No

**5. How does the institution develop social and citizenship values and skills among its students?**

Through group discussions, guest lectures on social issues and value education life skills are emphasized very much in scout guide programme.

The curricular activities e.g. teaching-learning experiences, practice teaching, seminar, workshop, debate, quiz, talkfest emphasize & facilitate inculcation of responsible democratic, social and citizenship values and awareness of human rights in students.

Many leading public figures and educationists visit the college every year. These visits provide opportunities to students for interaction and exchange of views and sharing of their experiences in person.

The Co-curricular activities prepare students to face challenges of life.

### **3.5 Collaborations**

**1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.**

Nil

**2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.**

No

**3. How did the linkages if any contribute to the following?**

**Curriculum Development** – Sometimes curriculum of abroad are discussed from their experts and if found suitable, it will be include in the curriculum.

**Teaching** – Strong linkages with neighbourhood schools are made in organizing practice teaching for student teachers.

**Training** – As above.

**Practice Teaching** – As above.

**Research** – Various recent trends are read, discussed and implemented from various international journals, books, papers and websites.

**4. What are the linkages of the institution with the school sector? (Institute-school-community networking)**

Student Teachers are sent to the nearby schools for practice teaching. The teachers & principals of those schools and student teachers make coordination with each other. Feedback from teachers, student teachers and principals are obtained to further improve the programme to benefit the students of the society. Department also invite the learned persons of the community in various programmes.

**5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.**

Yes, our faculty member are actively engage in schools and with the concern teacher to design evaluate and deliver practice teaching, our institution organizes a meeting of the concern principals of the practice teaching schools. In the above meeting we discuss issues regarding the recruitment of the teachers and make the schedule. After the end of the practice teaching the concern student teachers (teacher trainee) have to submit the progress report the principal of the concern school. The in- service, regular teacher of that school will evaluate our pupil teacher in the absence of our mentor teacher.

**6. How does the faculty collaborate with school and other college or university faculty?**

Through Meetings

**3.6 Best Practices in Research, Consultancy and Extension**

**1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

Through the discussions.

**2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

No

## Criterion IV: Infrastructure and Learning Resources

### 4.1 Physical Facilities

**1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.**

Yes. The Rewa College of Education has built up complete physical infrastructure as per NCTE norms to run the B.Ed. course. The college has an excellent infrastructure and learning resources over the years. Now it has become a renowned centre for studies in the area of Teacher Education. The college located in pollution free environment, 5 km away from Rewa city. Rewa College of Education is self-financed institute. It has a spacious building that accommodates the administrative office and the academic department. The class rooms and methods rooms have proper lighting and ventilation and both are well equipped with proper furniture, dice, and display board. Administrative office and staff room is fully airy and well furnished. Principal room has adequate space to conduct meetings. The Rewa College of Education provided with a library and a reading room having a seating capacity of 35 students. Library has internet connectivity. The college has well equipped science lab, computer resource centre with 35 computers and internet facility, Psychology lab with more than 30 tests and Psychological Testing Equipments. There is a well furnished Seminar Hall and a Multipurpose Hall of seating capacity of more than 200 people to conduct various academic and cultural activities. The college has got separate common rooms for boys and girls. There is a Rest cum Medical room provided with first aid facility. Sports, Music Room and a Store Room are also available in the college campus. A well size parking space for vehicle is also available in the campus. There is a provision for indoor as well as outdoor games. There is a separate toilet and wash room for boys, girls and college staff. Fire safety measures are also placed in the college building. The college has following facilities:-

- (i) Psychological Laboratory
- (ii) Science Lab.
- (iii) Educational Technology Lab.
- (iv) Library
- (v) Furniture
- (vi) Play Ground & Sports Equipment
- (vii) Computer Lab.

