Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**H M PATEL INSTITUTE OF ENGLISH TRAINING AND RESEARCH**
Name of the head of the Institution	**Dr N V Bose**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02692230193**
Mobile no.	**9512338188**
Registered Email	**hmpietr@yahoo.com**
Alternate Email	**hmpietriqac1719@gmail.com**
Address	**Opp BJVM, Nana Bazar, Vallabh Vidyanagar**
City/Town	**Anand**
State/UT	**Gujarat**
Pincode	**388120**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Rural**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**Dr Rajnikant Dodiya**
Phone no/Alternate Phone no.	**02692230193**
Mobile no.	**9638716634**
Registered Email	**hmpietriqac1719@gmail.com**
Alternate Email	**hmpietr@yahoo.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.hmpenglish.com/doc/AQAR/2018-19.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.hmpenglish.com/doc/2020/scorner/2019-20.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity Period From	Validity Period To
1	**B++**	**82.50**	**2007**	**31-Mar-2007**	**30-Mar-2012**
2	**B**	**2.92**	**2014**	**05-May-2014**	**04-May-2019**

6. Date of Establishment of IQAC	**04-Jun-2007**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Visit to an Innovative Learning Centre: GCERT & BAOU	01-Oct-2019 1	50
Expert Lecture on NCF 2005	12-Sep-2019 1	50
Launching ELTAI Chapter Vallabh Vidyanagar	05-Sep-2019 1	50
Faculty Development Programme	05-Aug-2019 6	10
Remedial Teaching Programme	01-Aug-2019 30	50
Yoga and Mind Mastery Seminar	31-Jul-2019 1	50
Featuring the educational movie 'Super 30' and its analysis	24-Jul-2019 1	50
IT Equipment Training Workshop	20-Jul-2019 1	50
One day Workshop on Lesson Planning	17-Jul-2019 1	50
Student Induction Programme	17-Jun-2019 6	50
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Institution	Placement Cell of Udisha	KCG Ahmedabad	2019 365	50000
Institution	Finishing School	KCG Ahmedabad	2019 365	425000
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	**5**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**

Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

1. One day Workshop on Lesson Planning 2. Faculty Development Programme 3. Launching ELTAI Chapter Vallabh Vidyanagar 4. Visit to an Innovative Learning Centre: GCERT BAOU 5. National Conference on Postmethod Pedagogy in ELT

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

Plan of Action	Achivements/Outcomes
National Conference on Postmethod Pedagogy in ELT	National level conference was arranged successfully in which 200 participants took part including faculties, students and research scholars
IT Equipment Training Workshop	One day workshop was arranged for trainees through which they were given orientation of how to manage and use the ICT tools and resources available at the institute
Visit to an Innovative Learning Centre: GCERT & BAOU	GCERT & BAOU were visited by students and faculties by which the trainees came to know about the functioning and departments of these innovative learning centres of education. The trainees also prepared a report on this visit.
Launching ELTAI Chapter Vallabh Vidyanagar	ELTAI Vallabh Vidyanagar Chapter was launched. The faculties of the institute, teachers of English and College Alumni became members of it in order to be a part of research activities conducted under ELTAI all over the country
UGC Grants Utilization	Head wise details prepared and got sanctioned by the management
Co-curricular activities	Various curricular activities and cultural programmes were planned and conducted. Various students clubs maintained its reports also.
Remedial Teaching Programme	Arranged for one month in which one dignostic test of grammar was taken and on the basis of its result the grammar

	topics were taught by the faculty members for the whole month daily one hour before college time
Faculty Development Programme	Faculty Development Programme (FDP) for 6 days were arranged in which faculties from the institute and other institute participated and discussed major topics of ELT and Education
Workshop on Lesson Planning	One day workshop on Lesson Planning was arranged for the trainees in which they were oriented first with the lesson plan components and then they were instructed for preparing lessons. The trainees came to know how to create a good lesson plan keeping in expected behavioural changes in students
Orientation programme for new students to BEd English Course	New Students were oriented to the BEd course and activities to be done during the year. They came to know about the schedule of the whole year.
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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	07-Jan-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	All admissions are centralised and online. Application Forms for admission are uploaded on the University website and link is provided on Institute website. Selection of candidates is done based on an index factor calculated by the Central committee. Students are also selected in the Reserved Category. Data required by the University is sent online, based on the information drawn from the Application Forms for admission. Students and staff information is available on the website. All relevant information

