YEARLY STATUS REPORT - 2020-2021

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 its own campus?	Yes
• Alternate phone No.	02692230193
• Mobile No:	9512338188
• Registered e-mail ID (Principal)	hmpietr@yahoo.com
• Alternate Email ID	iqac@hmpenglish.com
• Address	Opp BJVM, Nana Bazar, Vallabh Vidyanagar
• City/Town	Anand
• State/UT	Gujarat
• Pin Code	388120
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**Indian Institute of Teacher Education Gandhinagar**
• Name of the IQAC Co-ordinator/Director	**Dr Rajnikant Dodiya**
• Phone No.	**02692230193**
• Alternate phone No.(IQAC)	**9638716634**
• Mobile (IQAC)	**9638716634**
• IQAC e-mail address	**iqac@hmpenglish.com**
• Alternate e-mail address (IQAC)	**rajnikantdodiya@hmpenglish.com**
3.Website address	http://www.hmpenglish.com/index.php
• Web-link of the AQAR: (Previous Academic Year)	http://www.hmpenglish.com/doc/AQAR/.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.hmpenglish.com/doc/2020/scorner/2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**82.5**	**2007**	**31/03/2007**	**05/05/2014**
Cycle 2	**B**	**2.92**	**2014**	**05/05/2014**	**04/05/2019**

6.Date of Establishment of IQAC	**04/06/2007**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	9	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

Online Symposium on the Contributions of Late Dr Javed Khan in the Field of English Language Teaching (06/07/2020)

English Enrichment Programme (EEP) from 21/09/2020 to 01/10/2020

Lecture Series on various Topics – (1) Nature Conservation & Preservation; (2) Health & Hygiene Awareness; (3) Ethics in Media; (4) Sports & Fitness; (5) National Education Policy 2020; (6) RTE – Right to Education; (7) Human Rights Awareness; (8) Inclusive Education (19/10/2020 to 27/10/2020)

Workshop on Fine Arts in Education (Online) Expert: Prof. Dr. Anil Ambasana, Former Head, Saurashtra University, Rajkot (07/12/2020 to 12/12/2020)

Online Expert Talk by Dr Nimesh Oza on – "Shifting of Library Services in Covid-19 Situations Using Social Media Tools: Some

Thoughts" organized by HMPIETR (30/12/2020)	
CTET Guidance Classes (Six Students Qualified in CTET 2020) (20/01/2021 to 30/01/2021)	

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
English Enrichment Programme (EEP)	EEP was organised successfully in collaboration with ILT Rajkot which proved fruitful for the newly admitted students in terms of language usage and knowledge
Online Expert Session on Library Use	This session enlightened the participants and motivated them to use library and also oriented them to different social media tools during Covid 19 situations
IQAC Lecture Series (Online)	Various online sessions were organised on Nature Conservation & Preservation; Health & Hygiene Awareness; Ethics in Media; Sports & Fitness; National Education Policy 2020; RTE - Right to Education; Human Rights Awareness; and Inclusive Education. The BEd trainees experienced learning of various subjects other than the course. This will surely help them in their teaching profession.
CTET Guidance Classes	This was arranged online in order to help and facilitate the pass out students of B.Ed. As a result, Six Students Qualified in CTET 2020.
Administrative Staff Development Programme (ASDP)	This programme provided the administrative staff of various institutions an orientation to various areas relevant to them. The topics included were

	Communication and Behavioural Skill; Personality Development and capacity Building; Office Automation and Management; Human Values and Ethics and Workplace; IT Skills and Cyber Security; and Self-Assessment and Constructive Feedback
Students Induction Programme	The newly admitted students in B.Ed. Semester-I were oriented to teacher-training course, practice teaching, academic and co-curricular activities to be done during the course. It helped them to get an overall idea of the training course and made them feel comfortable in new educational climate.
Workshop on Understanding the Self	This students' workshop was organised to help students understand the topics by self-learning with the facilitation of teacher. The students presented by themselves and also discussed the topics with peer and teacher.
Symposium on Direct Method and Situational Approach in ELT	The students prepared presentations by discussion in groups. They presented their topics through drama, role-play and games in the class. They learnt the methods and approaches to ELT easily in this symposium.

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	15/02/2022

15.Multidisciplinary / interdisciplinary

The institute is a teacher-training college affiliated to Indian Institute of Teacher Education (IITE), Gandhinagar. It follows the CBCS from 2015. The B.Ed. course includes four important languages as recommended in NEP, i.e. English, Hindi, Sanskrit and Gujarati (as a regional language) in its four semesters. In addition to this, practical papers include Environmental Education, Yoga in Education, Value Education, Art in Education and Reflective Reading papers. Moreover, it includes theory papers related to educational psychology, educational philosophy, general pedagogy, perspectives in education, knowledge and curriculum, Inclusive Education, ICT in Curriculum, Assessment and Evaluation in Learning, Gender, School and Society, English language teaching pedagogy, etc. in all the four semesters.

16.Academic bank of credits (ABC):

As per the National Education Policy 2020, the Academic Bank of Credit (ABC) is going to implement by the university to facilitate academic mobility of students. Our institute also adopting the policy guidelines for the appropriate credit transfer. The Institute has been following the pattern of CBCS adopted by the university from 2015. The university has informed the institute about the necessary action for implementation of ABC. The faculties of our institute instructed the stakeholders regarding the same. The University is likely to conduct the seminar for implementation of ABC. The institute appointed a faculty member as Nodal officer for the execution of guidelines given by the university.

17.Skill development:

The institute is teacher-training college. Therefore, the courses included in the curriculum are designed to meet the requirements of the 21st century. The major part of the curriculum includes practice teaching beginning with micro-teaching skills, teaching methods in simulation programme, stray-lesson programme, block-teaching programme and internship programme. The trainees are guided by the faculties to develop their micro-teaching skills: Explanation Skill, Introduction Skill, Reinforcement Skill, Stimulus-variation skill, Chalk-board skill, Questioning Skill, etc. Moreover, they also learn different teaching methods: Direct Method, Inductive-decuctive

method, bi-lingual approach, Communicative language teaching, Story-telling method and so on during the simulation programme. In school internship programme, they are oriented to different academic and cocurricular activities and teaching of subjects to the real students. In addition to this, the trainees also learn functional use of English language, how to present in English fluently in front of big mass, how to prepare teaching-learning materials, etc.

Moreover, the trainees also appear in add-on courses to develop their skills more.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

We have rich heritage of varied culture and different languages. The institute has a curriculum designed in a way that all the four important languages are included in each semester of four semester course. We have Gujarati Language in the First Semester, English Language in the Second Semester, Hindi Language in the Third Semester and Sanskrit Language in the Fourth Semester. The institute also celebrates the special days relevant to these languages during the year. The institute organises various activities such as traditional day celebrations, Mehandi, Rangoli, Dance, Singing and Various festivals. We inculcate Indian culture and values through the participation of students in university level youth festivals.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Our institute has adopted the CBCS pattern from 2014-15. As per CBCS guidelines, the university reconstructed the syllabi of all the programmes. In restructured programmes university included the outcomes in the form of objectives of the courses and programmes. We discuss with the student regarding the course and program outcomes at the end of the academic year. We verify these outcomes by various methods like students' presentations in pre-practice teaching, practice teaching programmes and internship programmes every year. On the basis of the outcomes, the institute prepares its action plans for the next academic year and follow it accordingly.

20.Distance education/online education:

During pandemic, the institute adopted the change from classroom teaching to blended learning using Microsoft Teams and Zoom plateforms. Google drive, Google classrooms are effectively used for course conduction and evaluation process. The course contents are made available on Goggle drives and MS Teams Plateform. These include syllabus, PPTs, notes and exercises for more preparation. The assessments of the courses are done through online assignments,

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quizzes. Currently also, the MCQ tests are conducted using web
platforms. Online sessions are conducted and recorded on Google meet
and MS Teams. Various student activities are conducted online using
Google meet.

The institute also conducted online practice teaching programmes for
micro-teaching skills, stray lessons and block teaching lessons.
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Extended Profile

1.Student

2.1 Number of students on roll during the year	71

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	50

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	23

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	49

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	48

File Description	Documents
Data Template	View File

2.6	**22**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1	**7.67396**
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	**50**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**7**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2	**8**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Our institute follows the regular in-house practice for curriculum planning as well as reviewing at the end of each semester. The institute follows the CBCS System and the curriculum is based on it. Our institute is affiliated to Indian Institute of Teacher Education (IITE), Gandhinagar from June 2020. It has to follow the directions

and standards determined by the IITE regardingCurriculum, Examinations, etc. The institute arranges meeting in the beginning of each semester and distributes the syllabus keeping in mind equal distribution of credit points among the faculty members. Moreover, being the teacher education institution, practice teaching is an important part of the curriculum along with theory papers. Our institute is having MoUs with nearby schools for organising practice teaching including internship programmes. This practice teaching has a few credit points allotted which are also distributed among the faculties equally. The institute prepared an academic calendar and action plan for the same which narrates curriculum distrubution, tentative schedules of academic and cocurricular activities of the whole year. And the same is also displayed on the institute's website.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	**No File Uploaded**
Plan developed for the academic year	**No File Uploaded**
Plans for mid- course correction wherever needed for the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.hmpenglish.com/doc/2021/2.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