- (viii) Work experience lab
- (ix) Class Rooms and Methods Room
- (x) Multipurpose Hall
- (xi) Seminar Hall
- (xii) Work Experience and Music Room
- (xiii) Boys and Girls Common Room
- (xiv) Fire Safety Measures
- (xv) Administrative office
- (xvi) First aid Facility
- (xvii) Parking Space
- (xviii) Store Room

The Rewa College of Education runs one course i.e. B.Ed. (one unit) in the campus. The infrastructure is sufficient enough to keep pace with the academic growth and can accommodate more students/courses in the campus by making required additions to the existing building and infrastructure. The College has infrastructural and instructional facilities as per NCTE norms.

## **2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?**

The Rewa College of Education fulfils the required necessities faced by the student teacher and the faculty every year by considering the proposals and suggestions put forward by the various committees and cells. The college has new technologies and facilities according to the requirement for academic growth. The faculty as well as students used OHP, Projector and Computer for the demonstration, Micro Teaching and Lesson Planning to keep pace with the academic growth. Besides there, faculty frequently use Power-point, various multi-media, transparencies and other innovative methods to make the teaching and learning process more effective. Seminar & Multipurpose Hall are well equipped with fairly good sound system. College is always in a continuous process to update the library with new books and journals, Psychology resource centre, Language resource centre, Science/Math resource centre and Computer lab with equipments according to the requirement of the student teacher and the faculty. The college also add the furniture and other accessories from time to time. Departmental meeting are held in which requirement for infrastructural development is discussed & demands are made accordingly.

### **3. List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.**

The Rewa College of Education has enduring facilities for conducting co-curricular activities and extra-curricular activities including games and sports. The College has a large Multipurpose Hall and a Seminar Hall equipped with a very good sound system, OHP and Projector. There is an adequate seating arrangement and enough space for organizing workshops/ seminars and conference. College Provide necessary materials during the workshop. The College also provides the students with the transparencies and CDs in order to help them to prepare topic oriented transparencies and power point presentation during practice teaching. The soul purpose of the above activities is to provide practical knowledge to the student teachers to use latest technology for effective presentation. In order to accomplish various assigned projects during practice teaching student teachers are provided with the facilities books and learning material on the topic. Apart from these the college has Internet facility which is used by the students as well as the faculty for searching and downloading the important matter related to topic. There is also a facility for printing, scanning and photocopying of important matter in the library. College also possess various educational books, CDs, CD-ROMs, magazines and encyclopaedias based on various subjects to help student teachers and faculty in order to organize seminars and debates.

Infrastructure facilities available for co-curricular activities –

1. Seminar Room
2. Multipurpose Hall
3. Conference Room
4. Library

Extra Curricular Activities –

1. College field for games & Sports
2. College Hall
3. Girls Common Room
4. Play Ground

### **4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.**

Physical infrastructures shared with other programmes of the institution are –



1. Play ground
2. Public Address System
3. Indoor & Outdoor Game facilities

**5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)**

The Rewa College of Education gives proper importance to health and hygiene, thus, provides facilities to ensure the health and hygiene of the staff and student teachers. There is a rest room cum health centre for staff and student teachers where first aid kit and bed for rest is provided. The College has separate arrangement of toilet/washroom for girls and boys student teachers and for men and women staff. The institution provides pure drinking water to the student teachers and faculty as Aqua Guard fitted water cooler facility is available in the college. The college has permanent staff (sweeper, gardener and peon) to look after the daily hygienic cleanliness of the college building and the campus. Principal frequently checks and ensures the maintenance and hygienic cleanliness of the college.

Facilities available with the institution to ensure the health & hygiene of the staff & students are –

1. College Dispensary
2. Play ground
3. Department First Aid Box
5. Wash room facility
6. Water purifier
7. Rest Room
8. Girls Common Room
9. Maintenance Committee

**6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.**

No

#### **4.2 Maintenance of Infrastructure**

**1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.**

No such data is maintained (the utilization as per requirement).

