Yearly Status Report - 2015-2016

Part A	
Data of the Institution	
1. Name of the Institution	**ABHILASHI COLLEGE OF EDUCATION**
Name of the head of the Institution	**Dr. Narbada Devi**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**01905243328**
Mobile no.	**9418484239**
Registered Email	**principalace2016@gmail.com**
Alternate Email	**abhilashigroup@gmail.com**
Address	**VPO Ner Chowk Teh. Balh Distt. Mandi**
City/Town	**Mandi**
State/UT	**Himachal pradesh**
Pincode	**175008**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Semi-urban**
Financial Status	**Self financed**
Name of the IQAC co-ordinator/Director	**Dr. Anup Kumar**
Phone no/Alternate Phone no.	**01905243328**
Mobile no.	**9418652321**
Registered Email	**anupkumar750@gmail.com**
Alternate Email	**abhilashigroup@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://abhilashicollegeofeducation.in/Static/V1/Files/Documents/637629130713292286.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.abhilashicollegeofeducation.in/Acadmic-Calaender

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.48**	**2010**	**28-Mar-2010**	**27-Mar-2015**

6. Date of Establishment of IQAC	**01-Jul-2010**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Exhibition of Teaching Learning Material	**04-Feb-2016** **1**	**52**

Workshop on Soft Skills Enhancement	02-Nov-2015 7	50
Induction program for teachers	02-Sep-2015 2	30
Celebration of National Hindi Diwas	14-Sep-2015 1	25
Workshop on Drug De-addiction	23-Jun-2016 1	48
Bhang Ukhado Abhiyan	24-Aug-2016 1	100
Visit to Old Age Home and Cleanliness Campaign	22-Oct-2016 1	50
Talent Hunt and Welcome party for Students	01-Sep-2016 1	148
Annual Sports Meet	21-Nov-2015 1	70
[View File](#)		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	**9**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**Yes**
If yes, mention the amount	**100000**
Year	**2015**

12. Significant contributions made by IQAC during the current year(maximum five bullets)

- For NAAC accreditation 2nd cycle was prepared and sent to NAAC. • Celebration of National Hindu Diwas dated 14092015 • Workshop on Drug de addiction on dated 23062016 • Bhang Ukhado Abhiyan dated 24082016 • Visit to old age home and cleanliness campaign dated 22102016

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
• Annual Sports Meet	• Annual sports meet conducted on 21/11/2015
• Workshop on Soft Skills Enhancement	• Workshop on Soft skill Enhancement conducted on 02/11/2015 to 07/11/2015 for students and staff
• Student career counseling and Personality development program	• Students career counseling and personality development programme are added as necessary part of the curriculum and a counselor for the same
• Feedback mechanism based on the data collected by Stakeholders	• Feedback mechanism based on the data collected by stakeholder collected and analyzed
• Exhibition of Teaching Learning Material	• Exhibition of Teaching Learning Material conducted on 04/02/2016
• Emphasis on ICT used enable tools in teaching learning process	• ICT used enable tools in Teaching Learning Process are introduced in the B.Ed. college
• NAAC Accreditation for 2nd cycle	• NAAC Accreditation for 2nd cycle SSR prepared as per guidelines
• Talent Hunt/ welcome party for students	• Talent Hunt/ Welcome party for students conducted on 01/09/2016
• Induction programs for teachers	• Two days Induction program conducted in collaboration with Abhilashi University for Teachers dated 02/07/2015 to 03/07/2015
• Academic calendar	• Academic calendar M.Ed. and B.Ed. Courses prepared and implemented for the academic session
[View File](#)	