6

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**All of the above**

File Description	Documents
Data as per Data Template	<u>View File</u>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<u>View File</u>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

49

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

47

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

- **A fundamental or coherent understanding of the field of teacher education**

The institute has provided experience of internship programme to the student-teachers in order to facilitate them improve their teaching skills and upgrade as a teacher with fundamental abilities as a teacher of English. Moreover, they have been engaged in social activities like arranging awareness programme, literacy programme, career guidance seminars, etc.to contribute as a good citizen of the nation.

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

The trainees were sent to school exposure programme and internship programme where they came to know different skills a teacher should carry. The institute trains the the trainees for teaching English usingfunctional and communicative methods of teaching any language. Additionally, the trainees are provided opportunities to present various language functions in the prayer assembly which enrich their skills as a teacher of English.

- **Capability to extrapolate from what one has learnt and apply**

acquired competencies

The last semester trainees wentto nearby schools where theyfacilitate the school teachers in teaching English. Such training programmes are also the part of school internship programmes where the trainees fulfills each type of responsibility as a regular teacher of the school for around 6 months.

File Description	Documents
List of activities conducted in support of each of the above	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**
Photographs indicating the participation of students, if any	[View File](#)

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

The school exposure and internship programmes also give knowledge to the trainees on the school system, assessment system, rules and regulations to be followed by teachers and students, variations in schools of different states, various boards of education, etc.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The trainees get the experience during school exposure programme and internship of 6 months where they do teaching work and also organise various cocurricular activities for the students. These activities included cultural programmes, competitions, sports events and language tests. This make them ready professionally as a teacher. The faculty supervisors also help the trainees to understand the professional practices as a teacher in different practice teaching sessions including School Exposure, Stray-lessons, Block teaching andSchool Internship programmes. Moreover, the English Enrichment Programme is organised every year to enable the trainees with LSRW skills useful in English Language teaching in schools.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**Four of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed and action taken**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

22

2.1.1.1 - Number of students enrolled during the year

22

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

9

2.1.2.1 - Number of students enrolled from the reserved categories during the year

9

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

At the entrance level, admission is based on merit, which is determined by a competitive exam that the universityadministers centrally. College choice is left to the students throughout the central admissions process, based only on merit. When they arrive at college, after applying to the university, the principal interviews

them to determine their readiness and learning needs. Physically challenged trainees are interviewedwith their guardians while maintaining inclusion, and attempts are made to offer academic support to them.The main focus of the induction program is evaluating students' learning needs and readiness.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when	

students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

6:71

2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The teachers adopted various modes of teaching to the trainees in order to provide them an actual experience of English Language Learning and become professional teacher. These modes were online and offline both. In Online mode, the trainees were asked to complete online courses available on Swayam platform and College Mooc portal. In offline mode, the trainees were motivated to participate in group activities and projects where they could

discuss and presented their reports in front of the class and the faculty supervisor. Assessment of the trainees is an ongoing process at the institute in which the regular classes are based on discussion and question-answer methods rather than lecture method. Here, a lot of brain storming opportunites are provided to them where they have to solve problems and issues faced by actual teachers at schools. At various conferences and seminars organised by the institute and other colleges, the trainees are motivated to present articles and papers under the guidance of the faculties. CCE activities are also assigned through online mode using Google forms and Google classroom.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

7

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to LMS	https://classroom.google.com/h
Any other relevant information	**No File Uploaded**

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

71

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	**No File Uploaded**
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	https://classroom.google.com/c/NDc4ODEwMDM0MjFa
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

All year long, there is an attempt to help traineesgain teamwork skills. Groups are formed during the various stages of practice teaching. Throughout the two year course of B.Ed., they encounter a variety of challenges in the course which they face under the guidance of the faculties. Students' diversity is taken into

consideration whilecreating the groups keeping in mind theirlearning styleand cognitive capacities. They are guided to work as a team during their practice teaching programmes and projects assigned to them as a part of submission. Ongoing mentoring helps the trainees to balance their home and work stress at the college, Moreover, various guindance sessionsare arranged to keep students updated with the recent trends and developments in education and life. Seminar and workshop oriented learning helped students develop their skills and abilities.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global	Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

The institute makes a lot of efforts to nurture creativity, innovativeness, intellectual and thinking skills, empathy and life skills among students by organising following academic activities and cocurricular activities:

1) The trainees are guided to prepare an innovative teaching learning aid in English Language teaching which helps them develop their creativity and innovativeness.

2) The trainees are provided opportunities for organising students' workshop where they work in groups and present in the front of the class on various topics as NEP 2020, NCF,

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content	Four/Five of the above

mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	**No File Uploaded**

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	**No File Uploaded**

2.4.4 - Students are enabled to evolve the

Two of the above

following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

`All of the above`

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports

`Three of the above`

events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence showing the activities carried out for each of the selected response	[View File](#)
Report of the events organized	[View File](#)
Photographs with caption and date, wherever possible	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Samples of assessed assignments for theory courses of different programmes	[View File](#)
Any other relevant information	[View File](#)

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

In order to take preparatory measures of Internship, the institute first appoints the coordinator. In the academic session of 2020-21 the third batch was affiliated to Sardar Patel University. So, the coordinator contacted the schools around Vallabh Vidyanagar and made written and official correspondence with the school principals to allow the teacher trainees serve as interns at their respective

schools. Many of the schools around readily allowed the trainees as they are also run by Charutar Vidya Mandal. Orientation of schools principals/teachers was made through the letter and also through telephonic talk with them. Students were also oriented about the internship programme. Teachers of the institute are supposed to visit the schools at least once to monitor student teachers' performance and to encourage them. During the visit, the faculty guides the school principals regarding assessment of the interns.

There are different types of schools, like English Medium, Gujarati Medium, Government Schools, Grant-in-aid schools, Private schools and schools for special students. Preference is generally given to English medium and GIA schools.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

49

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Internship is one of the most important phases of teacher training. Batch 2019-21 of H M Patel Institute of English Training and Research, B.Ed. Programme is affiliated to Sardar Patel University was arranged during 7 December to 17 April (Initially it was 6 March, later extended) . Before sending the students to the schools, first of all the teacher trainees were oriented to all the submissions and activities to be made during the internship programme. The teacher trainees were also made aware of evaluation process and monitoring process during the internship programme. Generally this monitoring is made by teacher educators, (the assistant professors of the college) but this year, it was quite difficult to visit the school, as the COVID guidelines restricted physical visits to schools from other towns, places to hamper Corona transmission. So, we made it sure that the students are telephonically consulted and school principals are contacted every fifteen day to monitor the teacher trainee's progress and performance.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such	All of the above

as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	[View File](#)

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	[View File](#)
Five filled in formats for each of the aspects claimed	[View File](#)
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

7

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

6

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

7

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

7

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Teachers have regular staff meetings wherein they discuss their overall teaching experience of classroom followed by seeking guidance from colleagues. Further, teachers change their theory

papers periodically so that they are required to read more and grow professionally. Feedback taken from the stakeholders is shared with each teacher and modifications in classroom interactions are made accordingly. All teachers enthusiastically participate in various conferences, seminars, symposia, FDPs, Orientations Programmes and Refresher Courses. They make paper presentations and publish/edit books. They also render their services as Resource Persons in different need-based training programmes meant organized for schools/colleges/universities/corporate clients. Teachers are invited to judge different types of competitions by other academic institutes on the campus which ultimately help them grow professionally.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation of the students enrolled is done both orally as well as in writing. Since our institute offers a single method (English) B.Ed. programme, we focus more on the English Language Proficiency. Apart from unit tests and internal tests, our institute evaluates the oral production of English by involving all the students in turn in post-prayer talks, news reading, idiom explanation, word of the day and its usage etc. every day as part of prayer assembly sessions worth 30 minutes. Surprize tests too are conducted. Students are involved in different types of submission tasks wherein they are required to produce English language in a meaningful contextualised manner. Micro lessons, stray lessons are observed minutely by teachers followed by constructive feedback which makes CIE even more authentic.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Four of the above**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The answer books of all types of tests, once assessed, are shared with the trainees in the classroom so that they can check them thoroughly and raise grievance, if any. If any genuine grievance is there, it is resolved immediately. Students are provided with proper justification regarding why they scored less in a particular theory paper. If any trainee is absent on that particular day, s/he is given the opportunity to go through his or her answer book even later. Marks/grades are shared to all trainees using the official WhatsApp group for the further verification by the trainees. Marks of practical lessons too are shared with trainees as soon as the practice teaching is completed.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

23-02-2024 02:38:03

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institute follows the University calendar in preparing the annual action plan for conducting classes, internal exams, schedule of academic and co-curricular activities. The IQAC coordinator prepares the academic calendar and action plan for the year and accordingly, the B.Ed. coordinator prepares the weekly timetable and schedule of the academic activities and programmes keeping in mind the training components of B.Ed. course. The institute keeps in mind the academic calendar provided by University and if anything is revised by the University during the year, the institute also makes changes accordingly in the academic calendar.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

At the time of Students' Induction Programme, all the newly enrolled trainees are oriented towards the PLOs and CLOs in detail. The teachers adopt different modes of classroom teaching like lecturing, group-work, pair work, presentations, workshops and so on to ensure the alignment of CLOs. Even the submission tasks have been designed so that they meet the alignment of PLOs and CLOs. The lesson plan format too has been framed accordingly. Not only classroom teaching but assessment also is done with reference to PLOs and CLOs.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	**No File Uploaded**

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

All the theory papers are taught keeping in mind the CLOs by the teachers by adopting a variety of teaching methodologies. Since our institute offers a single method B.Ed (English) programme, it focuses both on oral as well as written linguistic command over English. Every day, trainees present post-prayer talks, idioms, new lexical resources, news, pronunciation in turn in English which ultimately provides them a platform of using authentic English language in classroom itself. Further they also deliver Micro lessons and Stray lessons in English only. Most students join English medium schools as interns. Trainees write their assignments, reports, submission tasks and tests in English only. All this is done under the guidance and supervision of teachers. Expert sessions by leading educationists and alumni members are organized regularly. This is how the progressive performance of trainees and professional and personal attributes in line with PLOs and CLOs is monitored.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

68

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

In the beginning of the academic year, a diagnostic test is conducted with a view to understanding the linguistic needs of the students enrolled. A need-based two-week English Enrichment Programme is designed accordingly and carried out by the Alumni Association of the institute. Rubrics of Micro Teaching, Simulation and Stray Lessons are given to students before they make practical presentation of the same followed by oral and written feedback which caters to the needs identified. The institute involves the students both in oral and written production of English language and makes need-based assessment accordingly. Students are divided in small groups and mentoring is done periodically keeping in mind their needs.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://www.hmpenglish.com/doc/SSS/2020-21.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	

File Description	Documents
Data as per Data Template	[View File](#)
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**Three of the above**

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	[View File](#)
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

6

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

2

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

5

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

71

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

71

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

As part of the internship programme, the trainees carried out different community outreach activities like Literacy Programme, Health Awareness Programme, Career Guidance Seminar etc. In the Literacy Programme school children were taught English before/after school hours by B.Ed. trainees and the illiterate people were taught to read and write basic Gujarati letters. They were taught how to sign any document. In Career Guidance Seminar, school children were exposed to various career opportunities after completing schooling by an expert. In Health Awareness Programme, a few students invited a doctor from local community who made the school children aware about health and hygiene, deaddiction, healthy food habits and so on. Such events helped the B.Ed. trainees to community development.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

1. Classrooms: Institute possesses well-equipped classrooms with modern infrastructure, including multimedia projectors, audio-visual aids, and comfortable seating arrangements. These classrooms are designed to facilitate interactive learning experiences and accommodate various teaching methodologies.
2. Library: The institute's library is a hub of academic resources, housing a vast collection of ELT books, journals, research papers, and digital resources. Students and faculty have access to online databases and e-books, enhancing their research capabilities and supporting their academic pursuits.
3. Auditoriums and Seminar Halls: Institute features spacious auditoriums and seminar halls equipped with audio-visual amenities, making them ideal venues for conducting seminars, workshops, conferences, and guest lectures. These facilities facilitate knowledge dissemination and promote intellectual discourse among the academic community.
4. Computer Centres: Institute maintains computer centres equipped with the latest hardware and software, enabling students to access computing resources for academic and research purposes. These centres also offer technical support and training programs to enhance students' digital literacy and proficiency.
5. Language Lab: The institute features language laboratory equipped with audio-visual aids and language learning software to facilitate language acquisition and proficiency development among students. These labs provide personalized learning experiences and cater to the diverse linguistic needs of students.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

8

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	http://www.hmpenglish.com/Instructional.php
Any other relevant information	[View File](#)

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

0

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The institute has SOUL - Software which is adopted for automation of library. It helps as an Integrated Library Management System to the

institute's library.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File]()
Web-link to library facilities, if available	[http://www.hmpenglish.com/Instructional.php]()
Any other relevant information	**No File Uploaded**

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

In remote access, the library has N-list subscription. Other than that, no other such facility available at the institute for remote access.

File Description	Documents
Landing page of the remote access webpage	[View File]()
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**Three of the above**

File Description	Documents
Data as per Data template	[View File]()
Receipts of subscription /membership to e-resources	[View File]()
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.33

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	[View File](#)
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

5

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://www.hmpenglish.com/doc/LibraryRegisters/staff_2020-21.pdf
Any other relevant information	[View File](#)

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**None of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institute is managed by Charutar Vidya Mandal and has been provided up to 100 MBPS bandwidth for the purpose of teaching, learning and other online educational activities. This internet facility is provided through Elecon Information Technology Ltd (EITL) under the copntract of Charutar Vidya Mandal.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	[View File](#)
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtube.com/playlist?list=PLNOjeodd5 CL8CdFATqSGtHQOCkO5YcQgQ&si=qidQ5oT1CZwf3JEa
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	http://moodle.hmpenglish.com/
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	<u>View File</u>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

HMPIETR has stated of the art IT infrastructure and Library facilities which are highly useful with regard to teacher training programmes. We have a well-defined 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.**

File Description	Documents
Appropriate link(s) on the institutional website	<u>http://www.hmpenglish.com/images/facilities/2.pdf</u>
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Three of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student	A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
32	**47**

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

12

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

2

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Every year, Students' Council is formed in July/August following the democratic way of election cum selection. Various duties and roles like GS, CR, Ladies' Representative are allotted to the members of the council. Different clubs like Literary Club, ICT Club, Sports Club, Film Club etc. are formed and the members themselves join the group as per their choice and interest and carry out various activities under the banner of these clubs throughout the year, especially at the time of University Youth Festival under the guidance of the Vice President of the council. Regular meetings of the council are held and different types of celebrations, cultural programmes and visits are planned and executed as a result of it.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

5

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

A non-registered alumni association is operated by the college. The English enrichment programme is organized and executed by the association on an annual basis for the students who are currently enrolled at the institute. Both as judges and as visitors, they are invited to participate in college events. Due to the fact that many of them are principals in schools, they play an important part during the practice teaching process. The members of the alumni association conduct a significant number of sessions that are focused on the teaching of the English language.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association of the H. M. Patel Institute of English Training and Research has played an important role in providing an excellent support system for newly enrolled students. Alumni members of the college conducted lectures on curricular topics, the right to education, inclusive education, the effective operation of schools, and the roles and responsibilities of instructors in the school. They also share with the students the many opportunities available after completing this degree via social media groups. Alumni who secured government jobs inspire fresh students to pursue similar opportunities. The alumni association planned and organized various language enrichment events for newly enrolled students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The IQAC consisting of members from the management, university, admin staff, stake holders, alumni and current students play a pivotal role and reflect able leadership and participatory mechanism by planning all types of curricular and co-curricular activities democratically. The institute also has its Board of Governors (BoG) which helps the institute in budgetary and maintenance related matters. Finally, the Students Council carries out various activities which reflect the vision and mission statement of the institute. All the teachers, admin staff and Students Council meet at regular intervals, propose their innovative ideas and get them approved in a decentralized manner.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Our institute has a Board of Governors and IQAC both. The BoG members consist of management representatives, educationists, admin

staff, stake holders and alumni. They give the institute innovative ideas and the autonomy to ensure quality practices. BoG further approves the annual budget. IQAC members meet regularly to plan and execute various activities in a participatory mode. Academic calendar is prepared well in advance before the new academic year commences to ensure that all the important activities, celebrations, visits, festivals, exhibitions, cultural programmes are incorporated properly throughout the academic year. Students Council is actively involved in carrying out the planned activities. The institute functions democratically and in a decentralized manner wherein every teaching and non-teaching member and student has a voice.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial Transparency:

Any transaction which is more than 200 INR is done through cheque only. Bank transactions are done through dual sign mode, one by the Secretary/Joint Secretary and the other by the Principal of our institute. TALLY software is used to maintain the record of all types of financial transactions. At the end of the financial year, audit is performed by a registered Chartered Accountancy firm.

Academic Transparency:

Staff profile is approved by Sardar Patel University and it is uploaded on the official website of our institute. Feedback from the students is taken every year and the same is shared with all the teachers. Feedback taken is analyzed in staff/IQAC meetings as part of academic audit which brings utmost transparency. Press notes are given in leading newspapers reflecting the major events that take place at the institute.

Administrative Transparency:

Staff meetings of both the teaching and administrative members are held regularly and the minutes of the meetings duly signed by the

**attendees are maintained. AISCHE reports, AQARs are timely filled
and submitted with a view to maintaining transparency.**

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

**With a view to upgrading professionally, all the teachers
successfully completed an online General Faculty Development
Programme (FDP) organized by the Knowledge Consortium of Gujarat as
per UGC norms from 30/03/2021 to 09/04/2021. Further, an online
Administrative Staff Development Programme was organized for the
admin staff members from 15th March, 2021 to 20th March, 2021. The
institute published a couple of books on Post Method Pedagogy and
Reflections on Teaching Literature during the academic year 2020-21.**

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**Nil**
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

**The Board of Governors and the IQAC meet regularly to plan and
execute various activities throughout the year. Students are
involved democratically in organizing different types of activities
conducted by the Students' Council. Course Coordinators are
appointed for both the semesters who prepare the Time Table and
various other extra-curricular activities. Reports and geotag
photographs of all types of activities are maintained and press**

notes are given in the leading newspapers accordingly. Course Coordinators report directly to the Principal and then the Principal reports the same to the management. Government of Gujarat norms are followed at the time of new recruitments. Service books of teaching and non-teaching staff members are maintained and updated at regular intervals.

File Description	Documents
Link to organogram on the institutional website	http://www.hmpenglish.com/doc/2024/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The institute forms various clubs like Fine Arts Club, Literary Club, Music Club, Sports Club etc. under the banner of the Students' Council. All these clubs consist of student volunteers who plan and organize various activities throughout the academic year. The institute also has various cells like the Women's Cell, Grievance and Redressal Cell, Placement Cell etc. that organize different

types of activities which ultimately benefit the students' all-round development. Suggestions and innovative ideas from different clubs and cells are welcomed and plan of action is chopped out accordingly. Whatever activity is carried out by any club or cell is reflected in the minutes of the meetings.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	**No File Uploaded**
Action taken report with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The staff members of all the institutes managed by Charutar Vidya Mandal are given the facility to avail staff quarters with all the amenities like water, parking, sanitation etc. The children of these staff members are given priority in seeking admission to different schools and colleges/departments run by Charutar Vidya Mandal. The management fills up the vacant posts of teaching and non-teaching staff members and provides them with insurance facilities.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

6

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

All the teaching and non-teaching staff members are required to furnish relevant data in the performance appraisal form duly prescribed by Charutar Vidya Mandal every year. The Board of Governors take a note of different types of paper presentations, research papers, extension services, training programmes attended, guest lectures conducted or any other services offered by the staff members. The IQAC of the institute incorporates the same. Feedbacks from the students are other stakeholders are taken every year to ensure quality.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institute has a system of getting prior approval from the management before making any type of expenses. Of course, the Principal is empowered enough to spend the amount of 1000 INR without prior approval from the management. Any payment more than 200 INR is made through cheque only. At the end of every financial year, audit is carried out by an external audit agency and the same is shared with the management for maintain transparency.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	*View File*
List of audit objections and their compliance with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	*View File*
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Whenever the institute receives any sort of grants, if calls for a staff meeting followed by the formation of a Grant Utilization Committee for the same. Vendors are contacted for purchase of necessary item. Minimum three quotations are invited and whichever quotation is lowest rated ensuring a good quality is given the purchase order.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell of the institute prepared academic calendar and action plan for the events and programmes of the whole academic year. Then the same are shared with the B.Ed. 1st and 2nd year coordinator after the approvalof the principal sir. They prepare time tables and schedule accordingly. For each event, the various clubs and committes prepares Event Flyer, Attendance sheet, etc. and allot duties for capturing photos, making press notes, reports, etc. and after the end of each event the same is shared with the IQAC of the institute. This year the major events included English Enrichment Programme with ILT, Online Training programme for teachers, workshops in collaboration with alumni association, student symposia, Founder's day Memorial lecture, Symposium on Dr Javed Khan, IQAC Lecture series and Publications of ELT Quarterly and Conference books.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Every month, the IQAC of the institute organises meetings for reviewing last month academic and co-curricular activities conducted in theory sessions, practical and special occasions. All the members of IQAC discuss on maintaining records of the same and share the same with IQAC. The conveners of theory papers arrange frequent presentations of students as a part of CCE and also observe them for internal evaluation purposes. It is ensured by all that after the completion of the unit in the theory papers, adequate points, worksheets and question banks are shared with students for exam purpose.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

20

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	**No File Uploaded**

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.hmpenglish.com/doc/Minutes/.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.hmpenglish.com/aqar.php
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The institute keeps the records of exam results through digitalization of everything. It shows the incremental improvements achieved by the institute to quality initiatives.

The institute maintains all correspondence and its records in digital forms which can be accessed any time. The website of the institute has all the necessary records and one common google drive is also maintained to keep records accessible easily.

The submissions are accepted on digital platforms, i.e. Google Classroom and MS Teams. Moreover, the CCE activities' records are also uploaded on Google drive as well as shared on social media platforms like Facebook. The events organized at the institute planned with a digital flyer having a registration link in it and all the records of participation to certification are kept in digital forms using google forms and also the feedback is taken online.

The administration of the institute has online portals for

admission, examination, scholarships, attendance, etc. A standard software is used for accounting purpose of the institute by the head clerk.

File Description	Documents
Relevant documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institute is quite conscious of energy conservation. The institute premises have notices placed regarding 'Save Water' and 'Save Energy'. Classrooms have notices placed on switching off the fans and tube lights when not required. Further, the institute has installed solar panels that help to run lights at night. Traditional tube lights are gradually replaced by LED lights.

File Description	Documents
Institution's energy policy document	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Outside all the classrooms and labs, dustbins are placed where the students can dispose their waste. This waste is handed over to the local nagar palika garbage collection unit for further segregation. Other waste like leaves and so on too is given to nagar palika only.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.3 - Institution waste management practices | One of the above

include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

File Description	Documents
Documentary evidence in support of each selected response	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**None of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Institute has a dedicated sweeper who takes care of cleanliness and sanitation. The entire college premises are cleaned every day. Staff washrooms and students' washroom are hygienically cleaned everyday by the sweeper using necessary cleaning materials. The post of the sweeper is vacant since last two decades and hence the management has appointed a sweeper and his salary is paid by the management itself. Tree plantation programme and awareness programmes on pollution free environment, energy conservation are organized regularly.

File Description	Documents
Documents and/or photographs in support of the claim	<u>View File</u>
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	**All of the above**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<u>View File</u>
Circulars and relevant policy papers for the claims made	**No File Uploaded**
Snap shots and documents related to exclusive software packages used for paperless office	<u>View File</u>
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	<u>View File</u>
Income Expenditure statement on green initiatives, energy and waste management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Students of our institute carry out various awareness programmes to leverage local environment and resources, community practices and challenges as part of their internship programmes. Programmes on health and hygiene, literacy programmes too are conducted by students as part of internship programme.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)

Describe any two best practices successfully implemented by the institution as per NAAC format

The institute carried out a need-based English Enrichment Programme in collaboration with Institute of Language Teaching, Rajkot for the newly enrolled trainees of both these institutes from 21/09/2020 to 01/10/2020 online. The teachers of both these institutes offered services as Resource Persons. Listening-Speaking, Common Errors in English, Contextualized Vocabulary, Cohesive Devises were a few major points covered in the English Enrichment Programme.

During the academic year 2020-21, the prayer assembly session became vibrant. Once the prayer was over, the students presented post-prayer talks, news, idiom meaning with examples, new vocabulary in turn every day. In the first semester, teachers presented all these things and then after Diwali, students made presentations for the whole semester.

The 'ICT in Curriculum' paper was taught using the flipped classroom technique. Students were divided into four groups, and each group was assigned one unit. They covered all of the topics in the classroom. The teacher's role was as a facilitator. The teacher created a Google Doc with teaching points and added all of the students as editors. So that students can upload their content to Google Docs.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

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-seminars, symposia and workshops for teachers and student-teachers, outreach and extension activities, English Enrichment Programme, orientation programmes, field and academic visits to learning centers and organizations and project works in the field of ELT and Education. The institute focuses on student-centered teaching approach and

workshop-based learning practices every year. Through constant innovations in curriculum development, frequent upgradation 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 strive constantly to scale new peaks of excellence as in all of these activities, we encourage creativity and critical thinking.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	**No File Uploaded**
Any other relevant information	<u>View File</u>