**3. How does the institution plan and ensure that the available infrastructure is optimally utilized?**

The college has a well formed mechanism to ensure optimum utilization of its infrastructure facilities. The available infrastructure meets and exceeds the program requirements and yet optimally utilized. The management and overall milieu ensures smooth and regular functioning of the college. Separate class room are used method teaching. All the resource centre are properly utilized.

Meetings at the college level are held to plans for the optimal utilization of the available infrastructure.

Routine visit of the administrator & Principal ensure the optimal utilization of infrastructure.

Feedback proformas filled by pupil teachers & old students.

**3. How does the institution consider the environmental issues associated with the infrastructure?**

The institution takes proper care of environmental issues by providing following facilities-

1. Fully ventilated class room & staff room.
2. Proper cleanliness.
3. Prohibition to use polythenes by students & staff.
4. Clean & purified drinking water.
5. Less consumption of electricity due to proper utilization of natural light.
6. Debates are conducted regularly for awareness of environmental & social issues.
7. The College organized plantation programmes and lectures by experts.

**4.3 Library as a Learning Resource**

**1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?**

Yes (As per College Library)

**2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).**

No of books and titles as in institutional proforma.

Audio visual teaching learning resources as O.H.P., T.V., Slide projector, Computer, slides, microscope.

**3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.**

The library Committee is responsible for the overall growth and development programme of the library. It holds at least two meetings every year to obtain feedback on the functioning from its members. To achieve this goal, it performs following functions –

Allocation of fund for the growth and development of the library.

Selecting the Titles of different subjects related to B.Ed. syllabus from the lists of publishers and forwarding the list of selected titles (list of new titles) to the Library. Purchase of the book of all streams.

Checking the documents of library.

Annual verification of the stock of books.

Monitoring the functioning of the library.

Arranging library period in the time table for the students.

Suggestion to librarian for better utilization of library resources.

Feed back on functioning of library.

**4. Is your library computerized? If yes, give details.**

No

**5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

The college library has computers and reprographic facilities. Staff can access the library books.

**6. Does the institution make use of Inlibinet/ Delnet/I UC facilities? If yes, give details.**

No

It is part of future plan. It has as yet not been worked out well.

**7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

The library remains open on all working days. Timings during teaching days 10:00 A.M. to 4:00 P.M.

**8. How do the staff and students come to know of the new arrivals?**

New arrivals are displayed in the showcase and the latest issues of journals are kept on display rack. The college has a mechanism in place to keep the staff and students informed of the new arrivals. Thus, information related to new arrivals in the library comes to the notice of staff and students through following channels:-

Firstly, the librarian intimates about the new arrivals to the faculty in-charge of library period. The librarian herself conveys this message to the concerned faculty. The principal is informed who informs the concerned faculty about the arrival of book they ordered/selected.

Secondly, the librarian displays information on the notice board of the institute.

Thirdly, notice is put on the notice board of the library.

Book courses are also displayed on appropriate place in the library.

**9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

Yes, the college has book bank facility for poor and meritorious students. Text books of their course are issued to the students for entire academic session.

**10. What are the special facilities offered by the library to the visually and physically challenged persons?**

Although no special facility is provided but extra care is provided if required.

**4.4 ICT as Learning Resource**

**1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.**

ICT facilities' are available in the institute. The details are given below:-

1. Computers 40
2. OHP Projectors 01

3. T.V. 01
4. V.C.R. 01
5. Tape Recorder 01
6. Video Cameras 01
7. Printer 01

College Computer Lab is used by the pupil teachers.

Internet connectivity is also available for students.

**2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included**

No, there is no provision in the curriculum for imparting computer skills for all students. Computer is an optional paper in the curriculum. However, we give training for computer awareness to all students.

**3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

The lectures are given through power point presentation and OHP presentation. Teachers prepare study material for their students.

Yes, the college incorporates and makes use of the new technology in the curriculum transaction process at the college itself as well as in the practice teaching schools.

