

**H M Patel Institute of English Training & Research (CPE)
Vallabh Vidyanagar**

The Annual Quality Assurance Report (AQAR) of the IQAC

2012-2013

Part – A

A. Profile of the Institution

1. Name and address of the institution: H M Patel Institute of English Training & Research (CPE) Vallabh Vidyanagar 388 120 (Anand) Gujarat.
2. Website URL: www.hmpenglish.com
3. For communication:

Name of Principal	Office Telephone Number with STD Code	Fax No	E-Mail Address
Dr. Rajendrasinh Jadeja	02692-230193	02692230079	hmpietr@yahoo.com
Vice-Principal	Nil	Nil	Nil
Self - appraisal Co-ordinator Dr. G V Vyavahare	02692-230193	02692230079	hmpietr@yahoo.com

Name	Residence Telephone Number with STD Code	Mobile Number
Principal Dr. Rajendrasinh Jadeja	02692-230193	9375031402
Vice-Principal	Nil	Nil
Self - appraisal Coordinator Dr. G V Vyavahare	02692-232718	9426591756

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

M	YYYY
06	1965

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

2f	MM	YYYY
	09	1969

Month & Year

12B	MM	YYYY
	09	1969

10. Type of Institution

a. By funding

i. Government

☒

ii. Grant-in-aid

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 (Eng.)	B.A. (Eng.)	Degree	1 year	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	B.Ed English	314001 10/01/2001	Life Time	90+10
Post Graduate				
Other (specify)				

(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	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
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2. a) Does the institution offer self-financed programme(s)?

Yes		No	✓
-----	--	----	---

If yes,

- a) How many programmes?

_____ Nil

- b) Fee charged per programme

Nil

3. Are there programmes with semester system?

YES

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

Yes	✓	No	
-----	---	----	--

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

02

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

D.Ed.

Nil

B.Ed.

08

M.Ed. (Full Time)

Nil

Nil

M.Ed. (Part Time)

Any other (specify and indicate)

Nil

6. Are there Programmes offered in modular form?

Yes	✓	No	
-----	---	----	--

Number	03
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7. Are there Programmes where assessment of teachers by the students has been introduced?

Yes	✓	No	
-----	---	----	--

Number	13
--------	----

8. Are there Programmes with faculty exchange/visiting faculty?

Yes		No	✓
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Number	00
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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	
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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 Academic Year

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

Yes		No	✓
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Number	Nil
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes	✓	No	
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Number	16
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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 | <input type="checkbox"/> |
| b) Common entrance test conducted by the University/Government | <input type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| | <input checked="" type="checkbox"/> |

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

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.	44	56	100	29	30	59	15	26	41
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
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If yes, how many?

Nil

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

7486.00

b) Unit cost including salary component

50591.00

*(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.	66.09	50.00	60.7	45.5
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.	Nil	Nil	Nil
B.Ed.	52%	20%	28%
M.Ed. (Full Time)	Nil	Nil	Nil
M.Ed. (Part Time)	Nil	Nil	Nil

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

2	1
---	---

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

1	2
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

2	0
---	---

b) Total number of practice teaching days

3	5
---	---

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

2	8
---	---

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

No. of Lessons In simulation

12

No. of Lessons Pre-practice teaching

12

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.	Nil	Nil
B.Ed.	50%	50%
M.Ed. (Full Time)	Nil	Nil
M.Ed. (Part Time)	Nil	Nil

16. Examinations

- a) Number of sessional tests held for each paper
b) Number of assignments for each paper

0	2
0	1

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)	✓	
Video Recording Floor (Studio)		

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

Yes	✓	No	
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Number	07
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19. Does the institution offer computer science as a subject?

Yes		No	✓
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If yes, is it offered as a compulsory or optional paper?

Compulsory

Nil

Optional

Nil

Criterion III: Research, Consultancy and Extension

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

Number	0	0	3
%	0	4	0

2. Does the Institution have ongoing research projects?

Yes	✓	No	
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If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs.)	Duration (years)	Collaboration, if any
UGC	53,000.00	2 years	Nil
UGC	55,000.00	2 years	Nil
Globarena Pvt. LTD	25,000.00	2 years	Globarena & SCOPE Gujarat
CVM	33,373.00	1 year	Waymade College of Education

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

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

04

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

- ☐ Teachers are given study leave ☒
- ☐ Teachers are provided with seed money ☒
- ☐ Adjustment in teaching schedule ☒
- ☐ Providing secretarial support and other facilities ☒
- ☐ Any other specify and indicate ☒

(Physical facilities are provided. E.g. Lab, studio, library)

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. 12

b. M.Phil. 46

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	✓		05
National journals – referred papers	✓		04
Non referred papers			

Academic articles in reputed magazines/news papers		✓	
Books	✓		05
Any other (specify and indicate) CDs made with Ray Mackay English Language Teacher Development Videos	✓		04

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

Yes	✓	No	
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Number	01
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10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	14	Nil
International seminars	10	Nil
Any other academic forum	Nil	Nil

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)	✓

(MOBIGAM Project)

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

10

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

90,200.00

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	<input checked="" type="checkbox"/>
International level	<input checked="" type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

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

3317

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 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?

60

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

1, 70, 222.00

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

260838.00

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

9400.00

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

Nil

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

Yes ☒ No ☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching

M	F	M	F
06	Nil	06	Nil
05	Nil	03	Nil

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	00	01	01	Nil
Non-teaching	04	Nil	02	Nil

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

	Open		Reserved	
	M	F	M	F
Lecturers	02	02	02	Nil
Readers	01	Nil	Nil	Nil
Professors	01	Nil	Nil	Nil

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

	Open		Reserved	
	M	F	M	F
Lecturers	Nil	Nil	Nil	Nil
Readers	Nil	Nil	Nil	Nil
Professors	Nil	Nil	Nil	Nil

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.	1:14
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open	Reserved		
Permanent	M	F	M	F
	01	---	01	----

Temporary	M	F	M	F
	Nil	01	Nil	Nil

b. Technical Assistants

Permanent	M	F	M	F
	01	Nil	Nil	Nil

Temporary	M	F	M	F
	Nil	Nil	Nil	Nil

14. Ratio of Teaching – non-teaching staff

08:04

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

2989731

57%

16. Is there an advisory committee for the library?

Yes

✓

 No

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17. Working hours of the Library

On working days	8 hours
On holidays	Nil
During examinations	8 hours

18. Does the library have an Open access facility

Yes	✓	No	
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19. Total collection of the following in the library

a. Books	33,480
- Textbooks	416
- Reference books	4,500
b. Magazines	60
c. Journals subscribed	05
- Indian journals	04
- Foreign journals	01
d. Peer reviewed journals	03
e. Back volumes of journals	898
f. E-information resources	1415
- Online journals/e-journals	32
- CDs/ DVDs	633

- Databases	500
- Video Cassettes	130
- Audio Cassettes	120

20. Mention the

Total carpet area of the Library (in sq. mts.)	227.5
Seating capacity of the Reading room	30

21. Status of automation of Library

Yet to intimate	Nil
Partially automated	Nil
Fully automated	✓

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

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓

Inter-library borrowing

☒

Power back up

☒

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for students

for faculty

Average number of users who visited/consulted per month

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

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

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

	I 2009-10		II 2010-11		III 2011-12	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	65	815	10	1680	36	416
Other books	295	1,11,060	917	2,14,730	816	2,92,054
Journals/ Periodicals	29	19,873	30	9,273	34	9,816
Any others specify and indicate	23	7,475	89	33204	91	1,04,399
<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 2009- 10	Year 2 2010- 11	Year 3 2011-12
D.Ed.	-	-	-
B.Ed.	02	05	07
M.Ed. (Full Time)	-	-	-
M.Ed. (Part Time)	-	-	-

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

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

1:14

3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes		No	✓
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5. Examination Results during past three years (provide year wise data)

	UG B.Ed English			PG Nil			M. Phil Nil		
	2009 -10	2010 -11	2011- 12	2009 -10	201 0-11	201 1-12	200 9- 10	201 0-11	2011- 12
Pass percentage	99%	100 %	100%						
Number of first classes	23	14	01						
Number of distinctions	76	80	93						
Exemplary performances (Gold Medal and university ranks)	02	02	02						

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

	2009-10	2010-11	2011-12
NET	Nil	Nil	Nil
SLET/SET	Nil	Nil	Nil
Any other (specify and indicate)	Nil	Nil	Nil

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

Financial Aid	I 2009-10	II	III 2011-12
Merit Scholarship	Nil	Nil	14
Merit-cum-means scholarship	Nil	Nil	05
Fee concession	62	49	58
Loan facilities	Nil	Nil	Nil
Any other specify and indicate	01	01	01

(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"/>
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9. Does the institution provide Residential accommodation for:

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

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

If yes, number of students residing in hostels

Men

12

Women

15

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

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

12. Availability of rest rooms for Women

Yes	<input checked="" type="checkbox"/>	No	
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13. Availability of rest rooms for men

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

14. Is there transport facility available?

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

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

Yes	<input checked="" type="checkbox"/>	No	
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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		✓		✓		39
Inter-university		✓		✓		02
National		✓			✓	
Any other (specify and indicate)		✓			✓	

(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	Nil	Nil
Regional	Nil	Nil
National	Nil	Nil
International	Nil	Nil

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

2001-02

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

Yes	✓	No	
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20. Does the institution regularly publish a college magazine?

Yes	✓	No	26	
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21. Does the institution publish its updated prospectus annually?

Yes ☒ No ☐

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

	Year 1 2009-10 (%)	Year 2 2010-11 (%)	Year 3 2011-12(%)
Higher studies	15%	15%	15%
Employment (Total)	85%	85%	85%
Teaching	100%	100%	100%
Non-teaching	Nil	Nil	Nil

23. Is there a placement cell in the institution?

Yes ☒ No ☐

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

2009-10	2010- 11	2011-12
12	07	07

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	Once a year
Staff council	Monthly
IQAC/or any other similar body/committee	Monthly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Twice a month

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"/>
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Medical assistance

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

Insurance

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

Other (specify and indicate)

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

(children's education for non-teaching staff)

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

Nil	Nil	02
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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 organisation

04

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

National

-	0	1
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International

-	0	6
---	---	---

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

		05
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d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

		10
--	--	----

e. Research development programmes attended by the faculty

		01
--	--	----

f. Invited/endowment lectures at the institution

		05
--	--	----

Any other area (specify the programme and indicate)

		01
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(Choice Based Credit System workshop)

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	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
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e. Any other (specify and indicate)

Yes		No	✓
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7. Are the faculty assigned additional administrative work?

Yes	✓	No	
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If yes, give the number of hours spent by the faculty per week

04

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

Grant-in-aid	44,22,380
Fees	1,56,350
Donation	2, 09, 574
Self-funded courses	Nil
Any other (specify and indicate) (Consultancy)	70,000

9. Expenditure statement (for last two years)

2010-11 2011-12

Total sanctioned Budget	40,22000	4779000
% spent on the salary of faculty	61%	60%
% spent on the salary of non-teaching employees	20%	25%
% spent on books and journals	.7%	.4%
% spent on developmental activities (expansion of building)	Nil	Nil
% spent on telephone, electricity and water	1.47%	50,081
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.	0.18%	9,400
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	Nil	Nil
% spent on travel	0.49%	20079
Any other (specify and indicate)	Nil	Nil
Total expenditure incurred	4475745	5160294

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.
2009-10	<input type="text" value="Nil"/>	<input type="text" value="2,63,019.00"/>
2010-11	<input type="text" value="Nil"/>	<input type="text" value="2,10,508.00"/>
2011-12	<input type="text" value="Nil"/>	<input type="text" value="2,09,574.00"/>

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 checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counselling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (specify and indicate) (Production of teaching testing material)	Yes	<input checked="" 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	04	4%	07	7%
b	ST	00	0%	01	1%
c	OBC	16	16%	15	15%
d	Physically challenged	Nil	Nil	Nil	Nil
e	General Category	24	24%	36	36%
f	Rural				
g	Urban				
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	12.5%	Nil	Nil
b	ST	Nil	Nil	Nil	Nil
c	OBC	01	12.5%	01	12.5%
d	Women	02	25%	01	12.5%
e	Physically challenged	Nil	Nil	Nil	Nil
f	General Category	04	50%	02	25%
g	Any other (specify)	Nil	Nil	Nil	Nil

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

Not Applicable

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)				

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.)

Our Vision, Mission and Objectives are stated below.

Vision: To add significantly to our civilizational tradition of excellence in learning, to attain knowledge, enlightenment and self-realization in universally relevant context.

Mission: To provide value added, globally relevant teacher education with an emphasis on the Techno-Management domain, as we endeavour to enable our learners to cope with new challenges in the global context.

Objectives:

1. To create a nourishing and stimulative learning environment through our training and research facilities ensuring a globally relevant language education based on eternal human values.
2. To enhance creative and critical thinking by rewarding excellence in curricular and cocurricular activities, with a special focus on English Language Teaching in multilingual context.
3. To nurture the inner urge for learning and thereby ensure the activation of life-long learning processes to empower the learners in terms of socio-economic and cultural resources.

4. To synergize with government and non-government organizations for pre-service and in-service education of teachers; for psycholinguistic and sociolinguistic research; for curriculum development and production of instructional materials using print and electronic media; and for participation in internet enabled knowledge creation functions of global community.
5. To create an awareness of the issues related to ecology and environment.
6. To create a body of research in the field of ELT relevant to Gujarati speaking learners of English in particular and to other learners of English in India in general.

Major Considerations:

Our objectives take care of environment conducive to learning, globally relevant language education based on human values. They also help create an awareness of the issues related to inclusive social order and of ecology and environment. We also aim at developing ICT skills in the learners focusing on contemporary concerns like sustainable development and lifelong learning. More recently, when we took up the challenge of ICT skills, the barrier was a lack of adequate infrastructure. We overcame that barrier partly with the help of grants, and partly from donations through Charutar Vidya Mandal.

The curricular plan is regularly monitored at different levels. The Board of Governors of this institute meets at least once a year to plan and monitor the various activities of the institute. After our first accreditation, a major initiative in this direction is provided by the IQAC, as it monitors all the activities through its various sub-committees. Planning and monitoring are also done twice a year at the semester end Planning and Review meetings of the faculty of the Institute. In the light of the review and feedback obtained, changes are brought about in the existing academic programmes and activities. Monitoring is also done at the level of the students, especially at the students' council level. Their suggestions and feedback are regularly obtained and to a large extent, these suggestions are incorporated and implemented. At the macro level, monitoring takes place at the

government level too, as the Principal of the Institute gets opportunities to interact with the Department of Education, both at the State and Central Government levels.

Curriculum is at the core of the teaching-learning process. In our context we have designed the B.Ed. (English) curriculum keeping in mind the NCFTE recommendations, societal needs as well as the vision and mission of our institution. We aim at imparting value added, globally relevant teacher education. The institute's curriculum renewal process is informed by continuing research efforts of our M. Phil. and Ph. D. scholars who systematically gather information about societal needs. This database contains valuable information gathered from students, teachers, parents and school authorities. Using this information, the institute faculty formulate new courses and submit them for approval in statutory bodies.

Curriculum in B.Ed. (English) Course follows a multi tier system for curriculum development. The first level is based on the feedback from the students and the community, and consultation with the experts. The teaching faculty proposes a curriculum which is then placed before the Board of Studies for approval. This is sent to the Faculty of Education and finally placed before the Academic Council of Sardar Patel University.

Practice Teaching

In addition to the theory papers, each student teacher has to teach twenty lessons in each semester in order to qualify for B.Ed. (English) degree. The student teachers are required to give these lessons in four phases: Stage Teaching, Block Teaching, Off-campus teaching and Internship.

Thus, the institute has a unique stage teaching programme wherein student teachers work in groups of three and plan a lesson in three stages: Pre-learning Activities, Learning Activities and Post-learning Activities. Each student teacher initially teaches only one stage of the lesson in peer groups. They also observe lessons in each practice teaching

phase. The assessment of the student teachers' lessons also depends on their active participation in lesson observations followed by the feedback sessions. Finally, student teachers are required to write reflective journals as part of their personal and professional development and this is a significant addition to the curriculum.

The details are as follows:

Semester -I

No.	Phase	Lessons	Observations
01	Stage Teaching	12	12
02	Block Teaching	08	08
Semester-II			
03	Off Campus	10	10
04	Internship	10	10
Total		40	40

Submissions

Semester I

1. Case Study of Innovative Centers of Learning (Submission 1)
2. Computer Portfolio (Submission 2)
3. Written Expression (Submission 3)
4. Yoga & Physical Education (Submission 4)

Semester II

1. English Phonology (Submission 1)
2. Teaching Learning Materials Production (Submission 2)

3. Action Research (Submission 3)

4. Design and Production of a Test (Submission 4)

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 B.Ed. (English) syllabus is revised every three years to meet changing demands and international standards of teacher education. As it was mentioned in the self appraisal report of 2007, the B.Ed. (English) course follows a three tier system of curriculum development. Based on the feedback from the students, community and the experts, the teaching faculty revises the syllabus which is placed for the approval of the Board of Studies. The syllabus then is sent to the Faculty of Education and eventually it is passed by the university's Academic council.

For the ongoing syllabus, a new dimension was added to the process. Sardar Patel University decided to adopt Choice Based Credit System (CBCS) in the year 2010. In the current B.Ed. (English) syllabus different courses have been credited according to the international standards. Thus, a 70 credit new two semester B.Ed. (English) programme came into existence in the year 2010 as under.