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date

Abhilashi Educational Society	07-Oct-2015

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2016
Date of Submission	30-Sep-2016
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Our institution has a well-developed mechanism for well-planned curriculum delivery and documentation to achieve the main goal of providing quality teacher-education to students from H.P. as well as other states of India. At the start of each academic year, the college prepares its proposed academic and co-academic calendars to ensure proper curriculum implementation. Students are informed about the academic and co-academic calendars, which include teaching days, internal examination dates, curricular, co-curricular, and extension activities. At the start of each academic session, newly admitted students are given an overview of the B.Ed. programme, its implementation, and the mechanism for curriculum delivery. Concerned subject-teachers also provide students with individual time plans for each course under different semesters. These time plans inform both students and teachers about the portion of the curriculum that must be delivered within the allotted time. These timetables are also documented in each semester's teacher-diary. Despite the use of traditional teaching methods, infrastructure and resources for the use of ICT in the classroom, such as power point presentations and smart boards are available for an effective, simple, systematic, and interesting teaching-learning process. The college also provides internet, reprography, and other learning resources to both teachers and students. Students at the college have the opportunity to conduct and participate in institutional level seminars. Apart from the theoretical aspects of the curriculum, the college has a well-developed mechanism for delivering and documenting the practical aspects of education. For this college plans systematized practice teaching phases as Micro-teaching, Simulated teaching, One month internship and Four month practice teaching as per prescribed by H.P.U. Shimla and maintain all the required documents for the same.To bridge the gap of learning among students college follows criteria -based assessment practices such as, class test, quiz, internal house exams (Term 1 and Term 2), assignments (4 for major subjects and 2 for minor subjects) and practical works. Special care is taken to address the problems of slow learners by providing remedial teaching and advanced learners by means of advanced teaching. Internal assessment is done transparently, with fixed

> **criteria that subject teachers must follow. Students are also inspired to do good through the organisation of guest lectures, seminars, workshops, and other activities.**

1.1.2 – Certificate/ Diploma Courses introduced during the academic year					
Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
No Data Entered/Not Applicable !!!					

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year		
Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	**Optional**	**01/07/2015**

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year		
	Certificate	Diploma Course
Number of Students	**Nil**	**Nil**

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Psychology of development and Learning	**05/08/2015**	**100**
Human Values and Ethics	**05/08/2015**	**100**
Life Skills Education	**05/08/2015**	**100**
Discussion on general Problems Regarding Course	**05/03/2016**	**100**
Mock Demonstrations on Teaching	**07/05/2016**	**100**
Yoga and Meditation	**21/06/2016**	**100**
[View File](#)		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	**Optional**	**37**
[View File](#)		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.	
Students	Yes

Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

Structured feedback for design and review of syllabus – semester- wise / year-wise is received from • 1) Students, 2) Teachers, 3) Employers and 4) Alumni • Student feedback regarding syllabus is analyzed to improve the quality education. • STUDENT FEEDBACK REGARDING GENERAL FACILITIES IS ANALYZED TO IMPROVE THE FACILITIES IN THE CAMPUS. • FACULTY FEEDBACK REGARDING SYLABII IS TAKEN REGULARY FOR COURSE ENRICHMENT. • EMPLOYERS FEEDBACK REGARDING THE PERFORMANCE OF OUR STUDENTS IS TAKEN ON REGULAR BASIS. • ALUMNI FEEDBACK REGARDING DIFFERENT Parameters ARE TAKEN TO IMPROVE THE OVERALL QUALITY OF THE UNIVERSITY.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Nill	200	138	138
MEd	Nill	35	10	10
[View File](#)				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2015	138	10	14	6	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
19	19	24	3	1	Nill
[View File of ICT Tools and resources](#)					
No file uploaded.					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring is integral part of the functioning of the institution. Teacher educators as well as students of M.Ed. act