**4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)**

The major areas and initiatives in which student teachers use/adopt technology in practice teaching are given below:-

Class room transactions.

Preparation of teaching aids

The pupil teachers are motivated, encouraged and trained for making use of the modern technology for practice teaching.

**4.5 Other Facilities**

**1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.**

The instructional infrastructure facilities established in the college are kept open for the students and faculty members during working hours and also extended hours whenever required.

The institute ensures that the instructional infrastructural facilities are optimally used.

**2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

The following audio-visual facilities and other material related to the programme are available in the institute.

OHP Projector 01

Audio Tape 01

LCD Projector 01

TV 01

Teachers trainee are encouraged to use audio-visual materials to develop teaching aids, instructional strategies, etc. Pupil teachers use audio- video materials during practice teaching.

**3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

The institute has the following laboratories as per NCTE norms:-

Psychology Laboratory

Science and Math Laboratory

Information Communication Technology (ICT) Laboratory or ET lab

Teaching Aid Room

Cultural Activity Room

**4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.**

The college is having the following facilities:-

Multipurpose Hall 01

Music Room 01

Indoor Sports Room 01

**5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.**

No, the classrooms are not equipped for the use of latest technologies for teaching. However, seminars room, ICT lab, Psychology lab and science lab, are well equipped for the teaching.

#### **4.6 Best Practices in Infrastructure and Learning Resources**

**1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?**

The faculty seeks to model and reflect the best practices in the diversity of instruction by using LCD, OHP etc in the programme of classroom discussions. Question-answer sessions, brain storming and seminar based study material prepared by faculty.

2. Faculties are encouraged to use innovative methods to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Faculties make use of facilities available in the Educational Technology lab, like computers, television, DVD Player, OHP in pedagogy.

3. The faculty as well as pupil teachers adopt different methods of teaching and deploy different techniques for the sake of variety in teaching and meeting multiple tastes and liking of learners.

**2. List innovative practices related to the use of ICT, which contributed to quality enhancement.**

The following innovative practices related to the use of ICT which contribute to quality enhancement are given as under:-\

Teaching through power point presentation

Teaching through OHP slides.

List of the innovative practices related to ICT that contributed to the quality enhancement.

1. Lesson
2. Preparation and use of slides
3. Preparation and use of power point presentation
4. Collecting information through internet.
5. Use of LCD for seminars/ workshops.

**3. What innovations/best practices in Infrastructure and Learning Resources are in vogue or adopted/adapted by the institution?**

1. Spacious campus with sufficient facilities
2. Counselling planning and personality development.
3. Computer lab with internet facility remains open on working days.
4. Excellent indoor and outdoor sports facilities.

**Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment**

**1. What were the evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report and how have they been acted upon?**

N.A.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?**

N.A.



## **Criterion V: Student Support and Progression**

### **5.1 Student Progression**

**1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?**

After getting selected through the on line counselling carried by the state authority, the students are joining the programme and after admitted the students are given orientation regarding their preparedness for this professional education programme.

1. After joining the B.Ed. course every month the institution conducts the test for knowing the standard of pupil teachers and extra time is given to the low achievers.
2. Teaching skills are developed by micro teaching simulation and practice teaching in proper supervision of students.

**2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?**

The institute offers good academic and conducive learning environment provided by a team of dedicated and qualified teachers.

**3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?**

The dropouts after admission is negligible.

**4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?**

The institute provides additional services and counseling to students enabling them to compete for the jobs and guidance for higher education. There is also a career and counseling cell, which help the students in seeking jobs. The success rate for UGC- NET examination is

approximately 4-6 students every year. Students are also getting selected in central and state government services.

**5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?**

No such records are available.

**6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.**

There is no such provision of training, only the ideas are shared by the student teachers.

**7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.**

Career corner council help students about various vacancies and posts in newspapers, websites and personal contacts.