Semester I

Course	Semester I	Credits
Foundation	FE-ENG 101 :English for the Teacher	03(45 hrs)
Core	FE-ENG 102 :Philosophical & Sociological Foundations of Education	03(45 hrs)
	FE-ENG 103 :Psychological Development & Learning	03(45 hrs)
	FE-ENG 104 :Principles and Practice of Teaching English to Young Learners	03(45 hrs)
Elective	FE-ENG 105 :Principles and Practice of Teaching Sanskrit OR FE-ENG 106 : Principles and Practice of Teaching Computer Skills	03(45 hrs)
	FE-ENG 107 :Remedial Teaching & Error Analysis OR FE-ENG 108 :Developing Reading Skills	03(45 hrs)
	1. Case Study of innovative centers of learning	02(30 hrs)
	2. Computer Portfolio	02(30 hrs)
Submissions	3.Written Expression	02(30 hrs)
	4. Yoga & Physical Education	02(30 hrs)
Practicum	20 Lessons	07 (210 hrs)
	Co curricular Activity and Community Work	02 (30 hrs)
Total		35

Semester II

Course	Semester II	Credits
Foundation	FE-ENG 201 : Understanding School Curriculum	03
Core	FE-ENG 202 : Recent Trends in Educational Administration	03(45 hrs)
	FE-ENG 203 : Perspective and Practice of Learner Assessment	03(45 hrs)
	FE-ENG 204 : Teaching English at Advanced Level using ICT	03(45 hrs)
Elective	FE-ENG 205 : Practical Phonetics OR FE-ENG 206 : Material Development and Evaluation	03(45 hrs)
	FE-ENG 207 : Fundamental Concepts of Integral Education OR FE-ENG 208 : Literature in the Classroom	03(45 hrs)
	5.English Phonology	02(30 hrs)
	6.Teaching Learning Materials' Production	02(30 hrs)
Submissions	7.Action Research	02(30 hrs)
	8. Design and Production of a Test	02(30 hrs)
Practicum	20 Lessons	07 (210 hrs)
	Co curricular Activity and Community Work	02 (30 hrs)
Total		35

Semester II

Thus, each semester has one foundation, three core and two elective courses. There are four submissions in each semester corresponding to the core and elective courses.

Foundation I in the first semester is **English for the Teacher**. Though entrants to B.Ed. (English) are graduates and post-graduates in English Literature, they lack adequate proficiency and communication skills in English. The course in three units offers basic English with special focus on functional aspects of the language along with academic writing.

Foundation II in the second semester aims at developing overall understanding of school curriculum and its objectives. The course: **Understanding School Curriculum** goes beyond language teaching developing awareness in the future teachers of curricular and co-curricular goals of different subjects. It also attempts to make them understand interdependence of various disciplines.

Education systems develop from social needs and philosophies of life. Core one course of the first semester: **Sociological and Philosophical Foundations of Education** aims at developing awareness among the future teachers regarding society, philosophy, life and education. The course is a blend of Indian and Western Philosophies of education.

Core two of the first semester is **Psychological Development and Learning**. The course has been divided into three sections: a. Basic concepts in educational psychology, b. Learning processes, and c. Applications of educational psychology.

For last three years, the government of Gujarat has started appointing B.Ed. candidates at upper primary level (6, 7 and 8 standards) for teaching English, Maths and Science. So far B.Ed. English programme used to focus on teaching English at the Secondary Level. With CBCS, the methods of teaching English course have been divided into two parts to prepare the teachers to teach at various levels. Core three in the first semester introduces **Principles and Practice of Teaching Young Learners**. The course is divided into four units to cover international and contextualized language teaching practices. Core three of

the second semester is an extension of the first semester. Under the title: **Principles and Practice of Teaching English at Advanced Level Using ICT**, the course aims at adopting new approaches to English language teaching along with the use of ICT for the language classrooms.

The core courses: **Recent Trends in Educational Administration** and **Perspective and Practice of Learner Assessment** in the second semester are aligned with the international practices in the field. The first core course discusses various concepts in educational management. It introduces duties of various officials in educational administration. The course also introduces the education policies and committee reports that have brought about changes in the system from time to time. **Perspective and Practice of Learner Assessment** is a comprehensive course in teaching assessment, as it covers concepts of measurement and evaluation with inputs in using statistics along with introduction to the taxonomy of educational instruction, thinking processes and skills.

In the first semester, the programme offers two sets of electives. Set I out of which the trainee teachers select any one, offers: **Principles and Practice of Teaching Sanskrit** and **Principles and Practice of Teaching Computer Skills**. Both the courses aim at better equipping the future teachers. The first option aims at making teaching of Sanskrit functional and communicative. Computers are an integral part of the education system at all levels. English teachers can handle the computer well. The second elective aims at integrating language instructions in teaching ICT skills. It also encourages cross curricular studies through teaching of ICT skills.

Elective set II of the first semester offers a choice between **Remedial Teaching & Error Analysis** and **Developing Reading Skills**. The course Remedial Teaching & Error Analysis introduces the trainee teachers to the idea of remedial teaching after identifying errors in language use of the learners. The course discusses remedial teaching programmes for improving various language skills. On the other hand, reading is an important skill, very essential to our teaching-learning contexts. Developing Reading

Skills discusses sub-skills of reading, types of reading and importance of reading at various levels with special focus on strategies to develop reading skills.

As in first semester, the trainee teachers also get two sets of electives in the second semester. They are: Set I: **Practical Phonetics** and **Materials Development and Evaluation**, Set II: **Fundamental Concepts of Integral Education** and **Literature in the Classroom**.

Language is primarily speech. Pronunciation is an important oral skill intelligibility. The course: **Practical Phonetics** introduces basics of English phonology and its significance for the language learners at primary and secondary level. It aims at preparing the learners for teaching of oral skills.

A standardized set of course book and language teaching materials may not work in a diverse country like India. Therefore, to train the future teachers in designing, creating and evaluating language learning materials the course **Materials Development and Evaluation** is offered as an elective.

The world has recognized the importance of overall and balanced development of an individual at the end of the education process. To expose the English teachers to the idea of overall development of the child, **Fundamental Concept of Integral Education** has been introduced as an elective. The elective discusses Sri Aurobindo and the Mother's philosophy in education and studies educational processes practiced at Sri Aurobindo International Centre of Education, Pondicherry. The second elective in the group: **Literature in the Classroom** raises awareness regarding teaching of literature in language classrooms. It discusses uses of literature and language teaching methods and techniques through the teaching of literary texts.

Submissions:

The theoretical inputs are supplemented by practicum through Eight submission spread across two semesters. In the first semester the student teachers do the following four submissions:

1. Visit to the Innovative Centres of Learning
2. Computer Portfolio
3. Written Expression
4. Yoga and Physical Education

The trainee teachers are introduced to various educational philosophies as part of the core course. **Visit to the Innovative Centres of Learning** helps them observe an example of the philosophy in action. Though teaching of computer skills is offered as an elective, all student teachers are given basic ICT skills through **Computer Portfolio** submission. The trainee teachers are given practice in MS Office, Email, Blogs and various online resources for teaching and learning. **Written Expression** aims at developing writing abilities in the teachers. It covers various samples and practice in formal and informal writing. **Yoga and Physical Education** covers theory and practice of yoga. The student teachers are introduced to basic *yogasanas* and the rationale behind them.

In the second semester the following submissions are offered.

5. English Phonology
6. Teaching Learning Materials' Production
7. Action Research
8. Design and Production of a Test

The submissions in both the semesters correspond to some of the courses and complement the electives. **English Phonology** introduces basic phonetics and phonology of English. Practical Phonetics which is an elective in the second semester. **Teaching Learning Materials' Production** also complements Materials' Production and Evaluation which is an elective. The submission introduces basics of producing teaching learning materials. The B.Ed. (English) programme aims at producing reflective teachers. **Action Research** is a good tool to enhance reflective practices. The trainee teachers are introduced to the concept of action research and are encouraged to conduct a sample

research during one of the practice teaching sessions. Language testing is a challenging task and requires intensive practice. **Design and Production of a Test** introduces basic principles of assessing language skills. The student teachers design a test as part of their practice teaching session, administer it and statistically analyze the data.

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

The B.Ed. (English) curriculum is revised every three years to keep pace with global trends in the field. The existing syllabus was revised in light of :

- a. Choice Based Credit System (CBCS)
- b. National Curriculum Framework for Teacher Education 2009.

Sardar Patel University adopted CBCS for all its courses in the year 2010-11. Accordingly the B.Ed. (English) programme was divided into two semesters of 35 credits each. Each semester has One Foundation, Three Core and Two Elective courses. All these courses carry 3 credits each. In addition to this, there are four submissions of 2 credits each in each semester. Practice teaching is an integral part of B.Ed. programme. It is given 7 credits in each semester. Thus, the programme has two semesters carrying 70 credits.

The Institute faculty referred to teacher education curriculums at international level and the National Curriculum Framework for Teacher Education 2009 by National Council of Teacher Education (NCTE) for qualitative improvement. A few innovative elements were introduced to keep pace with fast changing education both nationally and globally.

The NCFTE 2009 highlights contemporary context and concerns that need to inform teacher education reform. It emphasizes the need for:

- i. Inclusive education
- ii. Perspectives for Equitable and Sustainable Development

- iii. Role of Community Knowledge in education
- iv. ICT in Schools and e learning
- v. Research and Innovation
- vi. Open and Distance Learning (ODL) in Teacher Education.

All these new elements are incorporated in the B.Ed (English) curriculum.

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

The new B.Ed (English) syllabus creates ample opportunities and scope for the use of ICT in teaching and learning. Semester I has a submission Computer Portfolio as a mandatory component where the trainee teachers practice basic ICT skills and apply the same in practice teaching. These days schools also require teachers who could teach Computers meaningfully. The syllabus has an elective course: Principles and Practice of Teaching Computer Skills that equips English teachers with an extra ability to teach Computer Skills to the students in schools. The second semester takes the use of ICT further by introducing ways of teaching English using ICT in the Core 3 (Sem II): Principles and Practice of Teaching English @ Advanced Level Using ICT.

The institute gives equal importance to the issues related to environment. All student teachers are NSS volunteers. As NSS volunteers, the trainee teachers take up various activities to conserve environment. Our NSS unit organizes various events to raise student- teacher awareness of environment issues such as sanitation, pollution, tree-plantation health and hygiene and drug-abuse. The concerns regarding value- education are addressed by introducing Yoga a submission task and ‘Integral Education’ as an elective course. The institute offers a submission task, ‘computer portfolio’ and ‘Teaching computer skills’ – an elective.

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

The institute prepares its annual calendar and provides it to the faculty and students in hard copy as well as digital form. Similarly, the time table and the schedule of practice teaching are also shared with the stakeholders using ICT. Thus our curricular planning involves the use of ICT in a number of ways.

1.2 Academic Flexibility

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

The B.Ed. (English) programme is a balanced combination of theory and practice. The theory courses are designed considering practice teaching requirements. The student teachers get input in language teaching in the theory classes. The practice teaching sessions give them opportunities to practice what they learnt.

During practice teaching sessions student teachers pass through three stages:

- a. Planning with guidance of the mentor teacher educator,
- b. Teaching,
- c. Feedback by the mentor and observers (peers).

The student teachers, after planning the lesson, discuss the plan and expected outcome with the peers who later observe the lesson and fill in an observation schedule. One student teacher is required to observe 40 lessons during the year. After the lesson the mentor and the observers discuss the lesson and provide feedback. The student teacher considers the suggestions and plans the next lesson accordingly.

In addition to the feedback and observation schedule, each student is given a self evaluation checklist at the end of the practice teaching journal. They are made to answer

the checklist in the beginning and at the end of each practice teaching session. The students themselves judge their teaching skills and measure improvements.

The practice teaching journal also has a scale where the mentor grades the work (A to D) on various aspects of practice teaching and language proficiency.

Thus, the students are not rated in terms of marks. There is a vast scope for feedback and discussions. The students can observe their improvements in practice teaching and reflect on what they do in the classroom.

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?

The B.Ed. (English) programme has a very flexible time table. The programme does follow an academic calendar prepared in the review and planning meeting at the end of every year. However, the regular time table is prepared from time to time to balance curricular and co-curricular activities.

With the new curriculum, the institute functions from 9:00 am to 5 pm. The extended working hours were introduced to encourage the use of library and computer lab during the college hours. The students can access the lab facilities in the morning and evening while library remains open after their regular classes. There are no theory classes on Saturday. The students are shown educational movies, documentaries and other programmes on Saturdays.

The students' council is encouraged to organize various programmes throughout the year. Different clubs of the council keep organizing workshops and competitions across the year. In spite of limitations of time duration (one year programme), the students are encouraged and supported to participate in various co-curricular activities even at inter-collegiate level to ensure their overall development as a teacher.

The curriculum also has submission like Yoga and Physical Education, Computer Portfolio, Visit to Innovative Center of Learning, Practical Phonetics and Preparation of Teaching Aids that has thrust on practical aspects of teaching and learning.

During practice teaching sessions, the student teacher are encouraged to organize various co-curricular activities. This gives them firsthand experience of event management. Thus, the programme itself remains flexible to incorporate changes as and when required.

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..

In the current syllabus, the following new courses, submissions and co-curricular activities are introduced that offer value addition on these lines.

Courses:

1. English for the Teacher (Foundation, Sem-I)

This course aims at enhancing communication skills of the trainee teachers. It is a foundation course in the first semester. Thus, all 100 trainees study the same.

2. Principles and Practice of Teaching Computer Skills (Elective, Sem-I).

3. Principles and Practice of Teaching English @ Advanced Level Using ICT

Though Computer Portfolio is a compulsory submission in the first semester, there are enough opportunities for the aspiring trainees to learn advanced ICT skills. The course: Principles and Practice of Teaching Computer Skills not only teach advanced ICT skills but also help the trainees learn how to teach basic ICT skills in context. They also get exposure to different ways to teach English using ICT.

4. Fundamental Concepts of Integral Education

The course introduces Sri Aurobindo and the Mother's Concepts of Integral Education that goes beyond teaching and learning for building careers. The course orients the

trainees to consider teaching as preparation for life. Thus, it has thrust on value education, overall development of a personality and multidisciplinary approach.

Submission:

1. Yoga and Physical Education

The submission aims at making the students aware of their physic and developing awareness about the rich Indian ways of keeping oneself physically and mentally fit for better teaching and learning.

2. Computer Portfolio (Continues from the previous syllabus)

The submission continues from our previous syllabus with many changes. In addition to basic computer skills, the submission now also introduces online teaching learning facilities like email, blog and educational sites.

Co-curricular Activities:

The new syllabus gives special weightage (50 marks in each semester) to Co-curricular Activities and Community Service. The trainees are required to participate in any two co-curricular activities during each semester. They are also involved in various National Service Scheme (NSS) activities during the year. The NSS activities help the mentors develop awareness about ground realities and their role in the society.

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

i. Interdisciplinary/Multidisciplinary elements

The current B.Ed. (English) syllabus has five new components that encourage interdisciplinary approach:

Courses: 1. Principles and Practice of Teaching Sanskrit,
2. Principles and Practice of Teaching Computer Skills,
3. Fundamental Concepts of Integral Education.

Submission: 1. Yoga and Physical Education
2. Visit to Innovative Centre of Learning.

The courses and submissions mentioned above encourage across the curriculum activities along with teaching of English.

ii. Multi-skill development

Language education requires the use of a variety of skills such as Listening, Speaking, Reading, and writing on the part of the learners. The student teachers also undergo various training tasks to develop this multi-skill proficiency at the Institute. In addition, they get trained in the production of teaching-learning materials, audio-visual teaching aids, and the use of ICT and other relevant gadgets. All these activities involve multi-skill development approach.

iii. Inclusive education

Our courses on ‘Philosophical and Sociological foundations of Education’ and ‘Understanding School Curriculum’ provide scope for the discussion of the issues in inclusive education.

iv. Practice teaching

Our curriculum provides ample scope for practice teaching activities in schools during the first semester as well as the second semester. They have to do a total of 40 lessons in line with the NCTE recommendation. They are given opportunities to teach in diverse socio-cultural background and students of different learning needs.

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?

We collect written feedback from the student teachers about their views on the curriculum. From the other stakeholders, we collect the feedback in an informal oral manner during our extensive interaction with them. For example, we invite the parents of the student teachers to attend a number of events, and especially for the parents' meeting. Similarly, the school teachers are invited to a one-day workshop for mentoring, and their feedback is obtained. The community at large is involved in the governance in the sense that they form the voters groups, and we receive their feedback 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.

Our IQAC as well as the faculty meet regularly and analyse the feedback from the various stakeholders. Most of the curricular innovations and changes have happened as a result of this process.

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

Two of our faculty members are represented on the Board of Studies in Education of the Sardar Patel University : Dr. R.P.Jadeja, and Dr. G.V.Vyavahare. They participate in the board meetings and contribute to the deliberations regularly.

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).

All the courses in the B.Ed. (English) programme have undergone some change, as the system has changed from annual to semester system, and the CBCS pattern is adopted. However, the following courses have been designed and introduced for the first time, keeping in mind learner needs and societal perceptions.

1. Principles and practices of teaching Sanskrit
2. Principles and practices of teaching Computer skills
3. Principles and Practice of Integral Education
4. Understanding School Curriculum

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

In a sense, this curriculum revision was a state level decision, as it was the Commissioner of Higher Education who took the initiative. Dr. Jayanti Ravi, the Commissioner requested our Hon. Chairman, Dr. C.L.Patel to introduce the new pattern in CVM and other S.P.University colleges, so that others would follow. We decided to be the first to implement the change, and took the initiative to redesign the syllabus.

Our faculty debated the alternatives and tried to match them with the learners' needs. One of the needs of our student teachers was to go beyond the single method system which we followed ever since the inception of the Institute. Therefore, we decided to introduce elective courses like 'The teaching of Sanskrit' and 'The teaching of Computer skills'.

This was suggested by some of the practicing schools also, as they would prefer a teacher who can teach both English and Sanskrit.

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?

Our Institute is in the forefront of changes like ICT integration in the B.Ed. curriculum. We took the initiative to organize workshops for teacher educators with the help of INTEL. Following this tradition, we decided to introduce an innovative submission called 'Computer Portfolio'. Moreover, we introduced the elective paper 'Teaching of Computer Skills'. To further enhance the impact of these initiatives, we have also introduced the practice of getting one lesson done as an e-lesson.

This has resulted in a significant measure of quality enhancement, because the use of net is not only a useful digital skill, but also complementary in proficiency development for a teacher of English. We believe that computer skills and English language proficiency are closely correlated with each other.

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

Our curriculum for the course 'Teaching of Computer Skills' is a major innovation, as it is based on the doctoral research of Dr. Surendra Gohil, an assistant professor at the Institute, whose thesis was on 'preparation and field trial of teaching-learning materials for use in a digital language learning laboratory. This was possible because we are the only institute offering the B.Ed. (English) course. He had arrived at a number of useful

strategies during his research project. We decided to introduce the innovative ideas immediately as the syllabus statement was flexible enough to assimilate the change.