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

The curriculum for the B.Ed English is designed as per the norms of NCTE and Sardar Patel University. An expert committee is there to monitor the planning of curriculum which reviews the content of the curriculum and make valuable suggestions. Periodical meetings of the members of IQAC evaluate the feedback obtained from both faculty and students and incorporate the important findings into the curriculum to meet with the local context. After every semester the feedback from students and teachers is invited and discussed. Necessary changes are made as per the merit and relevance of the suggestions. If any relevant points or items are missing from the curriculum, it is notified to the Board of Studies. If any items redundant in the curriculum, necessary action is taken to replace it with the consent of the expert committee and Board of Studies.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
Nil	Nil	Nil	0	Nil	Nil

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	Nil	Nill
No file uploaded.		

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

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	BEd English	01/06/2019

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled

Employability Skills	01/03/2020	47

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	BEd English	48

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

Feedback Obtained

Structured Feedback is obtained from B Ed trainees on hard copies of the given criteria. The criteria is focused on teachers' competence in imparting knowledge, competence in the use English, ability to integrate ITC and web resources. It also focuses on the present curriculum and its utility. Students are encouraged to present their opinions fearlessly and keep confidentiality. The data is carefully analysed and tabulated for further action. Formal and informal meetings with parents and stakeholders and the outcomes of the interactions recorded and discussed in the IQAC internal meetings. Feedback is also collected from alumni, school teachers and schools principals in order to improve the quality of teaching and training. All the reflections received from the analysis are discussed with teachers and other faculty for rectifying the limitations if any and to chalk out action plan for future development.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	BEd English	50	68	50

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2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	50	Nill	8	Nill	8

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
8	8	44	6	2	8
View File of ICT Tools and resources					
View File of E-resources and techniques used					

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

Mentors are appointed from the very beginning of the training which would begin with an induction programme. The class is divided into small groups of 12 students and are monitored by the mentor concerned. Initially all students have to fill up a structured form of 'Know Your Trainee' (KYT) giving all their details such contacts (mobile, email adhaar), parents/guardians, socio economic backgrounds, education, medical conditions if any with a view to planning the guidance and counselling sessions. Each trainee is supported psychologically and academically. Their problems and issues are considered empathetically and appropriate action is taken with the consent of the head. Their progress in academics is recorded and remedial programmes are arranged in each course and training. The mentor is responsible for each group's performance in class room teaching and participation in college and University competitions and activities. The mentors meet periodically and discuss the issues/ suggestions they received and plan strategies to address the same. If there is any serious issues, ones they are addressed by the grievance cell. HMPIETR follows a collaborative system in mentoring the teacher trainees.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
50	8	1:6

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
8	8	Nill	4	7

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nill	Nil	Nill	Nil
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	BEd English	Semester	11/08/2020	05/09/2020

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

The college conducts semester end internal evaluation for each course. Tasks and assignments are already listed and for each course and the outcomes are assessed with pre designed criteria/rubrics. The students are allowed to see their grades and marks and there is provision for reassessment. If any student fails to meet with the required result he/she is given a second chance to perform better. Transparency is assured in each and every stage of internal assessment by displaying all scores and marks on notice board. Remedial teaching programmes are a regular practice of H M Patel Institute of English Training and Research. In the case of practical sessions, the institute has a novel system of video-recording all presentations which are evaluated by the peers and mentor teacher. Self-evaluation of video-recording is encouraged and the trainee can view his/her own performance in classroom teaching.