**8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?**

N.A.

**9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

Teacher educators always remain in touch with practice teaching schools and the students are placed in these schools if vacancies exist in these schools.

**10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?**

N.A.

## **5.2 Student Support**

**1. How are the curricular (teaching- learning processes), co-curricular and extra-curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

The Rewa College of Education prepares an academic calendar for curricular, co-curricular and extra-curricular programmes each academic year to achieve the objectives and effective implementation of the curriculum.

**2. How is the curricular planning done differently for physically challenged students?**

No different planning is done for physically challenged students for theory classes. However, they are provided required assistance during practice teaching.

**3. Does the institution have mentoring arrangements? If yes, how is it organised?**

The institute has mentoring arrangements. All the faculty members guide the student teachers for professional development and information about job opportunities.

**4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?**

The Department follows the tutorial systems and the faculty members identify the personal problems of the student's teachers and help them in their academic activities.

**5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?**

The institute has its own website. The information about B.Ed. department is posted on website as per NCTE requirement. The information is updated on website from time to time.

**6. Does the institution have a remedial programme for academically low achievers? If yes, give details.**

Tutorial classes for low achievers are organized. Teachers also solve the problems of low achievers individually.

**7. What specific teaching strategies are adopted for teaching?**

**a) Advanced learners and (b) Slow Learners**

(a) Advanced:- academically challenged assignments are given.

(b) Slow Learners:- individualized teaching and remedial teaching are provided.

**8. What are the various guidance and counselling services available to the students? Give details.**

The faculty members always remain available for academic and personal counseling whenever the students need it.

**9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?**

The institution has Grievance Redressed Cell. Grievances of students are properly attended by the convener of G.R.C.

**10. How is the progress of the candidates at different stages of programs monitored and advised?**

The progress of student teachers at different stages of programmes monitored through unit tests, class tests, group discussions, oral tests, observation etc.

**11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?**

The competency of student teachers is improved through micro teaching and simulated teaching. They are also supervised, commented and reinforced by subject supervisors during practice teaching.

### **5.3 Student Activities**

**1. Does the institution have an Alumni Association? If yes,**

Our alumni association is working with college but it in infancy stage.

**2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.**

As of the college.

**3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.**

The students are encouraged to publish their work in college Magazine and they are also involved in the Editorial Board of Magazine/ Souvenir which are published at college level.

**4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.**

Yes,

All curricular activities of the college are performed with its help.

**5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.**

The college has various bodies which have student's representation. The names of the bodies Committees are given below:-

1. Sports Activities Committee
2. Editorial Board
3. Proctorial Board
4. Library Committee
5. Anti Ragging Committee

**6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?**

The student teachers give a feedback on the staff performance in the Performa provided to them and the Principal observes college programmes and sometimes he visits without information in classrooms and labs.

#### **5.4 Best Practices in Student Support and Progression**

**1. Give details of institutional best practices in Student Support and Progression?**

The college conducts the best practices in Student Support and Progression. Remedial teaching and guest lectures are organised for student teachers.

**Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment**

**1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?**

N.A.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?**

N.A.

## Criterion VI: Governance and Leadership

### 6.1 Institutional Vision and Leadership

#### 1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The College has state vision, mission and values

Rewa College of Education is nurturing students on value based education of the following main components:-

Personality Development

Human Values

Team Work

Discipline

Quality Education

Work Culture

We are committed to provide healthy learning environment and supporting facilities for the students to achieve academic excellence for better employment.

#### **Our Vision:**

We envisage our students to:-

Imbibe right attitudes, values, ideals and ideologies.

Achieve academic excellence through hard work, critical thinking and effective decision making.

Facilitate learning among their pupils through appropriate skill and methodologies.

Exercise responsible leadership in the total formation of their pupils.

Render selfless service to the community.