Thus, we managed to introduce curricular change at a pace that would not be possible elsewhere.

In our extension activity, we used to offer only face to face training programmes. We were approached from time to time by our alumni and other teachers to extend the training facility in distance mode also. In response to this request, we introduced an online 10-module course for teachers of primary schools. This course was field trialled with a group of teachers in and around Anand. We hope to be able to offer this course as a regular feature of our extension activity.

Criterion II: Teaching-Learning and Evaluation

1.1 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?

The H M Patel Institute of English Training & Research is affiliated to Sardar Patel University and so it follows the procedure for centralized admission to B.Ed (English) course. Prior to the centralized admission system, the Institute used to administer an entrance test for admission to B.Ed (English). In the centralized system there was no provision for any entrance test. Hence, we have discontinued the entrance test.

The Institute follows the rules and regulations of the Sardar Patel University pertaining to the allocation of 53% seats for various categories such as SC, ST, SEBC, Differently-abled candidates. Merit list for B.Ed (English) is prepared category-wise keeping the ratio of 70:30 for B.A/M.A merit.

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?

Under the centralized admission system a common advertisement is issued for admission to the various B.Ed colleges and B.Ed (English) in all the leading newspapers of Gujarat and on the University website www.spuvvn.edu from where students can download the admission form. In addition to it the Institute also brings out its own prospectus which gives information about its inception, set up and objectives, the main activities.

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

The institute is granted 100 seats for B.Ed (English) by the university/government. The distribution of which is as follows in all B.Ed. colleges including the Institute. 47% seats are allowed for the open category, while the rest 53% are distributed as shown.

1. Schedule Caste (SC)	07%
2. Schedule Tribes (ST)	15%
3. Educationally Backward (SEBC)	27%
4. Different-abled	03%
5. Ex – Army	01%

To ensure equitable distribution, admission committees are formed and they display the relevant information on our bulletin boards.

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

The institute offers various types of scholarships with govt. funds to retain students from the weaker sections of society. We also build cultural diversity in our co-curricular activities to create a multicultural environment at the institute by encouraging them to participate in all kinds of co-curricular activities.

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.

Before the commencement of the regular teaching program, weeklong orientation sessions are held to familiarize the new entrants with the Institute, the environment, the faculty and the course in general.

Moreover, based on their entrance test scores, the class is divided into groups for remedial teaching, which takes care of their listening, speaking, reading and writing skills.

1.2 Catering to Diverse Needs

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

Since student teachers of the institute come from diverse backgrounds and environment they find it difficult to adjust themselves to the new environment of the Institute. They come with different set of experiences. Many of them read and memorized notes given to them or from the books available to them. Hence when they come to the institute, most of them realize that they have come to a different environment. They are encouraged to listen to make notes and express themselves in lectures. Initially their speaking, reading and writing difficulties are identified through their entrance test scores, classroom discussions or their informal communication with teachers outside the class. However the environment in the institute is informal and it enables the student teachers to share their problems with the teachers.

Once the barriers to learning are identified through their internal tests, submission tasks, peer teaching and practice teaching, the teachers concerned not only point out the errors they commit but also offer their feedback.

Errors are marked in the submission tasks and the internal tests. These errors and mistakes are then discussed in the class in general. Later on there is one to one discussion with individual candidates in case they need help.

The computer portfolio submission designed to help the students in their studies and research, helps the institute to identify technology related problems and address them adequately. This is done for the purpose of helping the students gain confidence in using technology for learning purpose.

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

Before the commencement of the regular teaching program, week- long orientation sessions are held to familiarize the new entrants the institute environment, the faculty and the courses in general.

Moreover, based on their entrance test scores, needy students are identified and remedial teaching is healthy practiced which is carried out and which provides them training in their listening, speaking, reading and writing.

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 institute offers a core paper in semester – I called ‘philosophical and Sociological Foundation of Education’ and one foundation paper in semester – II called ‘Understanding School Curriculum’ where there is ample scope to discuss this issue.

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

The institute constantly keeps its teaching faculty and students abreast with the recent developments in field of education through *international and national* seminars and workshops. A two day National Conference on Sustainable Community Development in collaboration with ELT@I, Surat Chapter on 18th & 19th of August, 2008. Institute organized the first international conference on Interactive Media in Pedagogy: Learning English in and Beyond Classroom from 08 -10 January, 2010. International Conference in association with Asia CALL and India CALL from 29th November to 1st December 2010. An International Conference of ICT in ELT “Hi – tech, lo – tech, no – tech: learning technologies in practice” was organized with the help of British Council, India CALL, ELT@I and IATEFL on 07 – 08 January 2012.

Almost all the teacher educators participate in the national and international conferences, workshops, orientation programme, and training programmes held from time to time. They also present papers and conduct workshops.

5. what are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroomsituations?

In today's context, the institute has re-conceptualized the teaching of English – not merely as a formal structure, but as a lively system of communication. It is for this purpose that ICT is used as a compatible tool. All the student teachers have to prepare post prayer talk, quiz and presentation so they are trained in advance in matters of the use of technology in the classroom. The student teachers get ample opportunities to become technology efficient. Right in the beginning of the year the teachers talk to the student teacher about importance of ICT for English language teaching. They are also familiarized with the major features of the paper. They are given guidance for the preparation of the unit plan and also a systematic training is imparted to make effective power point presentations. This leads them to use technology in the classroom while teaching different lessons.

1.3 Teaching Learning Process

1. How does the institution engage students in “active learning”? (use of learning resources such as library, website, focus groups, individual projects, simulation, peer teaching, role-playing, internship, practicum, etc.)

The institute refrains from dictating notes and does not follow a 100% lecture method. Since it is an institute of English a special focus is on developing all skills of learning a language i.e. listening, speaking, reading, and writing. To develop these skills the institute adopts a learner centered approach. The techniques used in the class are group discussion/pair work and making presentations.

To develop these skills, a special emphasis is laid on different submission tasks. Under the submission head Appreciation and Criticism, the student teachers have to work on poems and review books and articles. After receiving the initial guidelines the students use the library and the internet as resources.

The student teachers also arrange an exhibition of the past teaching aids, the purpose of which is to familiarize them with the types of aids used in the class room. It helps them to develop critical ability and writing skill as they have to submit a report on any one good and one ineffective teaching aid.

In practice teaching during the Semester – I the student teacher undertake peer teaching before going to the practicing schools for Block teaching and Semester – II off campus and Internship and E-lessons in pairs at the institute. In peer teaching, they have to either work in pairs or in groups to plan their lessons. They also have project work under ICT submission and language competence advance.

2. How is 'learning' made student centered? Give a list of the participatory learning activities to self management of knowledge, and skill development by the students?

At the institute, the teachers do not resort to only lecture method, for we believe that learning is a two way process and learners learn best by doing. Efforts are made right at the start to get them involved in active learning. It starts from the demonstration lessons where they have to observe different types of lessons and take part in the feedback and discussion. In the lectures, the teachers provide input, but thereafter they get the student teachers involved by assigning tasks in group/pair work, asking them to make presentations and arranging competition among groups.

The following participatory learning activities are used in the class room to strengthen interactions:

- | | |
|--|---------------------------|
| a. Debate/discussion | I. Group Reading |
| b. Group/pair work | j. Assignment |
| c. Narrating stories and re-telling them | k. Project work |
| d. Language games | l. Case studies |
| e. Role play | m. Peer feedback sessions |
| f. Simulation | n. Report Writing |
| g. Quizzes | o. Peer teaching |
| h. Group Presentation | |

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

Students need to learn a range of skills and strategies to communicate effectively. They learn this best when the teacher themselves use a variety of approaches to put across the ELT curriculum.

Teachers use various approaches and provide various experiences for effective learning. Most of the sessions are interactive even for the transaction of theoretical concepts; pair and group work are preferred.

In planning the various type of lessons, be it listening, speaking, reading, and writing the focus is on the process, on communication. Language development is most effective when students are encouraged to participate and to construct meaning.

The teacher trainer demonstrates and discusses the different type of lessons. Different techniques too are demonstrated and the HOW, WHAT and WHY of it are explained.

The objective of the course is to make the student teachers independent learners. To meet this need of all the student teachers and the faculty use a variety of instructional approaches before introducing any unit; topic or task. The teacher asks the student teacher to reflect on the previous knowledge and experience, or try to create a background by asking questions. While dealing with the actual unit topic or task the student teacher makes connections get new understanding answer the why questions try to predict events make or confirm – and after the completions of the unit unit/topic/task they are either made to recall or review, summaries and evaluate compare and contrast and ask questions.

During the first semester student teachers are exposed to computer in which they are taught word, excel and power point, so during their post prayer talk they talk about their topic using power point presentation. Apart from this Faculty upload the teaching materials on the institute website so that they can download it any time.

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

The institute has evolved its own system wherein the student teachers have to give 20 lessons in semester – I and 20 lessons in semester – II during one academic year. The breakup of the lessons is as follows:

Semester – I		Semester – II	
Stage Teaching	08	Off campus	08
Submission/Unit Planning	04	Internship	10
Block Teaching	04	E-lesson	02
Submission/Unit Planning	04	-	
Total	20	Total	20

Aspects like the use of teaching aids, blackboard work, use of technology etc. are also taken care of while discussing the lesson.

Demonstrations of these lessons are arranged in the following week. A unit is selected from std. IX text and Reading comprehension, Functional grammar, Poetry and Composition lessons are delivered. Copy of these lesson plans given to the students while demonstration lessons are given so that they can understand the stages very well. These lesson plans then are displayed on the notice board and also uploaded on the institute website so that student teachers can download them. Each demonstration lesson is followed by a discussion when the student teachers and the faculty are encouraged to give feedback. These demonstration lessons last for a week.

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

The institute does not use micro-teaching as a strategy for developing teaching skills, because it has evolved its own peer teaching (stage teaching) model. In this model, instead of practicing individual skills, the student teachers in pairs or in groups of three have to plan and teach different stages of the lesson. Thus completing the full lesson within a stipulated time. Within this different teaching skills are taken care of. All the four types of lessons i.e Reading comprehension, Functional grammar, Poetry and Composition have 4 stages: pre-learning, main learning, post learning and home task.

The stage teaching group is divided into teachers, observers and the class. The teacher supervisor observes and writes the feedback in the journals. At the end of peer teaching session there is a group feedback session. Before the feedback is given the student teachers state their objectives and how they went about it and whether they were successful. The student teacher observers then give their feedback. The peer group which functions as the class is also allowed to give their feedback. At the end the teacher supervisor winds up the sessions by offering his feedback and suggestions. It has been found that stage teaching is a better training strategy, because

1. The student teachers become familiar with the format.
2. Planning and framing the appropriate objectives is important
3. The roles of teachers in motivating the class is important
4. Teaching techniques, preparation and use of teaching aids, learner styles, use of blackboard, planning different type of tasks, asking questions, giving instructions for pair/group work, the need for reinforcement, class management and above all understanding of the content are significant.

Each student teacher has to give a total of eight lessons in the phase.

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

The student teachers have to give 40 lessons during one academic year. Excepting the eight peer teaching and eight unit plans, the rest of the lessons are to be given in the schools. The break up of the lessons is as follows:

Semester – I		Semester – II	
Stage Teaching	08	Off campus	08
Submission/Unit Planning	04	Internship	10
Block Teaching	04	E-lesson	02
Submission/Unit Planning	04	-	
Total	20	Total	20

In the Block Teaching a student teacher gives one lesson per day. Maximum of six student teachers give lessons per day. And the teacher supervisor observes the complete lessons of each student teacher during the period, unless some unforeseen event crops up. Every student teacher has to do 08 observations. There is a format which they have to follow, and write the observation report in their observation diary. The observations made are then shared in the feedback session either at the end of the day or during the free periods. It is a reflective report that they have to write.

The teacher supervisor sits through the class and observes the lessons, writing the feedback in the journal. The following points are kept in mind during the observation.

- a – planning of the lesson (content analysis of the lesson)
- b- pre learning
- c- presentation of the unit: content (understanding), techniques, body language

d- practice: comprehensive activities based on the lesson/poem. Mechanical and meaningful exercise in functional grammar, discussion (written communication), main task (oral communication)

e – task set as part of evaluation : giving instructions, implementing the task

f – teaching aids and black board work use of ICT – use and appropriacy

g – skills: questioning, demonstration, illustration (verbal, Pictorial), reinforcement, giving instructions, class management, management of pair work and group work it is possible to give a detailed feedback at this stage as each teacher observes a few lessons.

Since Block teaching is their first classroom experience, a lot of guidance is given to them by the teacher supervisor. Before they go to the schools, the units and the timetable are collected from the subject teacher with the permission of the principal of the school.

The teacher supervisor then distributes the unit and sets the timetable to enable the student teachers to know the period and the time of his lesson. A whole week is devoted to guidance. The lesson is then planned and it is got checked by the teacher. The teacher supervisor sees to it that each student teacher gets his plan checked and presents different types of lessons. The lesson plans are learner centered.

Off-campus Teaching Practice:

In the off-campus teaching practice each student teacher has to give about 08 lessons within a span of two weeks. The student teachers have to give one lesson per day, and these lessons provide them adequate confidence to teach and manage the class. During the off-campus programme, the student teachers not only give regular lessons but also help the school by taking up the proxy classes. Besides this, they also observe the lessons given by their peers and also organized various curricular and co curricular activities for students.

The student teachers take up various co-curricular activities like leading the assembly, organizing competition like essay writing, recitation, hand writing and spelling competitions. They also organize cultural programs. It is not necessary for the teacher

supervisor to observe each and every class of the student teacher, as the number of lesson to be given by them is large. The supervisor observes about 5 to 6 lessons of each student teacher. Some lessons are observed by the subject teacher of the school who also provide the feedback. The lessons are planned with the guidance of the supervisor. Initially, the guidance is intense, as the student teachers under him/her and not the same as in Stage teaching or Block teaching. Both the teacher and student teachers have to get used to each other's working style. The last few lessons are planned by themselves. This is done to see if they have understood the concept of lesson planning and also make them self dependent.

Detailed feedback is given on the lessons observed. The gap allows the supervisor to see the improvement in the coming lessons.

The internship period is meant to loosen the reins and make them self reliant. They are in schools without the supervisor, though they are not completely independent. The Institute gives the English teacher of the school the responsibility to supervise. These teachers are mentored by the method master and the B.Ed. staff of the institute, where they deliver 10 lessons.

7. Describe the progress of Block Teaching/Internship of students in Vogue.

The teachers in charge of practice teaching approach the schools with a formal letter from the director for block teaching and internship program. The schools and the institute are interdependent. The dates for the block teaching and internship are fixed keeping the school calendar in focus. The time table is given by the school and lessons are fixed accordingly. The number of lessons to be given in block teaching and internship are four and ten respectively. They have to observe about 08 lessons in the block teaching. Internship is a period of apprenticeship when students work off-campus. It allows students to learn practical applications of classroom materials. It also helps individuals to combine theory with practical work experience and helps develop professional work habit.

For the internship, the students take the initiative to identify the schools. There is a mentorship program for the mentor which is unique to this institute. In the internship program trainees are expected to participate in practically all activities.

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.

Yes. The entire practice teaching schedule is developed in consultation with school staff in a cooperative manner. The faculty visit the schools and in turn, the faculty also invite mentor teachers to the institute to plan the work properly.

The institute has established professional links with schools not only on the campus but also in different parts of the state. Student teachers go to give lessons in schools on the campus and also out of campus. The teacher's in-charge of these programs contacts these schools. For the internship program the student teachers are responsible for getting the schools. All this is done very professionally and the schools are approached with formal letters from the director of the institute.

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

During the stage teaching programme, we get opportunity to interact with each student teacher and mentor them on the process of planning. These sessions are utilized to sensitize them to the different needs of the learners. We also mentor them on the flexibility of the teaching plan with a view to catering to a heterogeneous group.

The student teachers are familiarized with different learner style and asked to prepare lesson plan keeping the different types of learners in mind.

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

In today's context, the institute has re-conceptualized the teaching of English – not merely as a formal structure, but as lively system of communication. It is for this purpose that ICT is used as a compatible tool.

The student teachers get ample opportunities to become technology efficient. In the beginning of the year the director talks to them about importance of ICT for English language teaching. The student teachers are also familiarized with the major feature of the paper. They are given guidance for the preparation of the unit plan and also shown how to use power point presentations, the class is then divided in to four groups and each group is then further divided in to sub-groups for attending the lab sessions.

1.4 Teacher Quality

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

The institute has been continuously interacting with the teachers of English in the schools where the students of the institute complete their practice teaching work. Following are the means of interacting and involving school staff and mentors in the planning and execution of practice teaching.

Workshop for Mentors

Every year the institute organizes a one-day workshop for the mentors working in practice teaching schools in the month of January. The workshop has always proved always fruitful as the sessions are conducted by the principal and other faculty members of the institute and thus the ideas regarding various issues and innovations in the field of practice teaching are discussed. The mentors become aware of the practices of the institute in the field of ELT and the institute also gets their valuable suggestions to develop lesson planning and its implementation. These mentors observe the lessons

delivered by the student teachers of the institute in their schools as a part of the internship programme.

Internship Programme

In the Internship Programme of the institute, the students go to practice teaching schools for more than a week. This is the phase where they are not accompanied by the faculty of the institute. Their work is guided and observed by the teachers of English (in most cases mentors as mentioned above) in that particular school. The student teachers' work is assessed by these teachers of the school and submitted to the institute in confidential manner. Thus the school staff and teachers are actively involved in their practice teaching and submission work as well as its assessment during internship programme.

External Viva voce Examination and Annual Lesson Examination

Another opportunity to interact with the teachers of English is the external practice teaching Viva voce examination and Annual Lesson Examination each of 50 marks. About 6-7 teachers of English are invited as the external examiners who interact with the faculty and the students of the institute during the examination and provide their intensive feedback on the practice teaching work undertaken in the institute. This feedback also helps the institute in improving lesson planning.

In service Training Programmes

The institute conducted several in service teacher training programs for the teachers of English ranging from primary to higher secondary level organised by the Gujarat Government Boards/Agencies. These training programs create an opportunity to interact with the teachers of English, to know their needs, issues and suggestions regarding practice teaching. The interaction with the representative teachers of English from various parts of Gujarat enables the faculty of the institute to understand the grass root problems and possibilities that are kept in mind while planning lessons. Thus indirectly the teachers of English contribute to the English Language Teaching practices of the institute.

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

To each identified practice teaching school, 14-15 student teachers are sent for their practice teaching in each phase i.e. Block Teaching, Off Campus Program and Internship.

The decision is taken keeping in mind two things:

1. Number of classes available in respective schools
2. Students in each group should get proper guidance individually from the supervisor.

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

Both oral and written feedback is given to the student teachers on their performances in practice teaching, internal theory assessment and submissions/ assignments as given below.

Feedback on Practice Teaching

The students are given written feedback in the space provided in the lesson plan sheet which contains the positive aspects of their performance as well as the suggestions for the better performance. In addition, the teacher educator also gives oral feedback regarding the performance after the lesson is delivered.

Not only the teacher educators, but student teachers also comment and give feedback to their peer group members in practice teaching in written and oral form. The student teachers have to do 40 observations in all where they observe and note down the various aspects of the lesson delivered and show it to the student who has delivered the lesson. It is followed by their informal discussion on what was good and what could have been improved upon.

Feedback on Submissions

In most of the submissions, the student teachers have to face viva voce and the teacher educators provide oral feedback on the particular submission. Apart from this, the students are shown their assessed submissions on their requests individually and they also read the comments written in their submission. Thus in submissions also they get oral and written feedback.

Feedback on Theory Papers

In theory internal tests, the student teachers are given written feedback in their answer sheets. Later the answer sheets are shared with them. The teacher educators also give general feedback in their sessions orally regarding their performance in the theory tests.

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

The institute provides student teachers ample opportunities to interact with the DEOs, principals and teachers of the practice teaching schools and other visiting experts who are in the decision making bodies like GCERT, GSEB etc. as part of their submissions like Action Research, Case Study, Design and Preparation of a Test and in course papers study like Educational Administration (Sem-II). As a result, the student teachers are updated on the policy decisions and educational needs of the schools regarding syllabi, textbooks, assessment and evaluation of the students, methods and techniques of teaching.

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

Our institute serves as the apex body providing directives for English Language Teaching-Learning in the schools of Gujarat at all levels. The institute has been entrusted by GCERT, GSEB and Gujarat School Textbook Board to prepare the syllabi for English as a second language, to prepare textbooks for these syllabi and to decide the methodology with which English Language has to be taught in the schools. The institute also trains hundreds of teachers of English every year. The faculty of the institute are actively involved in these pivotal activities which not only keep them abreast but also allow them to contribute to the new policies and methodologies for English as a second language in Gujarat. With these experiences, the faculty transfer their information/knowledge to the student teachers and also make sure that the new policies and methodologies are incorporated in practice teaching work of the student teachers.

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.)

The institute has been consciously making efforts for faculty development throughout these five years in several ways. Following are the major initiatives in this direction.

Organising Conferences/Seminars/ Workshop

It has been a rich tradition in the institute to organize seminars, conferences and workshops at the national and international level. These are completely coordinated by the faculty members of the institute and thus provides a valuable experience of academic event management.

Presentation and Publication of Research/Theme Papers

The management of the institute provides financial support to the faculty members in paying registration fees national and international conferences. The director also encourages them by granting duty leave and necessary guidance for presenting papers at such conferences/seminars/workshops. These practices have resulted in several quality research/theme papers presented by the faculty members at various national and international academic events focusing on English language and literature as well as ELT. The faculty members have also published their papers in various periodicals/journals having ISSN numbers and in the books with ISBN numbers. These activities have considerably added to their professional development.

Inviting Scholars

In order to hone the knowledge and skills of the faculty members, the institute has been inviting many distinguished scholars from different parts of India and abroad. The interaction with these scholars has really influenced the vision, knowledge and skills of the faculties in the direction of globalization and ICT revolution.

Visit to Innovative Learning Centers

Every year the faculty and student teachers of the institute visit innovative learning centers of Gujarat like BISAG (Bhaskaracharya Institute For Space Applications and Geo-Informatics, Amdavad, Lokbharti Vishvavidyalay (Sanosara), Ahmedabad Management Association (Amdavad), Science City (Gandhinagar), Gujarat Council for Educational Research and Training (Gandhinagar). These centers add to the professional development of the faculty as well as the student teachers.

Collaboration with various Agencies

The institute has a wide range of collaboration with the government and non-government agencies of the state, country and foreign countries. Working in these various projects become an enriching learning experience for the faculty of the institute as far as their soft skills, communication skills, academic skills and research skills are concerned.

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

The umbrella organization CVM celebrates the 3rd March every year as Vidyanagar Day. On this occasion, students and teachers who have participated at national, international level events/competitions are facilitated. This serves as a motivation for better performance.

1.5 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.)

Learning Ambience

The learning ambience in the institute is quite learner friendly. The student teachers have open access to more than 30, 000 books/periodicals in the library from 10:00 am to 5:00 pm. The student teachers can meet or contact any teacher educator or even the director at any time and talk about their learning as well as personal issues. Thus every student teacher gets a mentor of his choice individually and gets solutions to their learning problems, doubts and difficulties. Easy access to teacher educators and healthy student-teacher relationship creates an effective learning ambience at the institute. The students can also send an e-mail or do a live chat with the help of internet and they respond immediately. The informal discussion between student teacher/s and teacher educator/s even before or after the college hours proves that the institute is committed to offer an ideal learning environment.

Wi-Fi and Language Laboratory

The institute has emerged as the hi-tech institute catering to the 21st century learning needs as it offers access to Wi-Fi internet connection and the well-established Digital English Language Laboratory to all the students of the institute free of charge. These facilities have accelerated the pace and enhanced quality of the learning in the institute. The students are widely using these facilities to enhance their knowledge and skills in addition to what is catered to them by the faculty. Their problems regarding learning resources have been largely met. The Wi-Fi facility is available 24 hours in the college premises so the students can have access to it at their own convenience. This has made learning easier, effective and joyful for the learners.

Teacher Quality

The institute has a team of well-qualified and experienced teachers. A majority of them have completed their doctoral research and have published at national and international level. They have also been resource persons to many other government and non-government organizations. All the teachers use ICT in their classroom interaction and are aware of the latest technologies and methodologies in the field of education and ELT. They also use various techniques of teaching in the classroom like pair work, group work, self-study, assignments, project work etc. to enhance and facilitate learning.

Transparency in the Assessment Procedure

The institute observes transparency in terms of internal assessment of the student teachers providing complete satisfaction to the learners with good quality assessment procedures. The students are shown their answer sheets and submissions after the assessment. The teachers, when asked by the students, explain the assessment and clear their doubts or grievances. Even revaluation in marks/grade is done where necessary. Internal marks of each theory paper and submission are displayed on the notice board and the students meet

the respective teachers to discuss their performance. This transparency in the assessment procedure has provided the learners a tension free learning environment and motivated them to achieve higher scores by improving their performance quality.

Using ICT in the classroom

Most of the rooms are equipped with LCD projectors and electronic whiteboards. All the teacher educators and students use ICT extensively in the classroom interaction. The students also prepare their Computer Portfolios and E-lessons under the guidance of the faculty wherein they learn to use ICT effectively for teaching learning purposes.

2. Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

The evaluation of the student teachers is divided into two parts viz. external evaluation and internal evaluation. The external evaluation of theory in terms of written tests at the end of each semester and the external evaluation of practice teaching in terms of Viva voce at the end of Sem-I and Annual lesson at the end of Sem-II are conducted by the Sardar Patel University. The following tables show the internal assessment and its distribution across courses.

Semester – I		
Courses	Marks (Out of)	Final Marks for the Mark sheet
Theory Papers – 6 × 50 each	300	50
Case Study of Innovative Centers of Learning (Submission 1)	50	50
Computer Portfolio (Submission 2)	50	50
Written Expression (Submission 3)	50	50
Yoga & Physical Education (Submission 4)	50	50
Practice Teaching - 20 lessons × 10 each	200	50
Community Services and Co curricular Activities	50	50
Total Internal Marks		350

Semester – II		
Courses	Marks (Out of)	Final Marks for the Mark sheet
Theory Papers – 6 × 50 each	300	50
English Phonology (Submission 1)	50	50
Teaching Learning Materials Production (Submission 2)	50	50
Action Research (Submission 3)	50	50
Design and Production of a Test (Submission 4)	50	50
Practice Teaching - 20 lessons × 10 each	200	50
Community Services and Co curricular Activities	50	50
Total Internal Marks		350

Internal Assessment

The institute aims at Continuous Comprehensive Evaluation by allowing the faculty members flexibility within the stipulated framework of the university guidelines. Almost in each theory paper the assessment takes place continuously with the help of mid-term tests, assignments, projects, term-end tests etc. as per the decisions taken by the faculty in charge of each paper. Thus the learning of student teachers in each theory paper is continuously assessed which motivates the learners for continuous learning. Assessment of submission is done in two parts. First the written submission is assessed and then the viva voce for the same takes place. Here the learners are assessed on the basis of rubrics communicated to the students in advance. The student teachers also participate in many co curricular activities and community service work assigned to them. The faculty keep record of all the student teachers' activities and they are assessed on the basis of their participation and performance in these activities as observed and noted by the respective faculty present.

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

The marks of the submissions and other assignments or tests are immediately placed on the notice board and on the website of the institution for the student teachers. The normal duration for the process of assessment is one or two weeks within which students get their result. Not only marks are communicated but their strengths and weaknesses are also communicated in group as well as individually. This qualitative feedback, written and oral, becomes a learning experience for them and they improve their performance, language and other skills in the next tasks of the course during the year.

Most of the submissions are based on one or the other theory paper and practical in nature. The student teachers, therefore, learn theories through practice and improve their performance by first hand experiences in submissions, assignments and projects. The teacher educators also take into consideration their performance in the tests and submissions and plan the future curriculum transaction keeping in mind their past learning and further learning needs. In addition to these practices, the student teachers are also individually guided for the better performance.

In practice teaching, the assessment is based on the points to be focused as reflected in the rubrics. Both are communicated to the learners in advance. The student teachers are informed about the assessment of their lessons and that motivates them to strive for better performance in the next phase. Moreover they get oral and written feedback on the spot by the faculty in charge and the peer group and this immediate interaction improves their performance throughout the day.

4. How is ICT used in assessment and evaluation processes?

The students are provided with computerized handouts and e-materials for preparing their submissions and for their internal tests. Their marks are also uploaded on the institute website. All the results are prepared in Microsoft Excel and the printouts are placed on the college notice board. In some of the submissions, the students are allowed to submit

their work online or in the soft copy. The students are also motivated to prepare their submissions in digital form. The institute is planning to have a computerized testing system on a pilot basis next year.

1.6 Best Practices in Teaching -Learning and Evaluation Process

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

Choice Based Credit System (CBCS)

The institute has introduced CBCS for the last two years and it has enhanced the scope for learning to a considerable extent. The new syllabus offers innovative courses, submissions and provides choice for the learners. CBCS has also brought about many changes in the evaluation system such as Multiple Choice Test Items and very short answer questions which in turn has changed the teaching methods.

Preparing and Delivering E-lessons

The full fledged Digital English Language Laboratory and Wi-Fi facilitates the student teachers to prepare e-lessons and deliver them in the practice teaching schools. Every student teacher is supposed to prepare and deliver at least one e-lesson in the second semester compulsorily. This practice has motivated the learners to use ICT in the classroom appropriately.

Sanskrit Language Teaching and Teaching of Computer Skills

The first semester syllabus offers two innovative electives introduced for the first time in Gujarat. Sanskrit Language Teaching and Teaching of Computer Skills are electives at the institute. These courses include some amount of practical work as well.

Preparing and Implementing Assessment Tools for Assessing Speaking and Listening

Speaking and listening skills have emerged as more important language skills than reading and writing in this era of communication technology and information technology. The government has, therefore, begun to focus on these skills, particularly in English Language Teaching, in the school education and textbooks. To prepare the student teachers for this challenge, the institute has introduced assessment of speaking and listening skills in the submission titled as 'Design and Production of a Test' wherein they assess all four skills i.e. LSRW after teaching these skills in the classroom allotted to them in the schools. They use ICT extensively for teaching and assessing listening and speaking skills in English.

Using Wi-Fi for Learning Resources

The institute provides Wi-Fi facility to all the students and the faculty free of charge the students can use it at their own convenience even if the institute is not open. The student teachers have started using this facility for learning purposes. They download information, images and videos for academic purposes and also upload their submissions, assignments, CV or other details through it. The faculty also interact with the students online and provides guidance before or after the college hours. This has strengthened their process and output of learning.

Use of ICT in Classroom Interaction

All the B.Ed. classrooms in the institute are well equipped with the interactive electronic whiteboard, LCD Projectors, Sound facilities and internet facility. The faculty utilize these facilities for their teaching work effectively which has made the teaching-learning process in the classroom very interesting promoting better learning outcomes for the learners. The faculty show websites, use other web tools, make a Power Point Presentation, show videos and images in order to support and explore their teaching of their courses and submissions. Not only the faculty but also student teachers use ICT to

make presentations, to do a group/pair work or an assignment in the classroom. These practices have made the B.Ed. classrooms ICT empowered and made the teaching-learning process more effective.

Inviting Distinguished Scholars from India and Abroad

The institute invited many distinguished guest scholars from Indian academic institutions as well as foreign countries during these five years. A complete list of these scholars has been attached in the annexure of the self-study report.

Services of a Senior Fellow from USA

Ms. Dee Broughton, a senior fellow from USA, has been providing her valuable services in teaching-learning, evaluation and research activities of the institute during the last academic year. The students and faculty of the institute have benefitted a lot from their interaction with her.

Organizing National/International Conferences, Seminars and Workshops

The institute has organized several local, national and international seminars, conferences and workshops during these five years. A detailed list of the Conferences, Seminars and Workshops organized by the institute is attached in the annexure of the self-study report.

Diagnostic testing and guidance

The institute gives a diagnostic test to all the student teachers at the beginning of the academic year. The test checks their knowledge of English language and the faculty gets an overall idea of the language competence of the group. The result of the test shows the weaker student teachers and they are individually guided further to strengthen their English language. The major objective of this activity is to make the student teachers prepare for the practice teaching phases.

Continuous Assessment

Simultaneously with the introduction of CBCS, the institute has also implemented Continuous Assessment in B.Ed. (English). Continuous assessment is implemented through mid-term tests, assignments, projects, submissions, Practice Teaching Phases and term-end tests spread across the whole semester. These assessment procedures with appropriate feedback individually and in group have enhanced the learning outputs in the student teachers considerably. The institute is looking forward to strengthening continuous assessment in future.

Case Study of Innovative Centers of Learning

This is one of the innovative submissions the institute has introduced in CBCS. The student teachers are divided into small groups and they visit an innovative center of learning and conduct a detailed case study as per the guidelines given to them in advance. They interact with the people working over there ranging from head of the center to the peons. They visit various departments and observe functioning of the center to prepare the case study.

Yoga & Physical Education

In the new curriculum, the institute has adopted inter-disciplinary approach while introducing a 2 credit submission titled as 'Yoga & Physical Education' for the first time. This submission is divided into two parts viz. theory and practical. The students get exposure from the experts of Yoga and Physical education available on the campus and have an intensive practical training for a week.

Co curricular Activity and Community Services

Co curricular activities and community services are an integral part of the educational curricula in India. The institute took initiative and incorporated these into the syllabus of both the semesters assigning total 4 credits to these activities. As a result the student

teachers started taking it more seriously and the participation increased to a great extent. The student teachers get due recognition of their talent and abilities.

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

At the end of every academic year, the faculty members meet and discuss the methods of instruction and the use of technology keeping in mind the analysis of the previous year's practices and the future alternatives and possibilities in the Review and Planning Meeting. In addition, the institute has other means of reflecting on the delivery of instruction such as students' feedback form, weekly staff meetings, self-appraisal reports of faculty members and workshops on using technology in the classroom.

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

•For individualized attention to the student teachers

The peer team noted that for individualized attention to the student teachers the class may be divided into smaller groups. Following this suggestion, the faculty of the institute has now incorporated pair work and group work classroom activities across the curriculum in day-to-day classroom work. In addition, the use of ICT everyday has made classroom environment more interactive where every individual interacts freely on the prompts presented by the teacher on the subject.

•*Increasing the working hours of library*

The second observation was about increasing the working hours of Library. Due to the Gujarat Government Policies regarding the recruitment of new staff in the grant-in-aid colleges, the institute is still waiting to get a librarian, an assistant librarian and a peon for the library. Meanwhile CVM has appointed a library assistant who offers valuable help in library services. This dearth of human resources has restricted the institute to increase the working hours of the library. However, we have changed the scheduled time of class sessions to allow more library hours for the student teachers.

•*Teachers can take up consultancy services*

The teachers of the institute have been involved in various projects as a part of the consultancy services provided by the institute to the other government and non-government organizations. The faculty worked as the resource persons as well as project coordinators for the English Language requirements of these organizations. Following is the list of these organizations.

Government Organizations

1. Gujarat State Textbook Board, Gandhinagar
2. District Center of Educational Training (DIET), Anand
3. Gujarat Council for Educational Research and Training (GSERT)
4. Babasaheb Ambedkar Open University, Gujarat.
5. GSHEB, Gandhinagar.
6. SCOPE, Gandhinagar.
7. Indian Institute of Rural Management , Anand
8. Anand Agriculture University, Anand
9. National Dairy Development Board, Anand

Non-government Organizations

1. AMUL
2. British Council, UK
3. American Embassy, India
4. Pramukh Swami Medical College, Karamsad
5. Globe Arena Software Company
6. CHARUSET, Changa
7. IATEFL

•More opportunities for self-learning leading to preparing them as autonomous learners

In order to enhance the student teachers' self-learning the institute took steps as given below:

- Thinking Skills and Metacognition have been made a part of their syllabus.
- We have been providing 24 hours free Wi-Fi facility in the institute in order to make them utilize internet resources for self-learning.
- They are exposed to various resources through which they can learn on their own. E.g. online resources, guest faculties, library resources etc.

• Individual guidance should be increased

The guidance for the practice teaching is thoroughly done on individual basis throughout the year. The learners have open access to library resources. The faculty is accessible to all the learners for individual guidance. In addition, the students frequently get guidance on mobile phones or through e-mails, google communities, blogs and web tools.

- *Easy access to facilities for all the student teachers*

Now all the student teachers have easy access to the facilities like, Wi-Fi, Language Lab, Library etc. Their access has been made easier by implementing various strategies regarding timings and open access.

- *Strengthening computer literacy of the student teachers*

To strengthen computer literacy in the student teachers, the institute has taken the following steps:

- Computer Portfolio has been made a compulsory submission bearing 2 credits. Based on the practical sessions in the computer lab, they submit the assigned tasks. They learn Windows, MS Office 2007, Using Internet, e-mail and other useful utility software like Audacity, Media Players etc.
- For those who want to have advanced computer skills, the institute has offered an elective titled as 'Principles and Practices of Teaching Computer Skills' in Semester I.
- In the second semester, it is compulsory for each student teacher to prepare and deliver at least one or two e-lessons as part of their practice teaching.
- They are also asked to submit their one of the submissions online.
- The teacher educators use ICT extensively in the classroom which indirectly increases the computer literacy of the student teachers.

- *Use of ICT should be maximized*

The teacher educators use ICT in their day-to-day classroom work. They also use ICT to communicate with the learners effectively using web tools like facebook, google community, blogging, e-mails and chatting. The learners also use ICT throughout the year in preparing their submissions, assignments and e-lessons. Wi-Fi connectivity to all,

open access to language lab and LCD projector in each classroom have maximised the use of ICT in the teaching-learning process.

- *Preparing multi-media e-learning packages and courseware*

The institute has produced Video Lessons for the SCOPE learners in Gujarat. The institute has also begun an online course and prepared courseware and e-learning packages for it.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Apart from the innovations and best practices mentioned above, the institute has also modernized its library in real sense of the term. The library has been digitalized completely during these five years and all the books have been bar coded. The library has also got five broadband internet connections for the student teachers.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The institute motivates its teachers by providing facilities like physical infrastructure purchase of books and journals, office space, secretarial assistance and if necessary travel expenses for their research project.

Two faculty members, Ms. Rital Patel and Mr. Kishan Joshi from Extension Department registered themselves for M.Phil. The title of Ms. Rital Patel's dissertation is *Preparation and Try Out Of a Set of Reading Materials for Enhancing Reading Comprehension of Secondary School Students*. The title of Mr. Kishan Joshi's dissertation is *Increasing Students' Comprehension of target language texts through textual analysis exercises based on theory of Maxims propounded by P. Grice*.

Four faculty members from B.Ed registered for Ph.D. in the last three years. Mr. Nishant Joshi is working on his Ph.D thesis entitled *Development of an Orientation Program to Orient Selected Perceptions of Education in B.Ed. Student Teachers*. Mr. Anil Varsat is working on his Ph.D thesis entitled *A Study of Pre-service English Teachers' Reflectivity Enhanced through a Series of Action Researches on their Classroom Performance*. Mr. Mayur Parmar is working on his Ph.D thesis entitled *Preparation & Tryout of a Multimedia Programme in English for B.Ed (English) Students to Remedy Their Errors in Selected Areas of Writing*. Dr. Surendra Gohil has done a dissertation on *Preparation and Tryout of Multimedia Materials' to Enhance Communication Skills at the Undergraduate Level through Digital English Language Laboratory*.

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

At this institute our thrust area is English language teaching with special reference to the multilingual social context of learners and teachers in India. Recently the institute is also focusing on translation, reading materials, question bank and instruction of English in tribal areas.

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

Yes, the institution encourages Action Research. Our action research has been in the area of ICT integration. As a result of this we have evolved a special paper in ICT for Education (English).

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

The faculty members are always motivated and encouraged to participate in national and international seminars / conferences / workshops. The details of their participation in national / international seminars are given below.

(A)

1.Dr. Surendra Gohil:

- International workshop on Shaping the Way We Teach English organized by Regional English Language Office, American Embassy, New Delhi on August, 18-20, 2008.
- One-day Orientation Workshop on Various initiatives related with quality improvement in higher education jointly organized by Commissioner of Higher Education, Gujarat State, and U.T.S Mahila Arts College, Nadiad on 10th December, 2009.
- One-day workshop on e-Content Development (NME-ICT) organised by Sardar Patel University on 21st August 2010

- A three-day conference in Hyderabad on Starting, Stimulating and Sustaining English Language Teacher Education and Development jointly organised by The English and Foreign Languages University and the British Council during 22-24 January 2011.
- One-day workshop on NME-ICT-The Gujarat Initiative organised by Knowledge Consortium of Gujarat on 7th June 2010 at Ahmedabad Management Association, Ahmedabad.
- Shaping the Way We Teach English, TEFL Webinar 7 Course offered by RELO, US Embassy, New Delhi between 11th July and 5th September, 2012.
- A workshop on Continuous Professional Development organised by the British Council at Waymade College of Education on 22nd November, 2012.

2. Mr. Nishant Joshi:

- A symposium on Continuing Professional Development for English Language Teachers and Trainers organized by British Council at Waymade College of Education, Vallabh Vidyanagar, Anand, Gujarat on 22nd November, 2012.
- Four day workshop on Classroom Reforms in 21st Century Schools (ICT Integrated Blended Learning Design) organized by Educational Technology and Management Academy, New Delhi on 20th-23rd December, 2010.
- State Level Seminar on Research Proposal and Research Paper organized by Anand Education College, Anand, Gujarat on 29th November, 2008.
- National Conference on The Role of English in Sustainable Community Development organized by ELT@I (Surat) and H. M. Patel Institute of English Training and Research on 18-19th August, 2008.
- Three day workshop on Social Science Research & SPSS during 20-22 June, 2008 at Adipur (Kachchh) organized by Kachchh University and Dada Dukhayal College of Education, Adipur.

- International Meet on Contemporary Poetry and Translation on 25th and 26th January, 2008 organised by H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar, Gujarat, India.
- Syllabus Modification Seminar (B.Ed.) organized by Faculty of Education, Saurashtra University at Taravda (Dist. Amreli, Gujarat, India) during 24-25 June 2006.
- State Level Seminar on Learning to Live Together organized by Poojya Mota Shikshan Chintan Vistaran Peeth, Sardar Patel University at Dept. of Education, V.V.Nagar from 04/04/2006 to 05/04/2006.

3. Mr. Anil Varsat

- UGC sponsored state level seminar on Managing Business Communication in knowledge Era organized by C.P.Patel And F.H.Shah Commerce College, Anand on 04th Feb 2009.
- Workshop cum training and placement's meet at N S Patel College of Arts, Anand On 25th Jan 2009.
- UGC Sponsored Orientation Programme from 24th May to 20th June 2010 at Academic Staff College, Sardar Patel University, Vallabh Vidyanagar.
- National Conference on The Role of English in Sustainable Community Development jointly organised by H. M. Patel Institute of English Training and Research and ELT@I (Surat Chapter), August 18-19, 2008.
- Workshop on Using Moodle for Learning Management organized by H. M. Patel Institute of English Training and Research, 20-21 August, 2008.
- Attended International Meet on Contemporary Poetry and Translation conducted by Dr. Brian Lewis and Ray Hearne, experts from Britain, 25-26 January, 2008.
- Three one-day training programmes on Gujarati computing and the use of Gujarati Lexicon.com to popularize Gujarati lexicon were jointly organized by H. M. Patel Institute of English Training and Research and Chanderia foundation.

- A three-day conference in Hyderabad on Starting, Stimulating and Sustaining English Language Teacher Education and Development jointly organized by The English and Foreign Languages University and the British Council, 22-24 January 2011.

4. Mr. Mayur Parmar:

- A five day seminar on Train the Trainer: Teaching Grammar to Secondary Students organized by the British Council from 29th July, 2008 to 2nd August, 2008 at the British Council, Anna Salai, Chennai.
- A two day National Seminar on Healthy Quality Practices: Unknown...to Known... organised by Anand Education College, Anand on 30th & 31st July, 2011 and presented a paper entitled Using Facebook for Academic & Administrative Purpose.
- A two day National Seminar on M.K.Gandhi, Jawaharlal Nehru and Sardar Vallabhbhai Patel: Contemporary Relevance jointly organised by HMPIETR and CERLIP on 19th & 20th January, 2012.

5. Ms. Rital Patel:

- UGC Sponsored four National Seminars jointly organized by H. M. Patel Institute of English Training and Research and Centre for Studies and Research on Life and Works of Sardar Vallabhbhai Patel (CERLIP) :
 - 1) Research Methodology in Social Sciences (1-2 July, 2011)
 - 2) Sardar Patel and DR. Babasaheb Ambedkar: Contemporary Relevance (11-12 August, 2011)
 - 3) M.K. Gandhi, Jawaharlal Nehru And Sardar Vallabhbhai Patel: Contemporary Relevance (19- 20 January, 2012)
 - 4) Sardar Patel And Women Empowerment (10-11 March, 2012)
- International conference on Hi-tech, lo-tech, no-tech: learning technologies in practice (January 7-8, 2012)

- A workshop on Joining the Conversation: Writing for Academic Publication jointly organized by U.S.Consulate General Mumbai, RELO & ELT@I (Ahmedabad) on May 23, 2012 at Ahmedabad.
- International Conference on Bridging the Gap through English: Education, Equity, Empowerment and Employability organized by SCOPE, H M Patel Institute of English Training and Research and University of Cambridge ESOL Examinations on 23rd June, 2012.
- A symposium on Continuing Professional Development for English Language Teachers and Trainers organized by British Council at Waymade College of Education, Vallabh Vidyanagar, Anand, Gujarat on 22nd November, 2012.

6.Mr. Kishan Joshi:

- National Seminar on Research Methodology in Social Sciences sponsored by UGC (1-2 July, 2011)
- A workshop on General Semantics organized by H M Patel Institute of English Training and Research and Balwant Parekh Centre for General Semantics and Other Human Semantics, Baroda. (8-12 August 2011)
- International Conference on Bridging the Gap through English: Education, Equity, Empowerment and Employability organized by SCOPE, H M Patel Institute of English Training and Research and University of Cambridge ESOL Examinations on 23rd June, 2012.
- Webinar on Shaping the Way we teach English by Bureau of Educational and Cultural Affairs, U.S. Department of State. (11th July- 5th September 2012)
- A symposium on Continuing Professional Development for English Language Teachers and Trainers organized by British Council at Waymade College of Education, Vallabh Vidyanagar, Anand, Gujarat on 22nd November, 2012.

(B) Academic events organized by the faculty

1. Dr. Surendra Gohil

- Conducted A workshop on “Creative Writing” in National Seminar on Indian Aesthetics jointly organized by H M Patel Institute of English Training & Research, Vallabh Vidyanagar and Sahitya Academi, Mumbai, on June 25- 26, 2010.

2. Mr. Mayur Parmar

- Conducted a workshop on ‘Teaching Vocabulary: from Theory to Practice at JLK Kotecha Arts and Smt. Gardi Commerce College, Kakanpur, Godhara at the State Level Seminar.

3. Mr. Nishant Joshi

- A workshop on “Creative Writing” in the National Seminar on ‘Indian Aesthetics’ jointly organized by H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar and Sahitya Academy, Mumbai on 25th and 26th June, 2010.

4. Ms. Kajal Rao

- Conducted a workshop for Swami Vivekanand Contributor Personality Programme (SVCCP) at A R College of Pharmacy and G H Patel Institute of Pharmacy & Indukaka Ipkowala College of Pharmacy (IICP)

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.

The institute has developed self instructional materials under the project of CPE. These materials contain essential reading for the course and help learners to read other reference books. Institute has also prepared print materials for the project Language Enrichment Campaign. Audio visual materials have been developed for SCOPE &

BAOU. We have also prepared computer aided instructional materials under DELL project. A question bank has been developed for B.Ed course and it contains both objective and descriptive questions. The institute has also undertaken a project called MOBIGAM which deals with the use of mobile for language learning.

2. Give details on facilities available with the institution for developing instructional materials.

The Institute has video recording studio where we can produce CDs & DVDs. We also have audio recording and editing facilities to develop instructional materials.

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

The Institute has prepared a number of teaching plans and instructional materials using ICT. B. Ed trainees are supposed to plan and deliver e-lessons, using ICT. Some of our M.Phil. (ELT) research scholars have also produced and piloted ICT- based teaching learning materials. Moreover, we have developed an in-service programme for teachers of primary schools and piloted it as a blended learning programme.

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

- a. Organised by the institution
 - Three day workshop for production of Training Materials for KMPF for college lecturers (14-16 July 2008)
 - Three day Training Programme for KRPs on Material Production (6-8 March 2009)
 - A two day workshop for Primary teachers on Teaching Learning Materials (12-13 Dec' 11)

b. Attended by the staff

1. Dr Surendra Gohil

• Attended one-day workshop on e-Content Development (NME-ICT) organised by Sardar Patel University on 21st August 2010

Moreover, the GCERT has approached the institute to develop new textbooks for English Medium schools. The following faculty members are involved in this project:

1. Dr. Surendra Gohil
2. Mr. Anil Varsat
3. Mr. Mayur Parmar
4. Ms. Rital Patel
5. Ms. Kajal Rao

c. Training provided to the staff

The institute staff has received on the job training as we are engaged in the production of teaching/ learning materials under various CPE projects.

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

Members of institute faculty have published articles in the following journals:

1. ELT Voices-India , International electronic journal
2. eNewsletter ELT
3. eNewsletter ELT Weekly
4. ELT Quarterly, an international journal of ELT

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

Dr. Rajendrasinh Jadeja has received the Best Teacher award from ELT@I based in Chennai.

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

The following minor/major research projects were undertaken by the institute faculty with the help of UGC:

1. Mr. Anil Varsat: A study of Pre-service Teachers Reflectivity Enhanced Through a Series of Action Researchers on their Classroom Performance
2. Dr. Surendra Gohil - Critical Evaluation of Digital English Language Laboratory Project by Government of Gujarat sponsored by Globarena Pvt. LTD
3. Dr. Atanu Bhattacharya: A Survey of the Use of Web tools Among Undergraduate Teachers of English in Gujarat
4. Ms. Kajal Rao – ‘Samay Daan’- Quality Improvement Programme

The institute took an initiative to offer 100 educational hours- ‘Samay Daan’ to the remote schools of Anand district.

3.3 Consultancy

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

Yes the institution offered consultancy services in the area of language laboratory and continuing professional development. The following institutes have benefited from these services:

1. Hemchandracharya North Gujarat University, Patan
2. Society for Creation of Opportunity through Proficiency in English

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.

Yes, the faculty members are competent enough to undertake consultancy. They are competent in the production of self- instructional materials, print materials, computer aided instructional materials for Digital Language Lab ICT& mobile learning materials.

In many cases the Institute offers consultancy to other universities and educational institutions free of charge.

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?

During the last five years, a total of Rs. 90,200 has been generated through consultancy. The staff members have agreed to contribute the whole amount to the Institute development fund.

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

The Institute uses the revenue generated through consultancy for developmental activities for upgrading infrastructural facilities, training programmes and library facilities.

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)

The Institute has contributed significantly to local community in Gujarat at the level of i.Primary Schools; ii.Secondary Schools; iii.University level; and iv.General Public. At the primary school level we offer services on NGO basis through our Language Enrichment Campaign. Under this initiative, we offer a set of learning materials and teacher training to those primary schools that decide to start the teaching of English from an earlier level than that prescribed by the Gujarat Government. This assistance is offered to over 1000 learners in rural and tribal schools of Gujarat this year for a token fee of Rs 25 only which again is waived in case of socially disadvantaged learners.

Our chief minister Mr. Narendra Modi expressed his worries for primary education to our honorary chairman of Charutar Vidya Mandal, Dr. C. L. Patel, and he took an initiative to offer 100 educational hours –‘SAMAY DAAN’ to the remote schools of Khambhat and Tarapur blocks. H.M Patel Institute shouldered this responsibility to guide the other institutes and to work for the nominated schools. The DDO Dr. Avantika singh, DPO Dr. B. K. Trivedi and Dr. R P Jadeja guided and supported this initiative in which H M Patel institute got support of two educational Institutes of Charutar Vidya Mandal. They are 1) Way made College of Education 2) Shri Bhikhabhai Saheb PTC College. The project was implemented in the year 2010-11.

Charutar Vidya mandal initiated Literacy Awareness Project in the year 2011-12. CVM's chairman Dr. C L Patel inspired us to run a project in collaboration with Municipal borough Vallabh Vidyanagar to remove illiteracy from Vallabh Vidyanagar and achieve 100% literacy.

At the secondary school level a number of training programmes were organized by the institute with the support of EFLU & Gujarat Governement.

At University level H. M. Patel Institute of English Training and Research and Centre for Studies and Research on Life and Works of Sardar Vallabhbhai Patel jointly organized UGC sponsored National Seminars during the year 2011-12.

SCOPE Shree Aurobindo

IATEFL Blood bank

ADIT YMCA

Co-curricular activities: Medical College

SPIC MAKAY

For the general public, we offer need based courses and also other community services through the NSS programme.

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

This Institute and our parent body Charutar Vidya Mandal receive a lot of support from the community. In addition to the financial contribution received through Charutar Vidya Mandal, we have received excellent support through Institute School Networking in the form of valuable feedback, facilities for experimentation and helpful evaluation of external agencies like Intel.

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

- As part of CPE project Institute would like to undertake the “Networking for English with Tribal Schools”
- The institute intends to reach out to rural and urban schools through networking with NGOs.
- The institute would like to adopt multi lingual approach to teach English as well as other subjects.

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

The Institute has successfully completed the following community development projects in the last five years:

- a. Quality Improvement Programme (2010-11)
- b. Communication Skills Programme for Medical Students (2011-12)
- c. Literacy Awareness Project (2011-12)

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

The Institute provides several opportunities through its curricular and co-curricular activities to develop social and citizenship value and skills among its students:

- a. The social and citizenship values of the institute have been clearly delineated in the curriculum statement
- b. Our students participate in post prayer talks and other activities where they discuss issues related to civic responsibilities.
- c. The Institute also encourages productive partnership between parents, colleges and employers.
- d. As a part of the Institute's value development, students are actively encouraged to participate in creative skills through different co- curricular and extracurricular activities.
- e. As a part of their day to day work at the Institute they develop various values like self discipline punctuality, courtesy, co-operative behavior and cleanliness. This fosters awareness of mind states and mind sets as aids to learning.
- f. The NSS activities also help promote social and citizenship values.