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

The Principal, the IQAC coordinator and B.Ed coordinator prepare the academic calendar well in advance in consonance with the University schedule. The comprehensive calendar shows the theory classes, practice teaching schedules, expert sessions, seminars and workshops, induction programmes, orientation programme, extension activities, internships, internal and external examination schedule, and other extracurricular schedules. This academic calendar is displayed on notice board and on college website as well. Weekly/monthly timetable is prepared in accordance with the academic calendar. All faculty and students are shared with academic calendar and plan teaching and examination schedules accordingly without much changes.

2.6 – Student Performance and Learning Outcomes

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

http://www.hmpenglish.com/doc/2021/2.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
BEd English	BEd	English	48	47	97.92

2.7 – Student Satisfaction Survey

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

http://www.hmpenglish.com/doc/SSS/2019-20.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year

Nill	0	Nil	0	0

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3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
One day Workshop on Lesson Planning	BEd English	17/07/2019
IT Equipment Training Workshop	BEd English	20/07/2019
Symposium on Theories of Learning	BEd English	06/01/2020
Symposium on Understanding the Self	BEd English	04/02/2020
National Conference on Postmethod Pedagogy in ELT	BEd English	07/02/2020
One day Seminar on Recent Trends in English Language Teaching	BEd English	07/03/2020

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nill	Nil

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nill	Finishing School	KCG Ahmedabad	Finishing School	Finishing School Training Programme for BEd Trainees	30/11/2019

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

Name of the Department	Number of PhD's Awarded
0	Nill

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

Type	Department	Number of Publication	Average Impact Factor (if any)

International	BEd English	4	Nill
National	BEd English	5	Nill
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
BEd English	4
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Nil	Nil	Nil	Nill	0	0	Nill
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Nil	Nil	Nil	Nill	Nill	Nill	0
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	1	8	Nill	Nill
Attended/Seminars/Workshops	1	23	2	Nill
Resource persons	Nill	Nill	2	Nill
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3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Blood Donation Camp	NSS HMPIETR Indian Red Cross Society	4	20
Campus Cleaning at the Institute (Date: 26/08/2019)	HMPIETR and NSS Team	8	50
	NSS HMPIETR	7	50

Thalassemia/Sickle Cell Awareness programme Testing (Date:22/08/2019)	Indian Red Cross Society		
NSS Orientation Programme (Date:30/07/2019)	HMPIETR and NSS Team	8	50

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	Nill

No file uploaded.

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

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
NSS Indian Red Cross Society	NSS HMPIETR Indian Red Cross Society	Blood Donation Camp	4	20
NSS	HMPIETR and NSS Team	Campus Cleaning at the Institute (Date: 26/08/2019)	8	50
NSS Indian Red Cross Society	NSS HMPIETR Indian Red Cross Society	Thalassemia/Sickle Cell Awareness programme Testing (Date:22/08/2019)	7	50
NSS	HMPIETR and NSS Team	NSS Orientation Programme (Date:30/07/2019)	8	50

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3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
Nil	0	0	0

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

Nature of linkage	Title of the linkage	Name of the partnering institution/	Duration From	Duration To	Participant

		industry /research lab with contact details			
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	M U Patel Technical School, Vallabh Vidyanagar	10/06/2019	10/10/2019	2
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	Sardar Patel Vinay Mandir School, Vasad	10/06/2019	10/10/2019	3
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	United School, Vasad	10/06/2019	10/10/2019	2
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	G D Bhatt Memorial School, Dakor	10/06/2019	10/10/2019	3
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	Bhadran English Medium School	10/06/2019	10/10/2019	2
Practice Teaching and Training Programme of 16 weeks as a part of teacher	School Internship	Mogar Kumar Shala, Mogar	10/06/2019	10/10/2019	3

Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	K C Patel English School, Changa	10/06/2019	10/10/2019	2
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	Podar International School, Nadiad	10/06/2019	10/10/2019	2
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	H M Patel English School, Primary Section, Dharmaj	10/06/2019	10/10/2019	3
Practice Teaching and Training Programme of 16 weeks as a part of teacher training course	School Internship	V C Patel English School	10/06/2019	10/10/2019	2