as mentors to the students of B.Ed. One teacher educator is deputed to each practicing school as teacher incharge and is responsible for smooth organization of practice teaching. The teacher educator remains for whole day with the student teachers in that particular allotted school for complete duration of practice teaching. His/her main functions are to observe the lessons of student teachers in the classroom and provide necessary feedback to them. There is no fixed number of lessons that are to be observed by the teacher educator in a day, but it is ensured that at least one lesson of each student teacher gets observed by the teacher educator. M.Ed. students are also deputed to the schools along with teacher incharge and they act as mentors. The main role of these mentors is to observe B.Ed. trainees during class teaching and provide necessary guidance and help in various stages of planning and execution of teaching-learning process. The school teachers are also involved in providing feedback to the student teachers for improving their teaching skills and presentations. The feedback is provided to the student teachers by the teacher incharge and school teachers formally through writing the comments and suggestions on concerned lesson plan in the note book and informally through discussions. The student teachers also observe other peer student teachers and prepare observation lessons as well as provide feedback to each other for bringing improvements in teaching. Each student teacher has to prepare 20 observation lessons (10 in each respective teaching subject) on a proforma developed by the institution (5 point rating scale for 15 major components of teaching learning process). The student teachers have to attend morning assembly in the school and one student teacher presents a topic in morning assembly on each day. The student teachers are also engaged in organizing various co-curricular activities in the schools. Apart from this, the student teachers also prepare a daily report book mentioning the details of activities which are carried out by them during the whole day. Apart from this teacher educators also guide the students in their micro and simulation groups regarding acquisition of different teaching skills and also help them to solve their academic problems. Teachers also act as local guardians for the students as per the guidelines of the institution. M.Ed. students are also guided by their respective research supervisors and various opportunities are provided for maximum interaction with the faculty.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
148	19	1:8

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
19	19	Nill	1	6

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Nill	1/2015	21/07/2016	11/11/2016
BEd	Nill	2/2016	21/07/2016	11/11/2016
MEd	Nill	1/2015	21/07/2016	11/11/2016

| MEd | Nill | 2/2016 | 21/07/2016 | 11/11/2016 |

View File

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Internal assessment is awarded to the students of M.Ed. and B.Ed. courses as per the criteria mentioned by the Himachal Pradesh University, Shimla and appropriate weightage is provided to different components viz. attendance, assignment, conduct and performance in house examination. As per the new curriculum prescribed by Himachal Pradesh University, Shimla-5 for B.Ed. course the scheme of internal evaluation is provided as under: • Four courses of 100 marks in which 80 marks are meant for external evaluation and 20 marks have been earmarked for internal assessment. In this case, the students are assessed on the basis of their classroom attendance 5 marks and mid term test/theory assignments 15 marks. • Twelve courses of 50 marks in which 40 marks are meant for external evaluation and 10 marks have been earmarked for internal assessment. In this case, the students are assessed on the basis of their classroom attendance 3 marks and mid term test/theory assignments 7 marks. For M.Ed. course the scheme of internal evaluation is as under: • Twelve courses of 100 marks in which 80 marks are meant for external evaluation and 20 marks have been earmarked for internal assessment. In this case, the students are assessed on the basis of their classroom attendance 5 marks and mid term test/theory assignments 15 marks. The house examinations are compulsory for all students and the students either remaining absent or securing less than 25 percent marks will have to reappear in the examinations.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Academic calendar is prepared in every academic session by consulting different committees and also the necessary guidelines are also taken into consideration as per the affiliating and regulatory bodies. Feedback received from the institutional functioning and the priority areas are also considered at the time of its development. Appropriate weight age is provided is provided to the theory as well as the practical/lab work of the students of M.Ed. and B.Ed. courses. There is a appropriate provision for co-curricular activities as well as other extension and outreach activities. Different committees also prepared their own calendars taking into consideration the availability of the time. There is provision for vacations as well as advance and remedial instruction in the academic plan. For the conduct of examination and other related matters academic calendar is follows. Separate academic calendar is prepared for M.Ed. and B.Ed. courses.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://www.abhilashicollegeofeducation.in/Syllabus

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	BEd	Nill	137	137	100
Nill	MEd	Nill	10	10	100

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

 http://abhilashicollegeofeducation.in/Static/V1/Files/Documents/637629131439139789.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Education	3	Nill
International	Education	1	Nill
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference

Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
No Data Entered/Not Applicable !!!				
View File				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Red Cross Mela	Red Cross Society, Mandi	2	10
Cultural Event (Sanskritic Sandhya at Mandi)	Local Administration	3	20
Aids awareness Rally and Nukkad Natak	Red Ribbon Club	19	100
Female foeticide awarness rally (Meri Ladli)	Red Cross Society, Mandi	3	50
Bhang Ukhado Abhiyan	NSS	19	100
Visit to Old Age Home and Cleanliness Campaign	Red Cross Society, Mandi	19	50

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Aids Awareness	Red Cross Society, Mandi	Red Cross Mela	2	10
Aids Awareness	Red Ribbon Club	Aids awareness Rally and Nukkad Natak	19	100
Gender Issue	Red Cross Society, Mandi	Female foeticide awarness rally (Meri Ladli)	3	50
Swachh Bharat	NSS	Bhang Ukhado Abhiyan	19	100
Swachh Bharat	Red Cross Society, Mandi	Cleanliness Campaign	19	50
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			

No file uploaded.

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
B.Ed Internship	Academic	Government High and Senior Secondary Schools of Mandi District	16/08/2016	10/12/2016	38

	(HP), Contact No. 01772657054				

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
15	14.5

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	**Existing**
Class rooms	**Existing**
Laboratories	**Existing**
Classrooms with LCD facilities	**Existing**
Seminar halls with ICT facilities	**Existing**
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Nill	**Nill**	**Nill**	**2021**

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5937	1900488	990	139662	6927	2040150
Reference Books	606	85750	Nill	Nill	606	85750
Journals	17	11970	Nill	Nill	17	11970
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module	Date of launching e-

		is developed	content

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No Data Entered/Not Applicable !!!

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	27	2	20	2	2	1	1	1	0
Added	3	2	0	0	0	1	0	0	0
Total	30	4	20	2	2	2	1	1	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

<div align="center">

1 MBPS/ GBPS

</div>

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
5	4.7	3	2.85

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The infrastructure is used regularly and for maximum possible duration per week throughout the year. The infrastructure is extensively used for academic activities and organizing various co-curricular activities so that varied learning experiences can be provided to the students. The college has university examination centre where not only the university examinations of B.Ed. and M.Ed. programmes are conducted but also the university examination of other course are being conducted. Apart from this coaching related to different examinations is also provided to the students after working hours. The university examination of B.Ed, BBA, BCA programmes of other nearby colleges is also conducted. The instructional infrastructure is used regularly and for maximum duration per week throughout whole academic session for the purpose of curriculum transaction in both the programmes. Student teachers of B.Ed programme are provided practical training in different methods laboratories under the guidance of M.Ed students (mentors) and supervision of teacher in-charge. The students are encouraged to visit library and consult books for preparing their assignments, notes, lesson plans etc. The college has university examination centre and also conducts other competitive examinations, the details of which have already been given paragraph. Also, the infrastructure of the college is used by Abhilashi Educational Society for

http://www.abhilashicollegeofeducation.in/Mandatory-Disclosure

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nill	Nill	Nill
Financial Support from Other Sources			
a) National	POST METRIC SCHOLARSHIP SCHEME	18	92325
b)International	Nill	Nill	Nill
View File

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Personal counselling and mentoring	17/11/2015	39	Nill
Language lab	29/08/2015	39	Nill
Yoga and Meditation	01/07/2015	39	Nill
Remedial Coaching	01/06/2016	9	Nill
Remedial Coaching	09/12/2016	10	Nill
View File

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Private Schools	35	16	NA	Nill	Nill

View File

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
No Data Entered/Not Applicable !!!	
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
International science day(Quiz Competition and Group Discussion)	Institution Level	97
Campus Beautification	Institution Level	96
Exhibition of Teaching aids	Institution Level	52
Republic Day	Institution Level	39
Cricket Match	Institution Level	49
Cleanliness Campaign at Old Age Home Bhangrotu	Institution Level	50
Worlds AIDS day	Institution Level	87
Guest Lecture (Dhyan Yog Vigyan)	Institution Level	87
Annual sports meet (volleyball, kabbadi, table tennis, badminton, chess, spoon lemon race, Zig-zag Race,Shot Put)	Institution Level	70
Workshop on Soft Skills Enhancement	Institution Level	50

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

College Students Association is formed with five members i.e. president, vice president, secretary and two executive members. The main function of this association is to assist in planning and smooth organization of various academic, co-academic and extension activities. This association works for the betterment of students and college and is constituted for putting up the students problems and suggestions to the college administration. The members to this association are elected through mutual consensus and not through formal voting. First of all, class monitors are elected by the students in their respective class sections through mutual willingness. After this process, elected monitors from all three programmes through mutual understanding and willingness nominate one monitor for president, one for vice-president, one for the post of secretary and two for executive members in College Students Association. This association assists in organizing various academic and co-academic activities and the funds and other required materials for organizing these activities are provided by the college as per requirements. List of various bodies which have students' representation on it 1. Managing Committee of the College: 2. Internal Quality Assurance Cell (IQAC): 3. College Students Association: 4. Grievance Redressal Cell for Students: 5. Co-curricular Activities Management Committee: 6. Red Ribbon Club: 7. Campus Beautification Committee: 8. Extension Activities Cell: 9. Guidance Cell: 10. Discipline-cum-Anti Ragging Committee: 11. Research Colloquium:

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

28

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

1 Regarding road facility to the College 2 Water Cooler 3 Provision of Bank Atm facilities in Campus.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The overall administration is done by head (Principal) of the college. In his absence (due to leave or other reasons), the other senior and efficient teacher

is given the charge and responsibility to look into various college affairs. Various committees constituted in the college have been given necessary powers and authority by the principal to organize and manage different academic and co-academic activities. The decisions regarding the academic calendar and co-curricular activities are taken in a cooperative and joint manner in the meetings of concerned committee and finally in meeting of staff council. College Students Association has been framed in the college to assist in adequate and smooth organization of various activities and to put forward the problems of students as well as make suggestions for improvement and modifications. Practice teaching plans are developed in partnership with the school staff of practicing schools and mentor teachers. For this, a proforma of lesson plan is developed by the teacher educators of the college as well as teacher educators of other institutions after critical discussions through seminars or workshop mode in which M.Ed. students (mentor teachers) are also actively involved to give their comments. After finalizing a proforma of lesson plan for different teaching subjects, this proforma of lesson plan is being discussed with the school heads/ teachers of nearby schools for their comments and suggestions. The faculty members coordinate with school staff informal and formal manner. For this, concerned teacher educator along with one or two mentors (M.Ed. students) visit the school and after discussion, a final format of lesson plan is prepared which is then is used by the student teachers of B.Ed. course during practice teaching sessions.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	For making learning process 'student centered', various teaching-learning strategies such as group discussions in the classes, seminar presentations, class quizzes and exposure of students to extempore conditions in classes are adopted by the faculty members. Students are motivated by the faculty members to critically discuss every point in the class and put their comments and suggestions. The student teachers are imparted training through practical activities in various method laboratories. The student teachers are given practical training in various teaching skills and competencies through micro-teaching, simulation and peer observations. M.Ed. students act as mentors during these activities and are actively engaged in giving feedback/suggestions to B.Ed. trainees. Different co-curricular and extension activities are organized by concerned committees where the students have been given due representation. In these activities, M.Ed. students are involved for overall organization under the guidance of faculty members. Curriculum

	for B.Ed. and M.Ed. courses are updated by Himachal Pradesh University during 2015-16.
Teaching and Learning	Students are involved in organizing various types of curricular and co-curricular activities through participant-centered approach. This approach helps in developing organizational and management skills among the student teachers. For making students active in the process of learning, micro-teaching, simulation, practice teaching, various types of practical activities in laboratories etc. are being undertaken in the college. Group discussions in classes, seminars, class quizzes are also organized by the faculty members for involvement of students in the process of learning.
Examination and Evaluation	House examinations are conducted by Abhilashi College of Education after the completion of 50 of syllabus. In each theory paper of 80 marks, the students have to attempt five questions in all carrying 16 marks each. Question no. 1 is of short answer type and compulsory as well as can be set from any part of the syllabus of that subject. Apart from this, 20 marks have been earmarked for internal assessment of the student in each theory subject. The answer sheets are evaluated properly and feedback is given to the students.
Research and Development	The institution motivates the teachers to take up research in various current issues related to education. The teacher educators of M.Ed. course are encouraged to improve their publication status by conducting research studies and publishing their research papers in different journals. Teacher educators are also motivated to take the individual research works. In case of M.Ed. dissertation works, students are encouraged to give topmost priority to topics of contemporary significance. The teacher educators are also motivated to enhance their academic qualifications by enrolling themselves in M.Phil. and Ph.D. courses where they can undertake research work for being well known and aware about education and its allied problems.
Library, ICT and Physical	The library is regular resource for

Infrastructure / Instrumentation	teachers and students of B.Ed. and M.Ed. The library is updated time to time by making additions in the existing library resources. After the recommendations of library advisory committee, the final list of required materials is submitted by the head of the institutions to the office of Abhilashi Educational Society (Parent body of the institution) for final approval as well as purchase order. Abhilashi Educational Society purchases and procures the requisites and supplies the same to the library.
Human Resource Management	Teaching and non-teaching staff is deputed by Abhilashi Educational Society as per the requirement of affiliating and regulatory bodies. Different capacity building programmme for teaching faculty and staff are organized regularly. Welfare scheme like loan facility, medical ascendance, insurance, EPF and transport facilities are available for faculty's staff

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
No Data Entered/Not Applicable !!!	

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
No Data Entered/Not Applicable !!!						
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional	Number of teachers who attended	From Date	To date	Duration

development programme				
No Data Entered/Not Applicable !!!				
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
19	**19**	**10**	**10**

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
• Scholarship facilities for students • Interest free loan facility for teaching • EPF for staff members releasing salary less than Rs.6500/-per month. • Casual, earned, medical and study leave. • Accidental insurance facility for staff members. • Use of computers, printing and xerox facility for carrying own study/research works. • Grievance redressed mechanism for all employees adopted by Abhilashi Educational Society (parent body of the college). • Sponsoring staff for professional development programs.	**• Interest free loan facility for non-teaching • EPF for staff members releasing salary less than Rs.6500/-per month. • Casual, earned, medical leave. • Accidental insurance facility for staff members.**	**• Post metric scholarship for students • Hostel facility for girls • Fee concession to the students who belong to the weaker section of the society • Preventions of violence, misbehavior and harassment against women in the college during working hours.**

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The accounts are regularly audited internally by Abhilashi Educational Society (parent body of college) and externally by Chartered Accountant appointed by Abhilashi Educational Society (parent body of college) and approved for this purpose by H.P. University, Shimla-5.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
No file uploaded.		

6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	Yes	Management
Administrative	No	Nill	Yes	Management

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

NIL

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Optimum utilization of infrastructure 2. Submission of AQAR to NAAC through Email 3. Preparation and finalization of Self Appraisal Report for the 2nd cycle of the NAAC

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
Nill	• Induction programs for teachers	26/08/2015	02/09/2015	03/09/2015	30
Nill	• Talent Hunt/ welcome party for students	18/08/2016	01/09/2016	01/09/2016	148
Nill	• Emphasis on ICT used enable tools in teaching learning process	18/08/2016	15/09/2016	16/09/2016	38
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Workshop on Soft Skills Enhancement	02/11/2015	07/11/2015	48	2
Workshop on Drug De-addiction	23/06/2015	23/06/2015	46	2
Bhang Ukhado Abhiyan	24/08/2016	24/08/2016	83	17
Visit to Old Age Home and Cleanliness Campaign	22/10/2016	22/10/2016	48	2
Aids awareness week	01/12/2015	07/12/2015	49	1

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
No Data Entered/Not Applicable !!!

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nill
Ramp/Rails	Yes	Nill
Rest Rooms	Yes	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
No Data Entered/Not Applicable !!!							
No file uploaded.							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
No Data Entered/Not Applicable !!!		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Rangoli Competetion (on occasion of Diwali)	09/11/2015	09/11/2015	35
sports meet	21/11/2015	21/11/2015	35

science day	27/02/2016	27/02/2016	32
Celebrations of Savan Month	30/07/2016	30/07/2016	32
Awareness programme of Drug Deaddiction	01/09/2016	01/09/2016	130
Teacher day celebrations	05/09/2016	05/09/2016	130
Red cross Mela	28/09/2016	28/09/2016	45

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Initiative taken by the institution to make campus eco-friendly • Sun light use • Plastic free campus • Campus beautification and plantation • No junk food served in campus canteen • Paper less work

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICES Title of the Best Practice No.-1: "Seminar Presentation and finalization of research synopsis in M.Ed. Programme" The Context that required initiation of the practice: This activity was started by M.Ed. faculty on the basis of experiences gained in previous academic sessions, where M.Ed. students and the faculty members faced great difficulties in carrying out dissertation works. There were much confusion even among the research supervisors with regard to different aspects of dissertation and concepts of research. Some students have to carry out data analysis again due to this. Hence, it was thought justified at that moment to start presentation of synopsis from next sessions and will be presented by students. The faculty members will critically discuss at this juncture and finalize the synopsis for furthering the research works. Objectives of the practice: • To acquaint the M.Ed. students with various steps of preparing a research synopsis. • To identify the weaknesses in research synopsis and remove them at the beginning stage. • To critically discuss the research synopsis for making the students understand about various steps to be adopted during dissertation works. The Practice: First of all M.Ed. students are guided to identify and formulate a research problem with the guidance of concerned research supervisor and consulting different library resources. The students then onwards prepare their research synopsis on selected research problems. The synopsis prepared by the students is then corrected, edited and modified by the supervisor with the help of critical discussions between student and research supervisor. Afterwards, the student presents his/her synopsis in front of all peers and faculty members. The synopsis is discussed especially in terms of title of research problem, its significance, objectives, hypotheses and data analysis techniques. The students are given knowledge and understanding about different aspects of research during this process. After critical discussion, suggestions are forwarded to the concerned students for brining modifications in the synopsis and move ahead to carry out research work. Obstacles Faced and Strategies adopted to overcome them: Sometimes, the faculty members do not reach at a consensus with regard to certain aspects of synopsis (research procedure mentioned), hence, a difficulty is faced in its finalization and directing the students to go ahead with research work. In such cases, faculty members discuss the same with the research experts (especially the university teachers) to have their opinion. The suggestions given by them are discussed with other faculty members and accordingly incorporated in the synopsis to get it finalized. Impact of the practice: This practice has been found to be very useful not only to carry out

their research works smoothly and adequately, but has also helped in widening the horizons and enhancing the research aptitude of M.Ed. students. Due to this practice, M.Ed. faculty has also been benefited in terms of enhancement of their research knowledge, understanding and competencies. The M.Ed. students and concerned research supervisors have a clear cut direction of carrying out the research works. Title of the Best Practice No.-2: "Feedback from various stakeholders for Quality improvement in College Affairs" The Context that required initiation of the practice: Teacher training is an area which is related to school education and society in one way or the other. Hence, it is of utmost importance that training imparted in teacher training institution must address the needs of schools, teacher trainees and society. Earlier, there was no provision in the college to obtain feedback in a formal manner from various stakeholders linked with the college however, the feedback was collected through informal ways and means. So, in order to meet the needs and requirements of schools, teacher trainees and faculty members, the college initiated the practice of obtaining feedback from faculty members, teacher trainees, school heads/teachers regarding different aspects of teacher training imparted by the college. Objectives of the practice: • To improve the quality of different aspects of teacher training imparted in the college. • To identify and address the needs of faculty members, teacher trainees and schools for building a conducive learning environment in the college. • To find out weak areas in various institutional affairs and initiate remedial steps to remove them. The Practice: Feedback from teacher trainees regarding their campus experience and faculty members is obtained at the end of academic session through a proforma (self-appraisal and other) developed by the college in order to have their opinion regarding college activities and practice teaching. Non-teaching staff members are also involved in giving feedback through self-appraisal reports regarding their needs and requirements for improving the quality of office management. Feedback from school heads/teachers is also obtained at the end of practice teaching to know their opinion regarding different aspects of practice teaching in particular and teacher training in general. In addition, feedback is also obtained from faculty members, students and teachers through informal discussions and personal contacts. The information is collected and analyzed through IQAC and results are discussed in staff meetings. The loopholes and weak areas are identified and necessary decisions are taken for quality improvement in institutional affairs in future. Obstacles Faced and Strategies adopted to overcome them: The obstacles which is faced in carrying out this practice is that the school teachers sometimes do not provide accurate information regarding different aspects of practice teaching especially in written format. The college has come to know about this incorrect information/feedback through the discrepancies in written feedback and information received through informal discussions and personal contacts. To overcome this problem, the faculty members informally discuss with school teachers/heads regarding various aspects of practice teaching and teacher training. The feedback, thus obtained is further used for brining necessary improvements and modifications. Impact of the practice: This practice has been proved to be very effective in many ways in improving the quality of teacher training imparted in the college. This practice contributed in gaining acceptance and recognition of the college among local school community. • Enhancing the effectiveness of curriculum transaction strategies adopted by faculty members. • Building a congenial, healthy and student friendly environment for imparting training to the students. • Introducing different co-curricular and academic activities in the college for providing students with varied learning experiences. • Building a positive competitive environment among faculty members to upgrade their skills and competencies. • Adoption of ICT and new teaching method by faculty members in theory classes.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The curriculum of B.Ed. and M.Ed. programmes is being developed by Himachal Pradesh University, Shimla. Various modern aspects of teacher education are added by affiliating body in both the programmes with effect from the session 2015-16. In B.Ed. programme role of ICT in teaching-learning process and construction of knowledge, new trends in ICT, concept, elements and advantages of smart classroom, EDUSAT, internet and online learning resources are included. In addition to this, B.Ed. programme deals with various social issues like domestic violence against women, female foeticide, infanticide and dowry. Further, B.Ed. programme included education for human values, therapeutic values of yoga, inclusive education and education for peace and role of social agencies in imparting education for peace. There is a special paper for B.Ed. students concerning their health and physical education. Similarly, for M.Ed. programme the affiliating body has added modern trends in education communication such as e-mail, wiki, blogging, social networking, web based learning as well as challenges in integrating the technology for classroom instruction. Revised M.Ed. curriculum has led great emphasis on peace education, challenges of education in 21st century and education for eradication of poverty. In addition to these curricular aspects, various value added and topics of current affairs are discussed in the morning assembly to prepare the future teacher to have a glance into the global perspectives. Various international days like AIDS Awareness Day, Human Rights Day, Teacher's Day, World Environment Day, and International Women's Day etc. are celebrated to make students aware of global issues. In order to ensure effective teaching learning practice, students friendly teaching aids and techniques such as OHP transparencies, power point presentations, audiovisual aids, seminars, assignments, class tests, group discussion and debates are employed in both B.Ed. and M.Ed. programmes.

Provide the weblink of the institution

http://www.abhilashicollegeofeducation.in/NAAC

8.Future Plans of Actions for Next Academic Year

Future Plan of Action Abhilashi College of Education visions to be transformed into a Global Standards imparting world class education through skilled manpower to make a significant contribution to the nation building cater to the needs of the society by creating research oriented intellectual domain that initiates, nourished and perpetuates values of humanity, conscious co-existence achievement of excellence. Thus, Institution believes in creating new frontiers of knowledge in quest for development of a Human Society moves on with the following future plan of action for the next academic session to reach the target: - 1. To prepare Self Appraisal Report for the 2nd cycle of NAAC Accreditation and submit the same for the next cycle of accreditation. 2. To upgrade the existing human and material resource as per the requirement of two year B.Ed. and M.Ed. programme . 3. To organized different academic and co- academic activities for quality enhancement. 4. To organize seminars, conferences, work shop to enhance the skills of faculty. 5. To motivate faculty for professional development. 6. To collect analyze and use the feedback