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.

2. English and foreign Languages University Hyderabad (EFLU)
3. National Council of Educational Research & Training (NCERT), New Delhi.
 - a. ELTIs in India
 - b. Dr. Babasaheb Ambedkar Open University

The benefits that have accrued are:

1. awareness of new concepts and developments in the research field
2. financial aid
3. recognition and appreciation of work done by the Institute
4. large scale surveys and projects
5. taking education to the masses by empowering the under privileged
6. developments in the field of ICT with special reference to education

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.

- 1) ELT@I
- 2) American Embassy
- 3) British Council, U.K.

The faculty of the institute got a good exposure to International Conferences. They participated and presented papers. Our linkage with American Embassy benefited the institute as we were able to get a visiting faculty to help in research. We could invite

several British scholars due to our contacts with British Council, U.K. These scholars contributed to the professional development of the faculty.

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

The institute has linkages with UGC, M S University, Baroda, EFLU, Hyderabad, Government of Gujarat and several schools in Gujarat.

- Curriculum Development

Following the guide lines prescribed by UGC we had prepared a new CBSE syllabus. This has contributed to curriculum development.

- Teaching

We invited visiting faculty from M S University and EFLU to teach on B.Ed. courses.

- Training

With the support of EFLU, Hyderabad and Government of Gujarat we trained a number of teachers at primary as well as secondary level.

- Practice Teaching

Our networking with schools in Gujarat enabled us to conduct practice teaching at different stages.

- Research

Our linkages with Globarena Pvt. LTD and UGC have enabled us to undertake minor/major research projects.

- Consultancy

The consultancy services were provided by the institute to the following government and non-government organizations:

Government Organizations

1. Gujarat State Textbook Board, Gandhinagar
2. District Center of Educational Training (DIET), Anand

3. Gujarat Council for Educational Research and Training (GCERT)
4. Babasaheb Ambedkar Open University, Gujarat.
5. GSHEB, Gandhinagar.
6. SCOPE, Gandhinagar.
7. Indian Institute of Rural Management, Anand
8. Anand Agriculture University, Anand
9. National Dairy Development Board, Anand

Non-government Organizations

1. AMUL
2. British Council, UK
3. American Embassy, India
4. Pramukh Swami Medical College, Karamsad
5. Globe Arena Software Company
6. IATEFL

The counstancy services offered are in terms of preparation of textbooks , teacher trainings, organizing workshops, conducting short term courses etc.

- Extension

Our networking with EFLU has enabled us to offer in service training programmes for teachers of English in Gujarat.

- Publication

The Institute's linkage with Gujarat State Textbook Board, Gandhinagar has helped us in preparing textbooks for primary and secondary schools in Gujarat.

- Student Placement

We have placement cell at the institute which organizes campus interviews every year.

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

The Institute has wide ranging interaction with school community. We are actively engaged in teacher training programmes at the primary & secondary school level. The Institute has undertaken to train resources persons from various districts of Gujarat. We have also conducted workshops at District Centres at the request of district education officers. Above all, our networking with practicing schools has helped us in maintaining a close contact with grass root realities of class room teaching.

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.

The faculty of the Institute interacts regularly with teachers of English during the block teaching and off-campus teaching programmes. In addition to this, we conduct Mentors' Training Programme for our internship.

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

The faculty of the institute has been organizing various training programmes for primary as well as secondary school teachers in collaboration with faculty of other institutes. The institute has coordinated textbook writing in collaboration with secondary school teachers. The textbooks are prepared for first as well as second language learners. Ms. Dee Broughton a visiting American scholar conducted a workshop for teachers from colleges on the campus.

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?

We have well equipped computer lab and studio at the institute to prepare instructional materials. We have almost completed digitization of the library and research students are offered the laptops with Wi-Fi facility.

To enhance the quality of consultancy and extension work, we nominate faculty on national and international level training programmes, seminars and workshops. Our in-service training programmes get enriched by the guidance of EFLU experts like Dr Maya Pandit and Dr Geetha Durairajan.

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

A special workshop was arranged for M.Phil students by Ms. Dee Broughton.

As part of extension activities the institute took an initiative to offer 100 educational hours –‘SAMAY DAAN’ to the remote schools of Khambhat and Tarapur blocks.

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

In the first assessment report the following suggestions are made with reference to Research, Consultancy and Extension:

- The Institute has established a well equipped language laboratory with advanced ICTs. The easy access to facilities by student teacher needs to be provided so that all the student teachers of the institute can become effective teachers.
- In the world of technology it becomes essential that teacher and students are equipped with computer literacy- There is a provision for students for computer learning, but it needs further strengthening so that all the student Teachers can become computer literate in true sense.
- Producing multimedia, e-learning packages and other updated language teaching courseware could be undertaken by the faculty members and student teachers. ICT could be utilized to the maximum in teaching as well as managerial activities.
- The networking among institutes, schools and community needs to be further strengthened.

The institute has strengthened its ICT facilities by providing two computer labs with 60 computers. It has also provided Wi-Fi facility to all the faculty members and student teachers on and off working hours in the institute premises. The institute has changed the syllabus following UGC guide lines. Now the student teachers have to do a core course Methods of Teaching English at Advanced Level using ICT. Moreover, they are supposed to do one submission task on computer portfolio. In addition to this they can offer an elective method of teaching computer skills. By doing these tasks student teachers learn computer skills in true sense.

The institute has established a network with several schools in Gujarat, through off camus and internship programmes. The institute has recently taken up a project on strenghting the network with rural and urban schools under the CPE UGC scheme.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

The institute enhanced the facility of ICT to the faculty as well as students. During the last five year students have more accessed to computer lab and Wi-Fi facility and each

member of the faculty is provided with a laptop. B.Ed class is divided into two groups for teaching purpose. We undertook digitalization of the library and special facilities are provided to research scholars.

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Infrastructure

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.

The institute has an excellent physical infrastructure with more than adequate facilities in terms of classrooms, library, laboratories, sports facilities and open spaces. The amount invested on developing the whole infrastructure comes to Rs. 21422215.00/-

[A copy of the Master plan is enclosed]

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

The Institute has an excellent infrastructure for its present courses and activities. However, in view of the fast changing scenario in higher education, we realize that we have to make provisions for constant upgradation in terms of physical infrastructure and human resources.

We get donation from Charutar Vidya Mandal and special grants from UGC for the project CPE (College with potential Excellence) for augmenting the infrastructure to keep pace with the academic growth.

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

Co-curricular activities

For co-curricular activities like musical morning, debate and plays, we have our assembly hall which is well lighted and has good ventilation. We also use our A V studio for many of these activities.

Extracurricular

For outdoors games and sports we share a large 17 acres playground with Charutar Vidya Mandal. The institute has various sports equipment for games like carom, chess, table tennis, volleyball, cricket and badminton. Sports equipment for athletics are also available with S S Patel College of Physical Education which is adjacent to the Institute building. We also conduct a number of these activities in our spacious garden and open plot.

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

Audio video facilities have been considerably enhanced and upgraded during the last five years. The decision to enhance the facility was taken in view of the emerging need for the recording of video lessons for SCOPE. We have added better studio lighting facilities as well as hand held cameras to facilitate the recording of group work/pair work activities in sample lessons.

Additional audio recording equipment were obtained to facilitate the production and editing English Language Teacher Development Videos for which financial support was received from the British Council and the Shri. Babasaheb Ambedkar Open University, Ahmedabad.

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 institute has made provision for a separate rest room for women participants in our courses. There are adequate sanitary facilities for men and women on each floor of the Institute. The staff and the students of this institute can avail of medical services at the Health Centre of Sardar Patel University across the road. There is a modest canteen facility at Bhaikaka Hostel where our students are given residential facilities.

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.

CVM has a number of hostels for male and female students on the campus. Bhaikaka hostel is marked for B.Ed English Male students. Ranak and Square hostel accommodate B.Ed English Female students. Bhaikaka hostel has the capacity to accommodate more than 200 students. The girls hostels are also large and spacious. The rooms in the hostel can accommodate three candidates in one room. The hostels are eco-friendly with lawn and trees around them. And they are equipped with solar water heating system which saves electrical energy and provides hot water round the clock.

Moreover, there is a gym, badminton court and lawn tennis court nearby.

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. Building, Laboratories, Furniture, Equipments, Computers, Transport Vehicle.

The grant-in-aid norms of Government of Gujarat do not make any provision for maintenance, as it is included in the nominal grant of Rs. 300 per student, per annum.

However, Charutar Vidya Mandal funds were available for the essential repair and maintenance jobs.

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

This Institute offers a variety of programmes at pre-service as well as in-service levels. To meet the needs of various groups we have to stretch the daily time table. Hence, we

work from 9.00 a.m. to 6.00 p.m. on many days. For some of the programmes, we even organise late evening and night sessions especially for the computer lab. This helps us in ensuring optimal utilization of available infrastructure.

The studio facilities are used for recording students' presentations, editing those presentations and making them available in form of a DVD to the students for reflective viewing. These facilities are also used for other institutions on and off the campus.

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

The institute has well maintained gardens around its building and its hostel. The garden has various herbs and shrubs to provide a pleasant surrounding and fights against polluted environment.

The institute's hostel is equipped with solar water heating system, which saves electrical energy and provides hot water round the clock.

Our building is designed in such a manner that it falls in a natural wind direction (that is south-west to north-east), which makes the institute more environment friendly and provides clean atmosphere without over-burdening the energy. Moreover the institute has large windows with plain glass pattern, which provides ample day light reducing the consumption of energy during normal working hours.

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)?

We have been approaching the government to issue NOC for the post librarian for the last many years. However the government has not sanctioned the post yet. In the meanwhile, Mr Prashant Mehta, who is a full-time employee of the Institute and who has an M.Lib.

qualification, has offered to help with the library work. To help him in this task, we have employed Miss Parinda Dalwadi (M.Lib.) as an ad hoc assistant librarian.

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.

The Institute has a well-equipped library with a rich collection of 33,480 books as per the following table.

Books	Textbooks
33,480	416
Textbooks	416
Reference books	4,500
Magazines	60
Journals	05
Back Volumes of journals	898
Online Journals	32
CDs / DVDs	633

A number of periodicals both specialized and general are available. For example, the Institute subscribes to 23 English magazines and 23 magazines in Gujarati. Moreover, the Institute has got past periodicals in bound form. (46 bound periodicals). There are

275 video cassettes of movies and a collection of 43 CDs. Every endeavour is made to keep the library up to date. Now the library facilities are fully computerized with barcoding facility. The students and staff have open access to five computers equipped with hi-speed broadband internet connection.

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 institute's mechanism for the library management is in the form of our Library Committee which consists of:

1. Director

2. The Librarian

3. Two faculty members: a) G V Vyavahare b) Mr Nishant S. Joshi

This committee is empowered to review the various library resources. The committee normally meets twice a year, and in special cases, the principal can convene its meeting at any time.

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

The Library is totally computerized. We installed the SOUL Software from INFLIBNET to computerize the institute library in the year 2006-07.

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 Institute has set-up five computers with broadband internet facilities along with reprographic facility. The Institute has CANON IR1026 make two in one Copier cum Printer accessible by students and staff.

The SOUL software allows to access the library databases from the local intranet so that all the students and staff can get the information of books during all the working hours. We have not kept any restrictions over the frequency of use. For physical access, the library is available for a period of six hours a day.

6. Does the institution make use of Inflibnet, Delnet, IUC facilities? If yes, give details.

We use the network version of SOUL Software from INFLIBNET. A major feature of the software is that it is based on Client-Server Architecture, which imparts extra

strength to storage capacity, multiple access to the database, various levels of security, back up and re-storage facilities, etc. The INFLIBNET database will be made available to the students and staff members in the future. For operating the software, Mr. Prashant Mehta underwent the training programme on "Installation and Operation of SOUL software" between 9th to 13th October 2006 in Ahmedabad.

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 is open on all working days during the hours shown below. The library remains open for 210 days in an academic year. However, since the sad demise of the Institute librarian in the year 2006, the post has not been filled. This led to a disruption of the library services for a few months. However, with the help of the support staff and an ad hoc appointment, the Institute has coped with the problem and now the library remains open for the following times:

Monday to Friday - 11.00 a.m. to 05.00 p.m. Saturday - 11.00 a.m. to 2.00 p.m.

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

We have a new arrival display showcase for the library material through which staff and students come to know about the new arrivals. Above all SOUL software has also a facility to highlight the new arrivals. With this all the students and teachers accessing library databases through SOUL software will come to know about the new arrivals.

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

At present, we do not have bookbank facility.

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

Though the Institute generally doesn't get physically challenged students, it has arranged for a ground level ramp for the possibility of making them independent during their local mobility within the campus. We have arranged our library and all the administrative facilities on the ground floor to aid the physically challenged persons.

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.

There are a number of equipments and softwares that are available in the institute. For example, the laboratory is equipped with 32 computers with software like MS Office, Hot Potatoes, Dream Weaver, Globarena Language Software, Audacity, VLC media player, Window media player, free softwares by Google etc and Digital Interactive White Board. Institute has also provided a laptop along with pendrive to each member of the faculty. The Institute also has Five LCD Projectors and three OHPs. We also have a collection of educational CDs like Encyclopaedia, National Geographic and CDs for developing listening skills.

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

At the beginning of the year, there is an orientation programme for the B.Ed. (English) trainees for two weeks, in which the basic of the computer are taught to them

theoretically and practically like Microsoft Office, using Internet, making presentations etc. There is a timetable for every course for the use of computer lab. After this intensive programme students and teachers are allowed to use the computer lab in the time slot given to them for different purposes like searching on the internet, preparing lesson plans, making presentations, downloading materials for their theory papers, and also downloading images for their practice teaching lessons.

Core Paper no.III Teaching English at advanced level using ICT requires the learners to know and use computerskills for course work and submissions. A part from that they have to do submission on computer portfolio and plan and present E-lessons.

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

Apart from the paper "Teaching English at advanced level using ICT ", we have a specific submission task called "Computer Portfolio". In this submission, they have to bring together the insights gained from Methodology paper as well as other parts of the course. The faculty uses the LCD projector for transacting almost all the topics in all the courses of the syllabus.

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)

Students are encouraged to use video clips in presenting lessons. They are also expected to surf internet for selecting pictures for teaching aids. The submissions on E-Lessons requires them to make maximum use of ICT for 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 centre in the institution (beyond the program), to other institutions and to the community.

The institute has plenty of instructional infrastructures which are always used for our own as well as for other institutions, students and for the community. H M Patel CDC centre utilizes the services of our studio for their audio as well as video recording meant for students of various disciplines on the campus. Such recordings also prepare them for competitive examinations. We also make use of our Language Lab, Computer Lab studios to train the Key Resource Persons for Govt. of Gujarat. We arrange round the year training programmes for in-service teachers of primary as well as secondary level to prepare for the use of new technology in teaching. Similarly, we provide our infrastructure to the District Centre in our area.

The teaching-learning takes place at the Institute using OHP (Over Head Projector), through multimedia presentations with the help of LCD projectors, through discussions in classroom, group-work and pair work, through role plays and so on. Thus, teaching is not limited to lecture mode. Often the students are asked to organise seminars. The seminar is a regular feature where each student gets a chance to present his/her ideas on a particular topic. Similarly, students Video Record the presentations made by them. This is done to record the students' presentation and help them with their performance analysis.

2. What are the various audio-visual facilities materials (CD's, 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 teaching learning including practice teaching?

The institute has a good collection of audio visual materials

1 Audio cassettes	120
2 Video cassettes	130
3. CDs/DVDs	513

The Institute has an Audio-Visual Room where students, generally, the students watch films related to their syllabus or of general interest. The Film Club is an activity governed by a committee of students. The Institute is also a member of the British Council Library from which English Classics are borrowed and shown to the students.

The students often issue audio-visual materials for preparing their multimedia lessons. The teachers make use of these materials for language lab sessions, specially marked for listening and speaking activities.

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 its own different laboratories like computer lab, language lab, psychology lab, and teaching aid workshop. The technical infrastructure is maintained by full time technical staff who looks after and takes care of the equipments and makes sure that they are in working condition. The students are generally guided by the faculty about when and how to utilize these labs.

There is a constant attempt on the part of the Institute to update the quality of the lab with the help of UGC college grants. e.g the language lab is equipped with almost all the necessary equipment like headphones along with speakers, general surround sound speakers, extra microphone for the master controller, master control panel, video-cassette player, audio cassette player with recording facility, LCD projector and a computer.

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

Our multipurpose hall - we call it the Audio Visual room, has facilities for multimedia presentations along with audio reproduction of instructional material as well as on line

instructions through microphone. We have a set of wide dispersion speakers, so as to make listening a pleasant experience. Including further our four rooms do have audio system facility along with LCD projector facility.

For music - we have a pair of Tablas, a pair of bongo, a harmonium, a dholak, as traditional instruments and also a professional grade electronic synthesizer [Yamaha Music bank]. For sports - we share all the resources for sports with S S Patel College of Physical Education.

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

The class rooms are equipped with facilities for the use of latest teaching technologies. All the classes have provision to connect the audio visual equipment available in the institute within the class. The classes can be darkened by using dark curtains to ensure optimal viewing especially when films and multimedia presentations are made. The classes are also equipped to use overhead projectors, LCD projectors and computers whenever required. Two mobile projection screens are available which could be used in classrooms.

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 delivery of instruction, including the use of technology?

The whole faculty has an access to internet facility. The teachers will try to have a better understanding of technology operations and concepts to stay abreast of current and emerging technologies. They will seek to plan and design effective learning environment and experiences with the help of technology to cater to the diverse need of learners will

try to implement curriculum plan to maximise student learning to use technology for effective assessment and evaluation strategies and to use technology to become effective teachers.

The B. Ed. (English) faculty has the advantage of constantly interacting with each other for curriculum transaction. This provides an opening for innovation and attention to best practices of each other.

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

We would like to highlight that computer portfolio for B.Ed. (English) students is an innovative practice. This helps the students not only in their teaching skills but also in developing ICT competence.

The use of Blogs for virtual interaction among the students is a unique practice within the Institute. This helps the learners to develop their critical skills as well as their interaction skills in virtual space.

The B.Ed.(English) student teachers have made Power Point Presentations for book review and using the internet for E-Lessons and computer portfolio.

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

Wifi facility, Library with barcoding facility and CCTV camera are the innovative practices in vogue adopted by the Institution.

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

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

The peer team has noted with satisfaction the provision of a good building and laboratories as well as library. The following points were made towards suggested improvements :

- a) One of the observations was that the Girls' common room should be equipped with a cupboard and some indoor games. Subsequently, these facilities are provided.
- b) Another observation was that the facilities in the ladies' hostel should be augmented.

During the last five years, the said facilities are well augmented.

- c) The management and functioning of the library needs improvement.

We have not only added books and journals to the library, but also turned it fully digital, along with bar-coding, and introduced CCTV system.

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?

The USP of the Institute is the meaningful use of ICT for language education. To further enhance this capacity, we have added new computers, and also turned the whole campus Wifi. This has resulted in better use of internet as a learning resource. The Institute has purchased various sports equipment for the games like carom board , table tennis, badminton, cricket, chess, volleyball and so on.

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 advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

The student teachers' preparedness for the programme is assessed through a diagnostic test. Immediately after reopening, we organise a week long orientation and language enrichment programme. Thus, they are helped in the process of acclimatization. After that, our mentoring system ensures that they receive appropriate academic and professional counselling throughout the year.

The Institute also offers a remedial programme for low achievers based on the diagnostic test at the beginning of every academic year. The programme is aimed at providing initial language support to these learners to bring them on par with other learners. Along with this, language and personal support is provided throughout the year through group and personal interactions between the teacher and the learners. As all the students are expected to do some tasks using technology they are also oriented to basic ICT skills which will enable them to perform ICT based tasks.

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

The Institute has several healthy traditions which contribute to the creation of a campus environment that promotes motivation. Some factors are:

- a) Academic excellence of the teaching faculty
- b) Stress free atmosphere
- c) Easy accessibility of teachers for guidance
- d) The availability of teachers online through e-mails and group mails.
- e) Innovative ideas promoted by the director and the teachers
- f) Facilities like wifi campus , library, language - lab, computer lab etc.
- g) Quick Redressal through Grievance Redressal Committee

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?

On an average, we have a marginal drop-out rate as only 4% students drop out from the B.Ed (English) programme . Among them, the number of girls' dropout rate is higher. Some of them dropout because after taking admission here, they may get admission to a college which is nearer their home town. Girl students especially, find it easier to continue higher education if they can continue to live with their parents. Another reason is marriage of the female students. Thus it is a combination of social norms plus delayed admission process in other universities that leads to marginal drop out at our Institute.

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?

We have not found it necessary to offer SLET / NET courses because a sister institution, H. M. Patel Career Development Centre offers all such courses. Therefore, any student

who wishes to appear in a competitive examination has help available next door. We help CDC in offering such courses whenever it is necessary. The institute does offer training for TAT(Teacher Aptitude Test) which is compulsory now for recruitment of teachers in Gujarat.

The following student have cleared SLET or NET in the previous two years:

1. Kirit Vaniya (2012)

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

A majority of our students go for teaching jobs in schools and colleges. Some of the students prefer to go for higher studies by joining courses like M.Ed, M.Phil and the B.Ed and the M Phil[ELT] programmes

	2009-10	2010-11	2011-12	Students going for Higher Studies/ Professional Training			Jobs			Students getting jobs (%)		
B.Ed	100	100	100	28	32	30	72	68	70	72	68	70

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.

As a member of our Alumni Association our former students have online access to information about ELT developments on our website and weblog. Some of them continue to participate in various activities at the institute. They also continue to get training and access to technology as participants in our in-service training programmes,

which go on round the year at the Institute. Some members of Alumni actively participate as editors of our Annual Magazine ‘Sannidhi’.

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.

Every year many schools affiliated to Gujarat, CBSC and ICSE Board as well as colleges from various parts of Gujarat approach the institute for conducting campus interviews. Year after year the number of schools and students short listed are increasing. Our students are getting very good salary packages and other facilities like food, accommodation and transportation. During the academic years 2010-11 and 2011-12 various schools approached the institute such as Silver Bells School from Bhavnagar, Jay Jalaram International School from Sevaliya, Krupalu Vidyamandir from Malav, and Swaminarayan Vidyapit of Valasan . The placement cell at the institute also organizes a GPSC exam orientation seminar for the students. More than 100 students in the last two years have benefitted from the placement cell services at the institute.

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

One concern is that the placement services are meaningful mainly in the context of private management. In the Government system of recruitment wherein the Grant-in-aid institutions are not free to select candidates. However, schools run by NGOs and private trusts do approach us for good teachers and we help them to conduct the interviews and select the candidates through our placement cell. We have also entered into negotiation with LCCI (London Chamber of Commerce and Industry) for placement of our students in their training courses.

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

As pointed out in No.8 above this is not possible with reference to grant-in-aid schools. However, a number of private schools in our practice teaching network have agreed to take the help of our placement cell for recruitment.

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

We create a data bank consisting of CV of all our students and make the information available to schools. In addition, the Institute provides the necessary physical resources to the schools that approach us for placement interviews. We offer office space as well as human and ICT support necessary for organising the interviews.

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?

Every year before the summer vacation the institute organizes a three-day in house Review and Planning Meeting. A brief reporting of all the courses is done which is followed by discussion on various academic and co-curricular activities carried out during the year. Based on this discussion course wise detailed academic planner and the annual schedule of co-curricular activities are prepared which is then followed by allocation of responsibilities, curriculum transaction and so on.

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

In the last three years we did not have a physically challenged student. However, every year we consider the possibility and devise a contingency plan to meet the requirement.

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

The Institute arranges for mentoring at two levels:

a) In the Institute, and b) By school teachers during practice teaching.

a) **Mentoring in the Institute:** In all our courses, one teacher is assigned the responsibility of mentoring a group of twelve to fourteen students throughout the year. For example, right at the beginning of B. Ed. course work, the teachers work with the students for Stage Teaching. Each teacher looks after approximately a dozen students. S/he guides them in lesson planning, observes their lessons and gives them feedback. Apart from the use of proper language, mentors help them in pedagogy, in development of personality, and in classroom management. This process continues throughout the year.

b) **Mentoring by School Teachers:** When the student teachers go for internship, they are placed in different schools in small groups. The Institute teachers do not mentor them at that stage. This responsibility is given to school teachers who are in turn, mentored by the Institute faculty. The purpose of this mentoring is to give the student teachers first hand experience of school environment; and to invite the partnership of schools in the process of teacher education.

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 Institute has various provisions to enhance the effectiveness of the teacher education process. Our teachers use LCD projectors for presentations. The institute has language

lab where tutorials for Spoken English and listening activities are arranged. There is a computer lab, where students enhance their computer skills and learn how to use computers and internet for teaching as well as pre-teaching and post-teaching activities. The psychology Lab helps them to grasp the concepts of educational psychology. We also have audio and video recording rooms where instructional materials are produced. The institute's website **hmpenglish.com** is used as an interactive platform where extra reading materials, old question papers and useful links for the students and alumni are uploaded. The website is also used as a supplement to classroom teaching. Students are invited to discuss various question prompts . Web 2.O tools are used for online interaction. The Institute has an excellent library with a fairly large collection of books, magazines and journals . In addition to all these, we have set up a modest self access centre with adequate study materials.

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

Yes, the institute has its website which is regularly updated. Along with the student support activities as mentioned in point 4 above the website for used to making various announcements throughout the year. These announcements include conference, term end exams , submission, trips and so on. Apart from these details all activities of the extension department are also uploaded on our website so that teachers who have attended teacher training programmes continue their work online throughout the year.

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

We offer a short remedial programme for low achievers. Such learners are identified through a diagnostic test. A special remedial programme is designed for them. It is organized at the beginning of the year. As part of this programme, students are given

practice in grammar, vocabulary, reading, and writing. After each task their problems in sentence construction are discussed and they are given many opportunities to use language. The programme is coordinated by a senior lecturer. It is offered during the zero hour, and has helped them in language enrichment.

7. What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

The Institute programmes and methodology encourage different strategies to teach advanced learners and slow learners. For advanced learners more challenging tasks are given especially during the pair and group work for example, translation tasks, transfer of information, comparing, evaluating critical thinking tasks are marked for advanced learners. Moreover they are given the responsibility of guiding the slow learners in group interaction.

The advanced learner is asked to monitor the group work (that includes correcting language, editing and collating information) before the group submits its task to the teacher concerned. This helps in providing enough challenges to the advanced learners as well as provides ample support, both emotional and linguistic, to the slow learners.

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

Although there is no formal Counselling cell at the Institute, each student is attached with particular teachers and they encourage the students to share any personal or professional problems. The mentoring system also helps the students in solving individual problems. We also hold parents' meetings to enhance the impact of counseling.

9. What is the grievance redressal mechanism adopted by the institution for students?

What are the major grievances redressed in last two years?

We have a formal Grievance Redressal mechanism at the Institute, which is constituted of:

- a. The Director
- b. Ms. Parinda Dalwadi, and Dr. Piyush Joshi

The procedure is quite open and reassuring:

1. Through the Students' Council, the students can voice their complaints through their representatives. They can register their grievance officially by writing a simple letter. They can directly talk to the director if the matter is urgent. They can also drop their complaints anonymously in a Complaint Box that is provided in each class.

Some of the major grievances in the last two years were:

1. Instead of two papers a day during the examination the students wanted only one paper. This demand was accepted.
2. Marks of the first test were not counted as students' performance was very poor and they wanted to score better. An additional test was given to redress this grievance.
3. The students wanted more practice in the computer Lab. Therefore, 50 hours were increased in the lab schedule.
4. They wanted more time for library work. So the class sessions were scheduled in such a way that they got more time for library work.

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

The progress of the students is monitored at different stages.

1. After the first Assignment, the course coordinator reviews the situation in the monthly meetings.
2. After stage-teaching, all supervisors provide feedback to course coordinators.
3. After the first internal test, the progress is monitored and the candidates are advised accordingly.

Thus, they are given detailed feedback on their strengths and weaknesses from time to time throughout the year.

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?

Before commencement of practice teaching, our student teachers are exposed to the following programmes at the Institute:

1. Language warm up activities
2. Orientation to stage teaching
3. Demonstration lessons

Follow up support is provided in the form of

1. Guidance in lesson plan sessions, and
2. Constant feedback/emotional support by our teacher mentors.

5.3 Student Activities

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

- (i) *List the current office bearers*
- (ii) **Give the year of the last election**
- (iii) *List Alumni Association activities of last two years.*
- (iv) **Give details of the top ten alumni occupying prominent position.**
- (v) *Give details on the contribution of alumni to the growth and development of the institution.*

The Institute has an Alumni Association, which has taken shape after an initial period of indifferent participation.

I. Office Bearers:

President: Dr. R. P. Jadeja

Secretary: Kiran I Chauhan

Joint Secretaries: Shabnam Lohani and Milan Pandya

II. Election: The last election took place in November, 2009

III. Activities: During the last two years, we have organized the following activities:

- Annual Meeting - 2012
- Workshop on Academic Writing - 2010
- Annual Meeting - 2010
- Workshops on MOBIGAM project- 2012

IV. Prominent Alumni: Several of our former students have risen to higher positions in the field of education such as school Directors, District Education officers, Lecturers in Colleges of Education and Directors in Colleges of Education. Ten Prominent alumni are:

1. Mr. R.K. Chaudhari, Director, GCERT and Primary Education
2. Dr. R. C. Gor, Deputy Director, GCERT
3. Dr. A.M. Ghodiwala, External Faculty, Lancaster Univ. UK
4. Dr. Sulabha Natraj, Director, Waymade College of Education
5. Dr. Damyanti Umra, Director, PTC College
6. Dr. Alkesh Patel, Professor, Bhavan's College, Ahmedabad
7. Salim Malek, Director, Jamia Millia Competitive Exam Cell
8. Ms. Anagha Thakur, Lecturer, Nirma Institute of Technology, Ahmedabad
9. Ms. Dhruvi Vag. hela, Ph.D. student, Deakin University, Australia
10. MS. Nusrat Kadri, Principal in- charge, L.J. Patel B.ED. College, Mogri

Contribution: The Institute has received a modest fund of Rs. 3,61,838.00 in the Alumni Association. Their contribution is also in the form of books that they donate to the library. More importantly, our alumni contribute to our inservice training programmes by offering their services as Resource persons. They also provide guidance and help whenever needed.

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.

The Institute organizes various co curricular activities throughout the year. Students participate in games organized by S.P. University. The students have also represented the Institute to West Zone and National Youth Festival competitions. These competitions are held every year and the students participated in various events. Students have also won prizes in debate, elocution, western songs, one-act play, skit, rangoli, on the spot painting and poster making in various competitions held on the campus and outside. The details are as follows:

Inter Collegiate Youth Festival

The institute actively participated in 19 events and gave a startling performance that managed to grab the spotlight. The efforts made by the entire faculty have immensely contributed to the great success and the participants have gained tremendous self-confidence. The institute secured total five prizes :

a) One Act Play (1st Prize):Swati Bhatt, Shabnam Lohani, Hina Dobariya, Dharmanshu Vaidya, Sunil Der, Tanmay Naik, Parth Dodiya

b) Classical Vocal Solo (1st Prize) :Lekshmi Nair

c) Semi-Classical Vocal Solo (2nd Prize):Lekshmi Nair

d) Poetry Recitation (1st Prize):Dharmanshu Vaidya

e) Installation (1st Prize):Dinesh Patel, Ekta Bhatt, Prinal Raulji, Ankit Patel

The institute was invited by the University to participate in the West Zone Inter-University Youth Festival. The team of One Act Play of the institute represented the university for the same.

Literary Events

Poetry Recitation Competition:

Poetry Recitation Competition was organized on 17th September, 2009 wherein a total of 33 participants from the institute took part. They recited poems in Gujarati, Hindi and in English. The results are :

Gujarati :Dharmanshu V. Vaidya (1st Prize), Divya K. Shah (2nd Prize), Mahendi Kavi & Swati K. Bhatt (3rd Prize)

English: Bidyarani Gurumayum (1st Prize) , Shabnam A. Lohani (2nd Prize), Dimpi N. Shah (3rd Prize)

Hindi: Mayur G. Shrimali (1st Prize), Darshana P. Upadhyay (2nd Prize),

Elocution Competition: Dharmanshu V. Vaidya (1st Prize), Zarna D. Maheshwari & Swati K. Bhatt (2nd Prize), Bidyarani Gurumayum (3rd Prize)

Elocution Competition, organised by the Dept. of Economics, S.P. University: Swati Bhatt (2nd Prize)

Parivar Vijaypadma Debate Competition, organised by M.B. Patel College of Education

Mr. Jayendra Mahida (1st Prize) [Individual performance]

Elocution Competition at Anand Law College: Ms. Rubina Shaikh (2nd Prize)

Essay Writing Competition at Anand College of Education, Anand: Divya Shah (1st Prize)

Elocution Competition Organized by P.G. Department of Sociology: Swati Bhatt (2nd Prize)

Debate Competition organized by P.G. Department of Gujarati (SPU): Swati Bhatt (1st Prize), Dharmanshu V. Vaidya (3rd Prize)

Rotary Club Debate Competition: Anna Sacha (1st Prize)

Fine Arts Events

Rangoli Competition: 1st prize : Ankit Patel, Hitesh Contractor, Kinjal Patel, 2nd prize : Hinal Rana, 3rd prize : Charmi Parekh, Gayatri Vasava, 3rd prize : Ekta Bhatt, Prinal Raulji, Purvi Patel

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.

Students bring out a college magazine called *Sannidhi* and a wall magazine called *Wall (Street) magazine*.

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

Class representatives are nominated on the basis of their academic performance in the last examination. After that, they elect the General Secretary as well as secretaries in charge of various clubs like Literary Club, the Sports Club, the Cultural Club etc. The funding of the Students Council is provided by the Institute for various purposes like the Founder's Day, Annual Day, Sports Day, and other cultural events.

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

Students are represented in the student's council. They are also represented in Grievance Redressal Committee, Literary Club, Film Club, Sports Committee, Library Committee, Student Aid Committee and Prize Committee. Each committee has a student secretary who coordinates with the professor incharge on various events held within the Institute. The Grievance Redressal Committee looks into student grievances in close coordination with the Director. Literary Club holds essay writing, poetry recitation, poetry writing, elocution and debate competitions. Film Club is responsible for screening selected films throughout the year. Sports Committee organizes the Institute sports activities as well as is responsible for selecting and sending participants to other sports activities on the campus. Library committee helps in keeping tabs of books and library grievances of students. It also recommends the books to be bought for the library. Student-aid committee looks after the socially and economically disadvantaged students and renders possible help that can be offered to them. The prize committee collates the entire information on different events held within an academic year in the Institute and then decides on the prizes that are to be given away during the Annual Day.

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 director collects feedback from the student at the end of the academic year. Similarly, we invite many of our graduates during the inservice training programmes and collect feedback from them.

5.4 Best Practices in Student Support and Progression

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

We would like to highlight the innovative practice in the formation of our Students' Council. Class representatives are nominated on the basis of their academic performance in the last examination. After that, they elect the General Secretary as well as secretaries in charge of various clubs like the Literary Club, the Sports Club, the Cultural Club and so on. The innovative practice combines the benefits of meritocracy with democracy and we have got efficient and value oriented student leaders as a result of this innovation.

Among the large range of activities of our students, we would like to highlight the activity of our Film Club. The Institute has built a collection of 240 films over the years. We show a range of films in English every month to cultivate an aesthetic sense in the students as well as develop their language skills.

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

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

The following suggestions were made in the previous assessment report.

1. One of the suggestion was ‘The Institute may pay attention the fill in the vacant positions as per the NCTE norms’
2. One more suggestion was ‘The easy access to facilities by student teachers need to be provided.’

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?

We have taken the following measure to sustain and enhance the quality of education.

The Institute has recruited four persons in the scheme of ‘Adhyapak Sahayak’. The process of filling up remaining position of teaching and non-teaching staff is in progress.

Since then the student teachers have been produced easy access to two computer labs, library books and wifi facility as well.

Criteria 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 Institute has clearly articulated Vision and Mission statements.

Vision: To add significantly to our civilizational tradition of excellence in learning, to attain knowledge, enlightenment and self-realization in universally relevant context.

Mission: To provide value added, globally relevant teacher education with an emphasis on the Techno-Management domain, as we endeavour to enable our learners to cope with new challenges in the global context.

These vision and mission statements enshrine the following values :

- a) Create awareness of the Global/Universal concerns while imparting English language skills ;
- b) Focus on the Indian cultural heritage and literary traditions, so that English language can be deployed to disseminate information about them at the international level ;
- c) Encourage openness in understanding the diversity in Indian society as well as in the global context.

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?

Yes. The Mission statement addresses our societal needs in general and those of our learners and teachers in particular. It is relevant for the school sector and for the values of our Institute as stated above.

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.

Our Institute's management is governed by the umbrella organization Charutar Vidya Mandal, which was established in the wake of independence by leaders who cherished the highest values of Nationalism. Ever since its establishment, CVM has worked for rural regeneration, empowering of the weakest sections of society, and quality enhancement in higher education.

The Institute is managed by its Board of Governors that consists of the Chairman of CVM, the Director of the Institute, the Vice-Chancellors of the Sardar Patel University and the English and Foreign Languages University, Hyderabad, two eminent educationists, and various government officers as ex-officio members.

For all the internal management issues, we follow the practice of assigning the responsibility to a senior member as Course Co-ordinator, who works with the team for planning and day-to-day transaction of the curriculum.

For all the co-curricular activities, we have various bodies like the Literary Club, the Library Committee and so on headed by a Professor-in-Charge, who convenes the meeting of the group and takes the necessary decisions.

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

The Institute ensures that responsibilities are properly defined, as we meet regularly in various staff meetings where each person's duties and responsibilities are discussed and gray areas are sorted out. In addition, the staff members are encouraged to attend training programmes/workshops for their own continuous professional development. As a result, they develop a proper view of their own responsibilities.

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?

We ensure that valid information needed for effective governance is made available to the staff and students by making extensive use of internet as well as our website. The feedback obtained from the students regarding the course and the members of faculty is discussed in the Review and Planning meetings. This ensures that we have a functional organizational structure.

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

Earlier we faced rather hostile attitude of the State Government towards the teaching of English, because it was seen as the instrument of colonization. Over the years, we have succeeded in establishing the fact that English is no more the language of people living in England. In fact, it is now seen as the language of modernization. This realization has helped us to overcome the barrier of hostile attitude. As a result, the state government is now planning to introduce the teaching of English from Std. III onwards.

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

The management of the Institute adopts a participatory approach in the sense that the staff is allowed to offer suggestions and is invited to come forward with willing shouldering of responsibilities. This openness and positive approach are paying rich dividends in the form of enthusiastic response. The strategic plan developed by such participatory approach is implemented effectively with minimum intervention. The management provides adequate financial support for each initiative, either from societal funding or by obtaining grants from various agencies.

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.

The Director of the Institute provides a role model for learning attitude by eagerly adopting new ideas from younger and junior members. At the same time, he enhances the awareness of the staff by providing valuable academic inputs. Thus, we ensure that leadership is established not only in terms of hierarchical roles, but also in terms of academic and pedagogic innovations. In addition to the decision making in terms of academic interventions, even the administrative functions requiring allocation of funds and their proper utilization is done by adopting decentralized authority, as each course co-ordinator is empowered to use the allocated funds without undue anxiety of obtaining sanction at every step.

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.

The administration of the Institutional functions is done by the following committees :

- a) Course Co-ordinators' Committee [also functions as IQAC] ;
- b) Examination Committee ;
- c) Practice Teaching Committee ;
- d) Library Committee ;
- e) ICT Committee ;
- f) NSS committee.

These committees are formed at the end of an academic year in the Review and Planning meetings, so that the work for the next year is planned in advance, and the committee gets a blue-print of the proposed activities for the whole academic year. At the beginning of the new academic year, the names of students' representatives are added to each committee.

Subsequently, each committee meets at a regular interval, at least once a month, to monitor the activities of the students and faculty. They find out the emerging needs, contact the authorities if necessary, and modify the plan evolved in the Review and Planning meeting.

This approach ensures that Institutional vision and mission are kept in mind, and, at the same time, adequate flexibility is achieved for meaningful functioning.

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

The Institute is affiliated to the Sardar Patel University. Therefore, the top governing bodies of the university are also relevant authorities in our context. Thus, the Syndicate, the Senate, the Academic Council, the Faculty of Education, the Board of Studies in Education are all relevant in our context. The Institute is appropriately represented on each of these bodies.

In addition, the Institute's Board of Governors consisting of State and National level representatives is responsible for the overall administrative decisions. For in-house academic management we have the Course Co-ordinators who monitor and ensure meaningful curriculum transaction.

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

The management of the Institute is a good example of enlightened top level management and functionally decentralized administrative transaction.

This is achieved by constitution of a Board of Governors with two Vice-Chancellors, two eminent educationists, and a number of representatives of State Government. On the other hand, we have a functional structure where various committees take up responsibilities to ensure effective implementation of the planned work.

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

The Institute collaborates with a number of departments and agencies in its functioning. This includes the collaboration with other B.Ed. colleges, other CTE/IASE institutions, Gujarat Council of Educational Research and Training, Gujarat Board of School Textbooks, and National Council of Educational Research and Training. In addition to these bodies, we collaborate with a number of schools for practice teaching as well as field trial of various innovative initiatives. This live contact with other educational bodies helps us to improve our own functioning on an on going basis.

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

Our staff keeps an eye on the constant stream of information flowing in from various sources, including our own students, our alumni, and other stakeholders. This information is constantly processed and necessary course correction is carried out at various levels.

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).

Although we have the departments of Education, Applied Linguistics and ELT, English Literature and the Extension Department, the faculty works in close co-ordination as members are represented on various committees referred to above.

This constant collaboration leads to an environment of sharing and caring, and creates a bon homie and fraternal feeling among the members. This, in turn, prepares the ground for innovation and empowerment.

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?

We have not instituted a formal MIS as yet. However, our systematic functioning of various committees, and the regularity of meetings where essential information is identified and disseminated, helps us in integrating the relevant data.

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

The resources are allocated in line with the accepted norms that have in the first place been kept in mind while planning any change or introducing any innovation. There is hardly any opportunity for reallocation of resources, either human or financial.

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

Allocation of Human Resources :

We are a comparatively small organization. However, when we have to decide who will do what, we give priority to the role perception of the individual and the aptitude for that work.

Allocation of Financial Resources :

This is done on the basis of the Grant-in-aid rules and CVM norms. This means that there is a transparent system of allocation of funds.

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

The procedure adopted by us is to develop the academic plan immediately after the review of the previous year's work. The Institute faculty meets and reviews the work done at the end of each semester. This means that every one is involved in the process and similarly, every one contributes to the development of the new academic plan. These Review and Planning meetings also involve the admin. Staff, whose work is also reviewed, and whose perceptions are taken note of.

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

When the Institutional plan is prepared, this is done with a discussion of the objectives of each activity. These objectives are debated and when we arrive at the final statement, the objectives are communicated to the whole group. Subsequently, the objectives and plans are displayed on the website.

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

The vision, mission and objectives are discussed in the annual Review and Planning meetings. They are not revised every time. However, revision is not ruled out. Our experience is that some revision is called for at an interval of three to four years.

6.4 Human Resources Management

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

The faculty development needs are identified in line with the perceptions and evaluation arrived at on the basis of students' feedback and the self-appraisal report submitted by the member concerned. These points are also helpful in arriving at the plan for career progression.

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?

We have adopted the Academic Performance Index [API] system developed by the UGC for the faculty in higher education. The same is also adopted by the State Government in the annual AAA [Academic and Administrative Audit].

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

The umbrella organization, Charutar Vidya Mandal, has at its disposal a number of residential quarters for the teaching faculty as well as the admin. Staff. This facility is made available to the staff of the Institute. Similarly, a number of good hostels are available for the male and female students. Deserving students are given free accommodation, and a smaller number are even freeship.

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

The skill upgradation of the faculty is a constant concern for us. Therefore, we organize events leading to skills upgradation on a regular basis. These include workshops in the area of ICT and other CPD events.

The non-teaching staff also attends skills upgradation workshops fairly regularly. Our accountant, for example, attended workshops in the use of 'Tally' software, and the librarian attended one in the area of digitization of library services.

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.)?

The recruitment procedure and the service conditions are laid down by the Commissioner of Higher Education, Government of Gujarat. These are in line with the recommendations of the UGC.

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, specialisations).

The ad hoc faculty is appointed by the Government as 'Adhyapak Sahayak'. They are placed in a fixed salary structure of Rs. 16,500 per month for a period of five years, and if they fulfill the required qualifications, they are then placed in the Sixth Pay Commission scale.

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).

The Institute encourages the faculty to join professional bodies/ associations, and provides financial support for this purpose. In addition, we also encourage them to apply for support in the form of Minor and Major research projects. Above all, we also try to get the support of other organizations/industry for their research project.

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

The faculty gets individual cabins for their work at the Institute. Each member is provided with a laptop computer and access to wifi facility.

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

The members of faculty have all the advantages available to government employees for complaint and grievance redressal. The admin. Staff and the students as well as other stake-holders also have the facility of RTI.

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.

The workload of the faculty is regulated on the basis of the UGC norms. However, we encourage the members to take up additional meaningful work on a voluntary basis, and try to compensate by adjusting the workload.

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

The Institute has a cordial relationship with the British Council and the American Centre. This leads to the possibility of nominating a person on some international event at times. We follow the practice of encouraging young faculty to take up projects that may be developed into research papers for presentation in international forum.

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 .

Yes. We are a grant-in-aid institution. The policy of the Government of Gujarat is to support the grant-in-aid institutions with 100% salary grants. In addition, the B. Ed. colleges receive only Rs. 300 per student, per annum for all the other expenses. We receive these grants. However, since the additional grants are hardly enough to cover the electricity bills, all the other expenses/activities are done with the help of societal support in the form of the donations received by CVM.

Since we are recognized by the UGC under 2(f) and 12(B), we receive UGC grants for college development activities, but they are not available for maintenance and other routine expenses.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

The Institute has a deficit budget, for which the actual deficit is covered by CVM as shown below :

<i>Year</i>	<i>Resources Mobilized</i>
2009-10	Rs. 2,63,019.6
2010-11	Rs. 2,10,508.1
2011-12	Rs. 2,09,574.1

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

No. The day-to-day expenses have to be met with the help of CVM.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit).

As shown in Enclosure - __, the budgetary resources are inadequate. As a result of this, for all the past five years, the Institute had a deficit budget.

However, the parent organization, CVM, has always come forward to support all good activities, and provided not only the expenses for day-to-day functioning, but also appointed ad hoc teaching and non-teaching staff wherever the state government has not filled up the vacancy.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Our accounts are audited at three different levels. First, there is internal audit by CVM, and they examine all the vouchers etc. Then, there is the State audit every year. Finally, the AG office carries out audit at regular intervals and submits their report.

The Internal CVM audit as well as the State audit have been carried out regularly till 2011-12, and there are no major pending audit paras or objections, simply because almost all running expenses are provided by the trust.

6. Has the institution computerized its finance management systems? If yes, give details.

Yes. Our finance management system is computerized, as we use the 'Tally' software for accounting purposes. All accounts are maintained in digital form as well as in the hard copy in our account books.

6.6 Best practices in Governance and Leadership

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

We do not depend entirely on government grants for our activities. Charutar Vidya Mandal is perceived by the society at large, and especially by the alumni, as a trust that invests in the future generation and in rural regeneration. Moreover, it has a democratically elected body that governs all activities in a totally transparent manner. As a result of this, it receives generous grants from the society and the alumni. The Institute functions within this overall ethos and hence, our decision making is governed by a spirit of nationalism and inclusive growth.

The specific Best Practices in terms of Governance and leadership are :

1. We consult all the stakeholders such as students, parents, school teachers and Principals on a regular basis for our academic and administrative planning. As pointed out earlier, our parent organization is a democratically elected body, which means that many of these

stakeholders are voters. Hence, we have an open and participatory approach towards planning.

2. We have adopted the system of appointing Course Co-ordinators, although there is no provision in the University or Government norms for such a position. The advantage is that it makes one person take the responsibility to co-ordinate the functioning of various departments for the activities of one particular course.

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

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The peer team appreciated the fact that ‘ the Institute is conscious of quality concerns’, and has a good Board of Governors. There was no specific adverse comment in the peer team report pertaining to this criterion.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

After the first accreditation, we felt encouraged to apply for the CPE status wherein the Institute may be identified as a ‘College with Potential for Excellence’. This process also helped us to prepare a quality sustenance and enhancement plan, including improvement in governance.

While the physical facilities for teaching and learning activities had received attention, we were not able to upgrade the admin facilities and processes. We have now upgraded these facilities and hence improved admin services. For example, earlier, we used ICT mainly for teaching-learning processes. Now we have started using ICT for a number of admin processes also.

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.

Yes. We have established an IQAC . It was established immediately after the first accreditation in the year 2007. The IQAC has the following members :

- | | |
|-----------------|-------------------|
| 1. The Director | Dr. R.P.Jadeja |
| 2. Co-ordinator | Dr. G.V.Vyavahare |
| 3. Member | Mr. Anil Varsat |
| 4. Member | Mr. Nishant Joshi |
| 5. Member | Ms Rital Patel |

The IQAC meets at the beginning and the end of each semester. In addition, the IQAC may meet as required, at the invitation of the Co-ordinator.

The IQAC considers the plan prepared by the faculty, especially any change proposed in the previous semester's plan. It also considers the need for infrastructure such as PCs and Laptops for the faculty, office staff as well as students. Similarly, the IQAC offers suggestions for new books and journals in the library. Finally, the IQAC considers the proposals for research and suggests modifications where necessary.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The goals and objectives are evaluated and monitored by the faculty of the Institute in our 'Review and Planning' meetings at the end of each semester. This is further examined by the IQAC as well as the Board of Governors.

3. How does the institution ensure the quality of its academic programmes?

The Director of the Institute evaluates the quality of curriculum transaction regularly by obtaining feedback from the students at the end of each semester. In addition, the work done during the semester is reviewed by the faculty, orally in the Review and Planning meeting and in writing in the form of self-appraisal reports. This ensures that the quality of the academic programmes is maintained according to the high standards set by us.

4. How does the institution ensure the quality of its administration and financial management processes?

The admin processes at the Institute are constantly monitored by the Director himself, and also by the CVM authorities. The finance management of the Institute is monitored by the Board of Governors, the internal audit team of CVM every month, the State audit team at the end of every year, and the AG office team at regular intervals.

5. How does the institution identify and share good practices with various constituents of the institution.

We have developed the practice of frequent faculty meetings, some in a formal tone, and some other over a cup of tea, where the information is disseminated smoothly. In addition, the overall participatory approach ensures that there are few bottle-necks in the flow of information.

7.2 Inclusive Practices

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

As we have 53% reservation in the admission process, we have a fairly diverse group of students at the Institute. The Teachers are, therefore, aware of the issues of inclusion in terms of social disadvantage as well as physical disability. In addition, we have scope for explicit discussion of these issues in our curriculum, especially in courses like

‘Philosophical and Sociological Foundations of Education’ and ‘Understanding School Curriculum’. Thus, we utilize all the opportunities to sensitize the teachers.

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.

Our curriculum provides room for adequate discussion of these issues. What is more important is that we make room in the actual transaction processes by ensuring that all the social groups, including gender groups and learners who may be different-abled, participate in all the processes. We emphasize the values of equity and equality, and the need for inclusion at all levels.

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.

At our Institute, we have a large number of curricular and co-curricular activities conducted by various ‘clubs’. These clubs are not exclusive groups, but rather broad based and inclusive bodies in which all sections are well represented.

Moreover, we have a Wifi campus, and the faculty encourages online interaction within and across various programmes. This means that, on an average, our students and teachers have better interaction and active engagement in all processes.

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

Our curriculum requires every student teacher to critically examine the need for inclusion in education. As part of our ‘Visit to Innovative Centres of learning’, we expose them to institutions like ‘Lokabharati’ which runs on Gandhian principals.

These initiatives ensure that student teachers develop an ability to deal with children from diverse backgrounds.

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

We have not had any differently-abled student in the last few years. However, we have developed a ramp for the physically challenged students, if any. Similarly, we are building up a small brail collection for visually impaired students.

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)?

We have a 'Women Development Cell' at the Institute, wherein members of faculty, the Library assistant, and Students' representatives are active members. Every year, we invite eminent activists to conduct a workshop with our female students, and to talk to our male students on these issues.

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 stakeholders are in a position to access information about our academic as well as admin matters, as we have a very transparent style of governance. In addition, they can always use the RTI option, if required.

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?

Qualitative improvement is closely linked with transparency in governance. We are always concerned about easy access to information, and the mechanisms like the students' council, the women's development cell and various clubs provide enough opportunities for sharing of data on these issues.

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?

We collect feedback from our students in an informal, oral manner as well as in written form. We receive data from the practicing schools on a regular basis from the mentr-teachers. Similarly, our alumni interact with us on more than one occasion during the academic year.

These data are presented to the faculty in the Review and Planning meetings, analysed by the faculty and the Director, and utilized systematically for the improvement of futute transactions.

Additional Information to be provided by Institutions opting for Reaccreditation

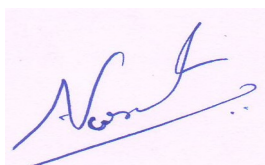
1. How are the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC are reflected in our efforts to encourage Continuous Professional Development of the faculty and the admin staff in our quest for excellence. They are also reflected in the functioning of the IQAC and the constant striving for enhancement of quality in all our transactions.

We are on the campus that is imbued in national spirit right from its inception. Our university is named after Sardar Vallabhbhai Patel, and the students participate in a

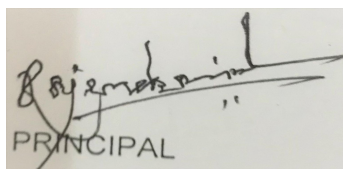
number of activities that generate empathy for marginalized groups and emphasize need for equity and equality.

Finally, our focus on English and ICT is specifically directed towards global competences and internationally acceptable standards in higher education.



Dr. Anil Varsat

Signature of the Coordinator, IQAC



Dr R P Jadeja

Signature of the Chairperson, IQAC