#### **Our Mission:**

To serve the society by imparting quality education through modern techniques of Scientific and technological era. Our mission is to strive to provide

Intellectually well developed,

Socially concerned,

Morally upright,

Spiritually oriented-Citizens for India.

**2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?**

To promote and impart education and practical training.

To provide facilities and guidance for research.

To provide residential facilities to the staff.

To help students in getting employment.

Conveyed through prospectus, hoarding, flannel boards.

**3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)**

Management's Committee and Leadership Role In effecting transaction of Teaching & learning process:-

Active Role:-

1. Principal – Administrative Head
2. Regular meetings with management to review implementation of management's directions and plans.
3. Faculty Development Programs are conducted.
4. Internet facility, books and journals any other multimedia devices.
5. Appointing new faculty as per academic workload (tutors etc.)
6. Encouraging new teaching learning methods.
7. Encouraging qualitative co-curricular programs.
8. Providing conducive environment.
9. Providing duty leaves to teachers for their professional up gradation.
10. Providing and maintaining infrastructural facilities.

**4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

Through construction of different committees, powers are delegated and decentralized and conveners of committee reported to the Principal.

**5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?**

1. Through personal interaction with staff and faculty members.
2. Reports of committees formed.
3. Examination results.
4. College publications/ magazine.

**6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**

1. Through feedback from students.
2. Examination results.

**7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

1. Representation of teaching and non- teaching staff managements meetings.
2. Teachers and students representation in different committees.
3. Presence and participation of members of management and principal in most of the college events.
4. By facilitating infrastructural facilities.

**8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

1. As head of the institution:-

Principal is responsible for both academic and administrative functioning of the cell.

2. Puts things in management meetings.
3. As S.S. of University Exams – Smooth conduction of exams.
4. Conducting meetings with staff and with management–meeting minutes.



5. Rapport with other local institutions.

## **6.2 Organizational Arrangements**

**1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.**

Guidance Counselling

Volunteer Committee

Teacher Council

Old student Association

Student council

Purchase Committee

Library Committee

Anti Ragging Committee

Cultural Committee

NAAC Committee

**2. Give the organizational structure and the details of the academic and administrative bodies of the institution.**

Organizational Structure:-

Managing Committee

Principal

In charge/ H.O.D.

Teaching Staff

Non- Teaching Staff

Different Committees

**3. To what extent is the administration decentralized? Give the structure and details of its functioning.**

Original Structure is decentralized.

Decentralization through different committees

Staff Council meetings

Academic calendars are prepared and duties are allocated.

**4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

Inter disciplinary lectures.  
Inter Competitions- lectures- debates- sports

Community service programs.

**5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Feedback from students

**6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment).**

Staff council meeting

### **6.3 Strategy Development and Deployment**

**1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

Information of admission rules, dates, university notifications are displayed on college website and notice boards.

E-mail facility

Accounts etc – computerized

**2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

As per requirement of different action plans resources are allocated to different committees.

**3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?**

The human & financial resource planning is done on the basis existing proposed intake of students to support the implementation of the mission & goals.

**4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?**

Academic calendar is prepared with the involvement of teaching faculty and students.  
Teacher Representative puts the planning before Principal and Principal before management.  
Student's are actively involved in most of the committees.

**5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**

1. Objectives are communicated through principal in staff meetings, office circulars and notices.
2. Published in prospectus.
3. Website

**6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**

1. Evaluated through oral and written feedback.
2. Feedback and suggestions from different committees are communicated in meetings of staff council and managing committees.

**7. How does the institution plan and deploy the new technology?**

Internet facility

**6.4 Human Resource Management**

**1. How do you identify the faculty development needs and career progression of the staff?**

Official record of faculty e.g. Refresher courses etc. publications / researches / seminars attending.

**2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

1. Feedback from students.
2. Exam results
3. Professional growth through researchers, seminars and conferences etc.

**3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

1. Facilitating participation in academic events – seminars/ conf. res. Publications.
2. Leaves for orientation / refresher courses.
3. Verbal appreciation rewards, written appreciation in service book given by Principal.