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Vedant Foundation	15/08/2019	Awareness and Training Initiatives of various type	110

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Video Centre	Existing
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4.2 – Library as a Learning Resource

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

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SOUL - Software for University Libraries	Fully	2.0	2013

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Reference Books	35414	285737	Nill	Nill	35414	285737
Journals	6	12650	Nill	Nill	6	12650
e-Journals	5	11150	Nill	Nill	5	11150
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	Nill
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existin	44	1	44	0	0	6	6	512	20

g									
Added	0	0	0	0	0	0	0	0	0
Total	44	1	44	0	0	6	6	512	20

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

<div align="center">

6 MBPS/ GBPS

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4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Studio for Video Recording facility http	http://www.hmpenglish.com/Instructional.php

4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
50000	44028	653000	226756

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

HMPIETR has state of the art IT infrastructure and Library facilities which are highly useful with regard to teacher training programmes. We have awelldefined system of maintaining all infrastructures. A permanent technician is appointed to look after all these. The coordinators of ICT and Library take care of planning and utilising these facilities to the fullest by assigning sessions and tasks to students. The general policy for purchasing, maintaining and using the facilities are: • Requirement for new purchase maintenance schedules are discussed and arranged in accordance with IQAC committee's recommendation keeping stack holders benefit in the centre for the purpose of academics • The Computer Lab with 20 computers 5 computers in Career Cell 6 computers in research carrels are open to students for practical works as well as E-lesson planning. • Video Studio with scene lights along with Audio Editing Platform used by the Research and materials production committee/IQAC. These facilities are open for schools and other institutes with prior requests. • The smart class setups along with all lecture halls equipped with projection and audio systems are well maintained and utilised by the trainee teachers and tutors as well. • The portable projection as well as portable audio systems is meant for training teaching and presentations outside institute. • The rich IT infra structure like wired internet access through intranet and Wireless internet access through Wi-Fi network are open for all teachers and nonteaching staff. • General maintenance of all the above AV IT infra structure is maintained by college technician and if needed with the help of outsourced manpower for 85 of the maintenance work. • For critical IT related problem we obtain help from IT professionals from CVM NOC. • New installations in IT network is carried out from CVM through CVM NOC professionals. • Internet access is managed by CVM NOC through Tech Elecon ~ ISP for all institutes under CVM trust. • New purchases are made through CVM keeping in mind allocated grant heads and institutes academic requirement. • Maintaining dead stock register is done by college technician and it is yearly audited by CVM internal auditors as well as CVM appointed external auditors. • All these resources are exploited

maximum for the benefit of students. Computer and lab sessions are included in the time table. We have a rich library with more than 35000 books and periodicals and they are utilized for teaching and reference. External researchers are permitted to use library reference resources with a minimum fee. • All high value equipment units are maintained with due care. Insurance is taken on equipment of high unit value.

http://www.hmpenglish.com/images/facilities/2.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	CVM Scholarship	1	1130
Financial Support from Other Sources			
a) National	Post Metric Scholarship	42	195932
b)International	Nill	Nill	Nill
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Yoga Sessions	21/06/2019	50	HMPIETR
Remedial Teaching Programme	01/08/2019	50	HMPIETR
Finishing School Programme	23/12/2019	48	KCG Ahmedabad
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2020	TET - Teacher Eligibility Test	48	48	Nill	Nill
View File					

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

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

Nill	Nill	30

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Nil	Nill	Nill	1. Sunrise English Medium School, Palitana, 2. Mother Care School, 3. V C Patel English School, 4. Dr Babasaheb Ambedkar Open University, 5. JNV Bhadran, 6. Surya Intern ational School, Petlad, 7 Sardar Patel Highschool	22	12

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	1	H M Patel Institute of English Training and Research	BEd English	CVM University	PhD
2020	1	H M Patel Institute of English Training and Research	B.Ed. English	Waymade College of Education	Master of Education (MEd)
2020	1	H M Patel Institute of English Training and Research	B.Ed. English	Gujarat University	PhD
2020	2	H M Patel Institute of	B.Ed. English	Department of	Master of Education

2020	7	English Training and Research	B.Ed. English	Education, S P University	(MEd)
2020	7	H M Patel Institute of English Training and Research	B.Ed. English	N S Patel Arts College, SPU	Master of Arts (MA)
2020	4	H M Patel Institute of English Training and Research	BEd English	Sardar Patel University	Master of Arts (MA)

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	2
SET	1

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Inter-College Folk Song Competition	In Other Institute	1
Inter-College Best Anchoring Competition	In Other Institute	1
Inter-College Debate Competition	In Other Institute	2
Inter-College Elocution Competition	Institute	9
Mono Acting Competition	Institute	10
Rangoli Competition	Institute	12
Poster Making Competition	Institute	14
Light Vocal Solo Competition	Institute	9
Poetry Recitation Competition	Institute	10
Inter-College Elocution Competition	Institute	11

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5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for	Number of awards for	Student ID number	Name of the student

			Sports	Cultural		
Nill	Nil	Nill	Nill	Nill	Nill	Nill

<div align="center">No file uploaded.</div>

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The student council of the institute played important role specifically through many sub-groups or clubs made of students. Such clubs or groups included Literary Club, Music club, Fine Arts club, Movie club, Literary Club, Music Club, etc. Many activities conducted under the leadership of these clubs during the year. The literary club conducted activities like Inter-college Elocution competition (Twice), Poetry Recitation competition, Inter-college Debate Competition, Inter-college Best Anchoring competition. The Music club undertook activities like Light Vocal solo competition and Inter-college Folk song Competition. The Fine arts club conducted activities like Rangoli competition, Poster Making competition, etc. Theatre club conducted activity of Drama and Play and Mono acting competition. In Movie club, educational movies like To Sir with Love, Old Man the Sea, Shatranj ke Khiladi, Manthan and Super 30 were featured. The women cell conducted activities like Fun Fair event and Garba Competition. Other activities conducted under students council included Yoga Session, Patriotic Song event, Group dance and solo dance events and Talk on Script writing by Saumya Joshi. The students council also took part actively in youth festival programme and Sports day celebration at the end of academic year.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The Alumni Association of the institute is not a registered body. It organizes at least two meetings every year with a view to providing platform for the old students to keep in touch with their alma mater and benefit it and get benefitted from it any possible manner. The Alumni Association invites its select members who are offering their services at reputed posts to visit the institute in order to attend meetings, conduct guest sessions, conduct /attend in-service training programmes and so on. The association doesn't have its separate bank account as it's not yet registered and hence, it is not possible for it to organize events at large scales wherein financial assistance is required. However, the institute supports the association monetarily for organizing meetings, stationery items and tea/snacks.

5.4.2 – No. of enrolled Alumni:

<div align="center">448</div>

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

<div align="center">12000</div>

5.4.4 – Meetings/activities organized by Alumni Association :

<div align="center">2</div>

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

H M Patel institute of English Training Research always believed in

decentralizing and participative management system for each and every function going on throughout the year. The institute's success is due to the coordinated efforts of all in every single activity during the whole year. The principal, faculty members, admin staff, students and stakeholders have an important role in developing and building the institute. The two best practices of decentralization and participating management during the year were as follows. (1) The faculty members were given significant responsibilities of conducting various quality programmes. All the programmes and activities conducted during the year including One day Workshop on lesson planning, IT Equipment Training workshop, Yoga and Mind Mastery Seminar, Visits to innovative learning centres, Symposiums and Workshop in teaching-learning process, National Conference in ELT held during the year and One day seminar on Recent Trends in ELT, the students were given great responsibilities and opportunities to present their abilities and also their participative role in making the programmes successful. Particularly in the National Conference on Post-method Pedagogy in ELT, the faculty members were given different roles for functioning before and during the conference. The faculty members gave their innovative ideas for the conference topics and all. (2) The trainee students were also the important part of these participative and decentralizing practices during the year. The students were given opportunities to present their views and efficiency in conducting various workshops, seminars and symposium at the institute. During the planning of visit to the innovative learning centres, the students were given the responsibilities. They presented their views before planning the visits and they also played role as a leader during the visit. In the National Conference on ELT held in the month of February, the students participated in planning and organizing the two days schedule, welcoming of guests, speakers, experts of the area, managing hospitality task, coordinating with the guests and supporting to the faculty members in one and another way during the programme. Many students also presented their views on the National Conference on ELT. Apart from this, the students worked as leaders and as participating members in various activities during the year. They themselves conducted classroom level symposiums and workshops on different topics of the syllabus.

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

Partial

6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Admission of Students	The university controls the admission system. Applications are invited online and based on the merit and category admissions are given to eligible students.
Industry Interaction / Collaboration	Placement fairs are conducted at the institute and many schools participate in such events. Free training and seminars are offered to schools in teaching English.
Human Resource Management	Teaching faculty requirement is decided as per NCTE norms and the sanctioned ration is: for 50 students 7 teachers and 1 principal. The nonteaching staff is appointed as per the norms of the state government. Newly inducted faculties are encouraged

	to attend orientation and refresher programmes. All appointments are made as per the roster in which reserved category is given equal chances.
Library, ICT and Physical Infrastructure / Instrumentation	All classrooms are equipped with projectors and sound system. Wi-fi is used to link to online resource materials. A full fledged computer lab and language lab with 44 computers are available for practicing language skills. Institute has a rich library with more 35000 books, 147 encyclopedia and 6 national and international subscriptions.
Research and Development	Both students and teachers are encouraged to present papers in seminars and conferences and get published their research articles in journals.
Examination and Evaluation	Formative and Summative assessment and evaluation are followed. Periodical informal assessments are carried out using the techniques of Task Based assessment, simulation, discussion, role play etc. Preliminary exams are conducted at the end of every semester, followed by University exams.
Teaching and Learning	All teaching learning processes are based on current methods and approaches to ELT. Care is taken to minimize the use lecturing. Sessions are interactive and interesting. Learners are motivated to reflect on what they gained in each class. Reflecting teaching and observation practiced.
Curriculum Development	New curriculum designed and approved a year ago by the Board of Studies of Sardar Patel University is implemented with proper care keeping in mind the needs and requirements of the trainees. Care has been taken to include the courses which reflect on National Policy of India. Elective Courses are included help students to choose from various areas of interest.

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

E-governace area	Details
Planning and Development	Financial data are collected and organized by Tally software.
Administration	The Institute has a partial Egovernance system which is operated for collecting fees.
Finance and Accounts	Financial data are collected and

	organized by Tally software.
Student Admission and Support	Online admission process is initiated and implemented by the University and link is provided on website.
Examination	Examination related activities like Paper setting and Assessment is maintained in M S Office and the evaluation is uploaded on university website.

6.3 – Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	Nil	Nil	Nil	Nill
No file uploaded.				

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Faculty Development Programme	Nil	05/08/2019	10/08/2019	10	Nill
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Online Faculty Development Programme on MOODLE	1	13/05/2020	15/05/2020	3
Faculty Development Programme	10	05/08/2019	10/08/2019	6
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching	Non-teaching

Permanent	Full Time	Permanent	Full Time
8	8	3	3

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Residential Quarters and Health Care Center	Residential Quarters and Health Care Center	Hostel facility, Health Care Center and Mess

6.4 – Financial Management and Resource Mobilization

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

Yes, Internal Audit is done by Charutar Vidya Mandal every year. External Audit is done by Chartered Accountants and Accountant General of Audit every year.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
CVM - Charutar Vidyamanadal	150737	Maintenance
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Apaji Amin Co. LLP Chartered Accountants	Yes	CVM
Administrative	Yes	Apaji Amin Co. LLP Chartered Accountants	Yes	CVM

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

(1) An Orientation programme was organized for the students along with their parents to acquaint the parents of the present batch about the working of the institution. (2) Parents took part in decision-making process with the teachers and lend their expertise towards smooth functioning of the institutional activities. (3) Parents gave their feedback on various aspects of the course at the end of the academic year which was also analysed appropriately.

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

Nil

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

Provisions are made to help both teachers and students sharpen their computer literacy. Library periods are allotted in the weekly time table. Networking with various schools and institutions are strengthened.

6.5.5 – Internal Quality Assurance System Details	
a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Student Induction Programme	17/06/2019	17/06/2019	22/06/2019	50
2019	One day Workshop on Lesson Planning	17/07/2019	17/07/2019	17/07/2019	50
2019	Yoga and Mind Mastery Seminar	31/07/2019	31/07/2019	31/07/2019	50
2019	Faculty Development Programme	05/08/2019	05/08/2019	10/08/2019	10
2019	Launching ELTAI Chapter Vallabh Vidyanagar	05/09/2019	05/09/2019	05/09/2019	50
2019	Expert Lecture on NCF 2005	12/09/2019	12/09/2019	12/09/2019	50
2019	Visit to an Innovative Learning Centre: GCERT BAOU	01/10/2019	01/10/2019	01/10/2019	50
2019	Field Visit to AMUL Plant	18/02/2020	18/02/2020	18/02/2020	47
2019	Remedial Teaching Programme	01/08/2019	01/08/2019	30/08/2019	50
2019	IT Equipment Training Workshop	20/07/2019	20/07/2019	20/07/2019	50

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
International Womens Day Celebration	08/03/2020	08/03/2020	69	34

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

Percentage of power requirement of the University met by the renewable energy sources
Solar panels are installed for garden lights LED tube lights are replaced to chalked tube lights.

7.1.3 – Differently abled (Divyangjan) friendliness

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

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nill	Nill	Nill	Nill	Nill	Nil	Nil	Nill
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Duties and Code of Conduct for Teachers	01/06/2019	The duties and Code of Conduct for the teachers at the institute include their responsibilities in academic activities of teaching, assessment, coordination, representation in various co-curricular activities. The teachers should not discriminate students or colleagues adversely on political, racial, caste, religion, language or for any other reason of an arbitrary or personal nature. Always remain available for academic support. Maintaining appropriate dress code.

| Code of Conduct for Students | 01/06/2019 | All the students should be punctual maintaining appropriate dress code at the Campus. No smoking and chewing of tobacco and spitting are allowed. The students should not harm the eco balance of the campus. Moreover, there should be maximum participation in academic activities. Leave should be requested in advance. They are not allowed to leave the campus during college hours. |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Yoga Day Celebration	21/06/2019	21/06/2019	52
International Womens Day Celebration	08/03/2020	08/03/2020	103

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

1.Solar panels are installed for garden lights LED tube lights are replaced to chalked tube lights. 2.Tree Plantation every year before monsoon 3.Maintaining Composed pits and cleaning the campus 4.Maintaining Garden by watering it time to time as well as planting new saplings 5.Plastic free campus - No use of Plastic made things in the campus

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1. Self-Reflective Video Recording Objectives: a. To enable teacher trainees to reflect on their own teachings with pre-designed rubrics b. To build up confidence among teacher trainees in teaching in real classrooms c. To self-motivate and develop pedagogical skills at the initial stages of training. The Context: Traditionally teacher trainees are observed and monitored by the trainers with fix criteria. They are also observed by peers and given unstructured feedback which would often be offending. At initial stage (Micro level) they need a lot of support and guidance to grasp the nuances of language teaching. The idea of self-video recording emerged from the discussion took place after micro teaching observations. Informal discussion with trainees also supports the concept of viewing one's own video and judge how they performed in the given context. This would ease tension and embarrassment when teachers and peers give feed-back. Moreover, from the very beginning of language teaching programme, trainees get a chance to think about the notion of reflective teaching. The Practice: • Teacher trainees are briefed the objectives of selfrecorded video recording of their performance. • A structured reflective form is designed in order to help the trainees view their performance in a learning context. • Trainees select their own friends to record their micro teaching skills using mobile. • Trainees view their teaching at their own pace and make report on their performance. • They present the report in the class

and reflect on where they performed well and where they need to improve upon. • The supervisors and peers give constructive feed-back. Evidence of Success: • Trainees are found more relaxed and forthcoming with their own teaching skills and styles. • They become more aware of their own language competence in English. • Trainees' reflections on their own teaching skills and strategies helped them perform better in teaching new micro skills. Problems Encountered: • Initial reluctance of recording one's own video in mobile. • Audio Quality of recording with video. • Timely presentation of their reflective reports. Resources Required: • Mobile phone with recording facility • Self-Reflective Performa 1. Use of Self -Access Centre as Learning Resources Objectives: a. To develop reading skills in English. b. To promote self-directed learning and learner autonomy. c. To develop their metacognitive knowledge and language learning skills. The Context: In a traditional context, the students are directed to use books in the library periods allotted. It is found that learning materials at one's fingertip would help promote independent learning. More over there is a demand from students to access books and reading materials freely in their own class corner as ready reference. The Practice: • A corner in the classroom is identified and a shelf with a number of books and periodicals are stocked. • A register is kept for self-entry so that one comes to know which books/magazine he read. • A coordinator is appointed to monitor and help the students. • A feedback system is established to reflect upon what they gained. Evidence of Success: • Students started retelling stories that they read from self-access centre in the post prayer session. • In the absence of the teachers, they tend to read books and articles at the self-access centre. • There is a demand for more books and magazines which are not prescribed in the curriculum. • Informal discussions with students and the observation made by the coordinator show that self-directed learning is being promoted. Problems Encountered: • Absence of need analysis limits the resources of their interest. • Main problem is to find time to use self-access centre as most of the time is spent for theory and practice sessions. A few trainees do not take it seriously as the resources are not meant for preparing for their examination. Resources Required: • Space for Self -Access centre • Learning Materials.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://www.hmpenglish.com/doc/2021/1/6.pdf

7.3 – Institutional Distinctiveness

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

Research and Training programmes in English Language Teaching The institution has been distinctive in its English Language teaching programmes and research activities for several decades. It has created the best teachers of English with potential to research and self-reflection who can meet to the global needs and requirements. The institute has conducted a plenty of pre-service and inservice teacher training programmes for KRPs, Primary teachers, Secondary teachers as well as BRPs, workshops for teachers and teacher educators, outreach and extension activities, materials development activities for textbooks of English at state level, orientation programmes, field visits to learning centres and organizations and project works in the field of ELT, Chintan Shibir for various purposes. The Institute has been actively engaged in production of syllabi and textbooks for learners at primary, secondary and tertiary levels. This Institute collaborates with state and central governments and other nongovernment agencies in conducting minor and major research studies aimed at needs analysis, teaching strategies, use of ICT and other areas of teacher education. Over the years, the institute has established the tradition

of excellence in the area of teacher education. Through constant innovations in curriculum development , frequent up gradation of its physical and human resources, responsive environment created by participatory management practices, vibrant student life with a range of co-curricular activities and goal oriented, value based programmes, Institute strives constantly to scale new peaks of excellence as in all of these activities.

Provide the weblink of the institution
http://www.hmpenglish.com/doc/2021/1/5.pdf

8.Future Plans of Actions for Next Academic Year

 The institute's future plans of action includes – 1. To conduct the seminars, conferences, workshops and symposiums in the area of English Language Teaching and Education to train the B.Ed. students with the capacities needed in today's era. 2. To revise the reform the instructional techniques and methods in order to create more student-centric climate. 3. To focus more in increasing the learning outcomes of the trainees with help of evaluating the quality of curriculum transaction regularly by obtaining feedback from trainees at the end of each semester. In addition, remedial teaching programmes to ensure the increasing learning outcomes will be done. 4. To improve ICT enabled infrastructure and education. 5. To improve the placement opportunities for students. 6. To conduct value based activities including NSS where the trainees can participate enthusiastically. 7. Applying for reaccreditation by NAAC and endeavoring to achieve A grade.