4. Financial assistance

5. Conduction of Guest Lectures.

**4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching? non-teaching staff? If yes, give details.**

No, but we are planning to conduct such programme.

**5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc. )?**

No.

**6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

Applications are invited and interviews are conducted by Principal / Management .

**7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

Leave facilities for various courses (Refresher orientation, seminars etc.)

**8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

Infrastructural facilities e.g.: library, Psychology Lab., Education Technical Lab., Teaching Aid Room, Seminar cum research room, Wash Room & Common Room, facilities especially for girls etc.

**9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

The department has mechanism for faculty and other stakeholders to seek information through notice board, college prospectus, magazine, newspapers, college website and direct interaction. The Grievance Cell is also available for complains.

**10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

Workload has been distributed according to NCTE norms.

**11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

Yes, by giving rewards and mementoes in annual functions / programmes.

### **6.5 Financial Management and Resource Mobilization**

**1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

No.

### **6. 6 Best practices in Governance and Leadership**

**1. What are the significant best practices in Governance and Leadership carried out by the institution?**

Best Practices:-

1. Vision and mission are in tune with policies of Higher Education e.g.

1. To promote education and practical training.
2. To encourage research guidance
- 3.To provide cultural and recreational facilities
4. To make students self reliant.
5. To make students socially efficient.

2. Decentralization of administrative functions.

3. Initiation of computerization in office.

4. Facilitating students and staff satisfaction.

## **Criterion VII: Innovative Practices**

### **7.1 Internal Quality Assurance System**

**1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

IQAC has been formed 2013 at college level and its functioning is in initial stage.

### **7.2 Inclusive Practices**

**1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.**

The issue of inclusion reflects in the values of the institution as well as in the working of the institution. All the students are given equal opportunities and attention to fulfil their needs.

**2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.**

Open discussions, general awareness programs, debates, guest lectures by experts are organized from time to time to cater the need of awareness towards inclusion, exceptionalities and gender differences and their impact on learning.

**3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

1. The institute undertakes and gets involved in various kinds of extension and outreach activities of its own in order to promote social interaction, active engagement learning and self motivation.

2. Teacher trainee provides their services to outreach schools by doing teaching practice.

3. Teacher trainee donates their teaching aids to the practice teaching schools after their practice teaching.

4. Feedback is also taken from the practice teaching institutions.

**4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

1. Teacher trainee tries to cater the needs of the students from different backgrounds during their practice teaching.

2. Teacher trainee make visit to nearby school.

3. Assignments and projects related to subjects are given to the students.

**5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

There are only one or two physically challenged students in the every session and there is no specific provision for these students. However, efforts are being made to provide the facilities to the physically challenged and differently abled students enrolled in the institution.

**6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

1. The College has a women cell to deal with the gender sensitive issues of women. But till now there is no issue related to this.

2. Routine problems of gender sensitive issues are dealt by the proctorial board.

**7. 3 Stakeholder Relationships**

**1. How does the institution ensure the access to the information on organizational performance ( Academic and Administrative) to the stakeholders?**

The college ensures to access the information on organizational performance, academic, and administrative information to the stakeholders through News Papers, Notice Board, Newsletters, brochure etc.

**2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

1. If a programme is successful, feedback and suggestions are collected.

2. Feedback proformas are filled by the pupil teachers, teachers of practice teaching schools and modifications are done according to make the programme better in future.

**3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

1. Feedback proformas are filled by the pupil teachers and professional community.

2. Students- Alumini- meets are held from time to time.

3. The department analyses the feedback proformas received from different sources such as pupil, teachers, teachers of practice teaching schools and old students and try to modifications accordingly.

#### **D. Declaration by the Head of the Institution**

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

**Signature of the Head of the institution  
with seal:**

Place:

Date: