



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

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| 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 |

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|---|---|-------------|-----------------------|-------------------|-------------------|
| • 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/2020-21.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/2021-22.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/PMMMNTT 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 | | |
| <ul style="list-style-type: none"> Upload latest notification of formation of IQAC | | View File | | |
| 9. No. of IQAC meetings held during the year | | 9 | | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | | Yes | | |
| <ul style="list-style-type: none"> (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 | | |
| <ul style="list-style-type: none"> If yes, mention the amount | | | | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | | | | |
| Expert Sessions in ELT (10th June to 19th June 2021) | | | | |
| Two-day Workshop on NEP 2020 (3rd & 4th August 2021) | | | | |
| National Webinar on NEP 2020 (6th August 2021) | | | | |
| Founder's Day Celebration Dr H M Patel Memorial Lecture by Dr K N Anandan (27th August 2021) | | | | |
| Student Induction Programme (1st Sept. to 15th Sept. 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). | | | | |
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| Plan of Action | Achievements/Outcomes |
|---|---|
| Workshop on NEP 2020 | The workshop proved to be very fruitful to all of us especially to the Semester-III trainees as they didn't know much about National Education Policy; but after the workshop they came to know many important policy matters and provisions done by NEP 2020. |
| National Level Webinar on NEP 2020 | A Webinar will be conducted on "Envisioning Teaching and Learning in the light of National Education Policy 2020 |
| Founder's Day Celebration on 27th August, 2021 | The Speech on "Constructivist Perspective on Second Language Pedagogy" was delivered by the Chief Guest, Dr. K. N. Anandan, the renowned linguist and ELT scholar. Dr. K N Anandan is a product of CIEFL, (M. Litt. and PhD) and the first Indian linguist to conceive a UG-based second language acquisition programme in the Indian context. Along with many inspiring utterances, he emphasised on 'stop teaching and start asking'. |
| Student Induction Programme (SIP) 2021 (For New Batch of B.Ed.) | The IQAC organized 08 Expert Sessions on various topics, one academic visit to a local historical place, two intra-college competitions, one cultural programme and mentoring sessions. |
| English Enrichment Programme (EEP) | English Enrichment Programme (EEP) is a part of curricular activities conducted at the institute every year. In the beginning of the academic calendar of 2021-22, a seven-day |

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| | <p>programme was organized for the B.Ed. (English) semester-I trainees. the English Enrichment Programme was driven ahead with the addition of presenting various language functions, vocabulary items, pronunciation, structures, idioms and other relevant concepts of English Language Teaching.</p> |
| Micro-Teaching Programme | <p>The trainees got the experience of practice teaching of short time and developed various micro teaching skills.</p> |
| Simulation Programme (Practice Teaching) | <p>The trainees acquired knowledge and practice of various teaching methods - Reading Comprehension, Functional Grammar, Poetry, Communicative Language Teaching, Composition, etc.</p> |
| Celebration of Gandhi Jayanti | <p>Prof. Desai has retired a couple of years ago from Gujarat Vidyapeeth before which he served as a lecturer and then professor and head of Department of History of Maharaja Krishnakumarji Bhavnagar University for a long period of time. He addressed the students of B.Ed. Semester 1 and 3 of HMPIETR and provided very interesting information about Mahatma Gandhi. He also revealed some interesting research that he has made, like "who actually gave the sobriquet "Mahatma" to Gandhiji first?</p> |
| PTA Meeting | <p>The institute arranged an online meeting on 27th November to discuss on the progress of the trainees as well as to address the questions of the parents. The whole meeting and outlined</p> |

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| | <p>how the institute is providing training to the trainees. It was quite fruitful meeting for the teachers as well as for the parents.</p> |
| <p>Academic Visit to an innovative learning centre</p> | <p>The institute arranged a visit to Mitra Rehabilitation Centre - a school for disable children managed by Anoopam Mission at Mogri, Anand. All the faculty members and the trainees of both the semesters visited this place on 26th November. Ms. Pratibh Puranik, the principal of the school addressed us and gave a brief information of the school. In the next week of the visit, the institute invited her for a guest session on 'Disability Awareness' in B.Ed. (English). This session was very enlightening and eye opening for the trainees on various types of disability among the children.</p> |
| <p>Stray-Lessons (Sem-II) & Block-teaching (Sem-IV) in L1 & L2 (Practice Teaching in School)</p> | <p>The trainees delivered lessons on various topics selected from the textbooks of the school and the supervisor faculties observed them and provided constructive feedback.</p> |
| <p>Self Study Course</p> | <p>The trainees of both the semesters (Sem-I and Sem-III) acquired skills of using modern english grammar and got knowledge of phonetics and phonology of English language appropriately.</p> |
| <p>National Conference</p> | <p>More than 100 participants from different 14 states attended and presented their research papers on various subthemes of the conference. The keynote address was delivered by an eminent</p> |

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|--|---|
| | <p>linguist and ELT expert Dr K Anandan. Sir, talked on the problems of the methodologies used in English Language Teaching and discussed on the discourse oriented pedagogy to be implemented in language classroom by sharing enlightening thoughts on ELT.</p> |
| Alumni Association Meet | <p>The alumni friends were invited to conduct guest sessions on a few topics of theory papers. Student Induction Programme, English Enrichment Programme and National Webinar on NEP 2020 are such events.</p> |
| Expert Sessions in ELT | <p>This webinar series was organized by IQAC of HMPIETR. At the end of each session, an evaluation was done with the help of an online quiz in google form. This quiz was shared with the trainees and their responses were collected which helped us to know their learning and understanding out of each session.</p> |
| Campus Interview | <p>23 trainees from the current batch and previous batch faced this interview. Out of them, 14 were shortlisted for demo lessons. These trainees were also given an offer letter from the school.</p> |
| World Book Day celebration | <p>It was worth knowing about some popular books in English as well as in regional languages and getting a kind of motivation for developing reading habit as a teacher..</p> |
| 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 |
|---------|--------------------|
| 2021-22 | 24/01/2023 |

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, Storytelling 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 platforms. 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 Platform. These include syllabus, PPTs, notes and exercises for more preparation. The assessments of the courses are done through online assignments, 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.

Extended Profile

1.Student

| | |
|--|----|
| 2.1 | 47 |
| Number of students on roll during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|----|
| 2.2 | 50 |
| Number of seats sanctioned during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

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

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|----|
| 2.4 | 21 |
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|---|---------------------------|
| Data Template | View File |
| 2.5 Number of graduating students during the year | 21 |
| File Description | Documents |
| Data Template | View File |
| 2.6 Number of students enrolled during the year | 47 |
| File Description | Documents |
| Data Template | View File |
| 2. Institution | |
| 4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): | 6.62 |
| 4.2 Total number of computers on campus for academic purposes | 50 |
| 3. Teacher | |
| 5.1 Number of full-time teachers during the year: | 6 |
| File Description | Documents |
| Data Template | View File |
| Data Template | View File |
| 5.2 Number of sanctioned posts for the year: | 8 |
| 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 regarding Curriculum, 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 distribution, 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 | View File |
| Plans for mid- course correction wherever needed for the academic year | No File Uploaded |
| Any other relevant information | View File |

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 | View File |

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

B. Any 3 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 | https://drive.google.com/file/d/1lxZmqVmwAAf_jn8yr0h7-GNgJ9eU1OxCd/view?usp=drive_link |

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

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

68

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

68

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Certificates / evidences for completing the self-study course(s) | No File Uploaded |
| 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 using functional 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 rainees 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 fulfillls 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 | View File |
| 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 institute takes utmost care for providing experience to trainees through school internship programme and school exposure. The school exposure and internship programmes 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. The norms and standards recommended by University are followed by the institute for examining the students in school exposure and internship. A National Webinar and Workshop were organised by the institute for orienting trainees to the major aspects of National Education Policy 2020.

| File Description | Documents |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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 and School 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 | No File Uploaded |

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, action taken and available on website |
|---|---|

| 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 | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

47

2.1.1.1 - Number of students enrolled during the year

47

| 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 | No File Uploaded |

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

21

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

21

| 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 | No File Uploaded |
| 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 determined by merit through a competitive exam that is administered centrally by the institution. Students choose their college during the central admissions process, solely on the basis of merit. After submitting an application, individuals are interviewed by the principal to ascertain their

level of preparation and educational requirements when they go to college. In an effort to provide them with academic support, guardians of physically challenged trainees are questioned alongside them. The induction program's primary goal is to assess each student's preparedness and learning needs.

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

| | |
|---|--------------------------------|
| <p>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</p> | <p>Four/Three of the above</p> |
|---|--------------------------------|

| 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 | View File |

| | |
|---|--------------------------|
| <p>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</p> | <p>Four of the above</p> |
|---|--------------------------|

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 | View File |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | No File Uploaded |
| Any other relevant information | View File |

2.2.4 - Student-Mentor ratio for the academic year

5:68

2.2.4.1 - Number of mentors in the Institution

5

| 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.

To give the trainees a real taste of English language learning and prepare them for careers as teachers, the teachers used a variety of instructional methods. These modes were available both offline and online. The online mode required the trainees to finish courses that were offered on the College Mooc site and the Swayam platform. The offline mode encouraged the trainees to take part in group projects and activities where they could present their reports to the faculty

supervisor and the class for discussion. The institute continuously assesses its trainees, and instead of using lectures, regular classes focus more on discussion and question-and-answer sessions. They are given a lot of brainstorming opportunities here, where they must find solutions to challenges experienced by real teachers in classrooms. Under the direction of the faculty, trainees are encouraged to present articles and papers at various conferences and seminars held by the institute and other colleges. Additionally, CCE assignments are given out online utilizing Google Classroom and Google Forms.

| 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 | View File |

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

5

| File Description | Documents |
|--------------------------------|---|
| Data as per Data Template | View File |
| Link to LMS | https://hmpietrvallabhvidyanagar-my.sharepoint.com/:o:/g/personal/maunasthaker_hmpietrvallabhvidyanagar_onmicrosoft_com/Eog_IwP5gPZAprg5u6mSGSABE90SLgGUUcgRY3IuKnCabQ |
| 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

68

| 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 | No File Uploaded |
| Landing page of the Gateway to the LMS used | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|-----------------------|
| 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 | Five/Six 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://www.youtube.com/@iitegandhinagar8237 |
| Any other relevant information | View File |

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

Every year, an effort is made to assist trainees in developing their teamwork abilities. Throughout the many phases of practice teaching, groups are created. Students in the two-year B.Ed program face a range of obstacles that they must overcome while being guided by the faculty. When forming the groups, the diversity of the students is taken into account, taking into account their cognitive abilities

and learning preferences. During their practice teaching programs and projects that are given to them as a requirement for submission, they are guided to collaborate as a team. Additionally, a variety of guidance sessions are organized to keep students informed about the most recent advancements and trends in education and life. Ongoing mentorship assists trainees in managing the stress of both work and home life at the institution. 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.

Moreover, the trainees are motivated to use ICT tools and webtools in their lesson planning and delivery. 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, Education commissions of India, Educational Thinkers of India, Methods and Approaches of English language teaching, etc.

| 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)

All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | No File Uploaded |
| 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 mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity

Six/Seven of the above

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 | No File Uploaded |
| Documentary evidence in support of each selected activity | No File Uploaded |
| 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 following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as

Two of the above

**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 | No File Uploaded |
| 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 | View File |
| 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 events in school Planning and execution of community related events Building teams and helping them to participate Involvement in

Three of the above

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

As per the IITE norms, the trainees of semester-III have to select schools which are under the category of Schools of Excellence by Gujarat Government. The teachers of the schools are communicated and requested to play the role of observer and supervisor during the internship programme and keep records of the works done by the trainees. 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

21

| 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 | No File Uploaded |
| 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.

During the period of 2021-22, we were relieved from the tragic fear of the pandemic, however, there were strict instructions to follow guided restrictions. So, it became possible to visit schools this year. For the convenience, the teacher trainees were asked to fill the Goggle form and provide all the required information about the schools that they are working in. This DATA were share to all the faculty members. So, all the teacher educators planned their visit to schools and visited the school at their convenient time after taking official consent.

Dr. Megha Patel visited the school at Vyara, Dr. Maunas Thaker, Dr. Bagthariya and Dr. Rajnikant Dodiya visited the schools near Anand and Dr. Mayur Parmar visited schools located in Vallabh Vidyanagar. The faculty members not only monitored the activities being performed by the trainees but also met the teachers, mentors and Principals to exchange feesbacks.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of the response | View File |
| Any other relevant information | View File |

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers /

All of the above

**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 | No File Uploaded |

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

6

| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

5

| 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

6

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

6

| 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

Regular staff meetings allow teachers to discuss their overall classroom experiences and ask for advice from their peers. In addition, teachers switch up their theory papers on a regular basis

to encourage them to read more and advance their careers. Every teacher receives feedback from the stakeholders, and adjustments are made to the way students engage in the classroom as a result. Participation in conferences, seminars, symposia, FDPs, orientation programs, and refresher courses is eagerly displayed by all teachers. They edit and publish books and give paper presentations. Additionally, they provide their services as Resource Persons for various need-based training programs designed for corporate clients, colleges, universities, and schools. Teachers are asked to serve as judges for a variety of competitions held on campus by other academic institutions, which eventually aids in their professional development. This year Dr Mayur Parmar has completed one refresher course, Dr Maunas Thaker has completed two FDPs and Dr Rajnikant Dodiya has completed one FDP.

| 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

Both written and oral assessments are conducted as part of the students' ongoing internal evaluation process. Our institute focuses more on English language proficiency because it only offers single method (English) for the B.Ed. degree. In addition to unit testing and internal assessments, our institute assesses spoken English proficiency by having each student participate in a 30-minute prayer assembly session each day that includes post-prayer talks news reading, idiom explanations, word of the day usage, and other activities. Surprise tests are also carried out. Students are required to produce English language in a relevant, contextualized manner for a variety of submission assignments. Teachers observe stray lessons, as well as micro lessons, closely and then provide valuable input, which makes CIE more meaningful. Students are motivated to participate not only in intra-college competitions but also in inter-college competitions which expands the horizons of CIE. The institute uses technology as well as part of internal evaluation. The submission of Film Analysis was done using Google Classroom and it was graded using the same.

| 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 | No File Uploaded |

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

Three 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

After all types of tests have been evaluated, the answer books are distributed to the trainees in the classroom so they can carefully review them and file any complaints. If there is a legitimate complaint, it is promptly addressed. Pupils receive appropriate explanations by respective teachers for their lower scores on a given theory paper. A trainee is allowed to review their answer book at a later time if they are not there on that specific day. All trainees receive their marks and grades through the official WhatsApp group, which they can use for additional verification. As soon as the practical lessons are over, trainees receive the marks for their practical lessons.

| File Description | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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.

When creating its annual action plan, the institute adheres to the university calendar for scheduling classes, internal exams, and extracurricular events. The B.Ed. coordinator creates the weekly timetable and schedule of the academic activities and programs while keeping in mind the training components of the B.Ed. course in accordance with the academic calendar and action plan for the year that the IQAC coordinator creates. The academic calendar provided by the university is kept in mind by the institute, and any revisions made by the university during the year are reflected in the academic calendar as well. The faculty members set the question papers according to the examination schedule provided by the examiner in each semester. The same is reflected in the academic calendar of the institute.

| 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.

The PLOs and CLOs are thoroughly explained to all newly enrolled trainees during the Students' Induction Program. To guarantee that CLOs are aligned, teachers use a variety of instructional strategies in the classroom, including lectures, group projects, pair work, presentations, seminars, and more. The design of the submission tasks has also been done to ensure that PLOs and CLOs are aligned. In accordance, the format of the lesson plan has also been tweaked. In addition to teaching in the classroom, PLOs and CLOs are used in evaluation as well. Students participate in a variety of classroom

exercises, including group and pair tasks, discussions, seminars, and presentations.

| 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 | View File |

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

The teachers employ diverse teaching approaches to ensure that all theory papers are taught with consideration for the CLOs. Our institute concentrates on both oral and written linguistic competence of English because it offers a single method B.Ed. (English) programme. Each day, students deliver post-prayer speeches, idioms, fresh vocabulary, news, and pronunciation in English, giving them the opportunity to use real English in the classroom. Additionally, they exclusively provide Micro and Stray classes in English. The majority of students enroll themselves in English-medium schools as interns. All the assignments, reports, submission tasks, and examinations are written by trainees exclusively in English. Teachers oversee and provide direction for all of this. Seminars led by eminent educators and former students are organized regularly.

| 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

65

| 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 | No File Uploaded |

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.

To ascertain the language requirements of the enrolled students, a diagnostic test is administered at the beginning of the academic year. The institute's Alumni Association offers a two-week English enrichment program that is need-based and is implemented in accordance with that need. Students are provided rubrics for micro-teaching, simulation, and stray lessons before they deliver the goods practically. This is followed by written and oral feedback that addresses the needs that were found. The institute assesses trainees depending on their needs after involving them in both oral and written English language production. Small groups of students are formed, and needs-based mentoring is done on a regular basis.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in respect to claim | View File |
| Any other relevant information | No File Uploaded |

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.hmpenglish.com/doc/SSS/2021-22.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 | No File Uploaded |
| 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

One of the above

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

All of the above

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

3.2 - Research Publications

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

website during the year**18**

| 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**2**

| 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****1**

| 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

1

| File Description | Documents |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | No File Uploaded |
| 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

391

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

391

| 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.

The trainees participated in various community outreach programmes as part of their internship programme, including a career guidance seminar, a health awareness program, and a literacy drive. Under the Literacy drive, B.Ed. students taught English to schoolchildren before and after school hours, and basic Gujarati letter reading and writing to those who were illiterate. They learnt how to sign any kind of document. Schoolchildren were exposed to a variety of employment choices following their education by an expert during the Career Guidance Seminar. A doctor from the neighborhood was invited by a few pupils to speak to the schoolchildren about health and cleanliness, drug abuse, eating a balanced diet and other topics during the Health Awareness Program. These activities aided in the communal development of the B.Ed. trainees.

| File Description | Documents |
|--|---------------------------|
| Relevant documentary evidence for the claim | No File Uploaded |
| Report of each outreach activity signed by the Principal | View File |
| Any other relevant information | View File |

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 | No File Uploaded |
| 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 | No File Uploaded |
| 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 | |
| 1 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Copies of the MoU's with institution / industry/ corporate houses | View File |
| 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 | Five/Six 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 | View File |

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, audiovisual 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 | No File Uploaded |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View File |
| 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

Four 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)

0.3431

| 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

13

| 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 | https://drive.google.com/file/d/1pKG08XLIL3Z2FNmFwiQ1WnQvWG_iIwLT/view?usp=drive_link |
| Any other relevant information | No File Uploaded |

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 | No File Uploaded |
| 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

Up to 100 MBPS of bandwidth is available to the institute, which is run by Charutar Vidya Mandal, for use in online instruction and other related activities. Elecon Information Technology Ltd (EITL) is the company that provides this internet service under the Charutar Vidya Mandal contract.

| 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 the academic year indicating internet connection plan, speed and bandwidth | No File Uploaded |
| 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://www.youtube.com/playlist?list=PLNOjeodd5CL8CdFATqSGtH00Ck05Yc0gQ |
| 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)

1.23

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View File |
| 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

Modern IT infrastructure and library resources are available at HMPIETR, and they are very helpful for teacher preparation programs. We have a clear process in place for keeping up with all infrastructure. A permanent technician has been assigned to handle all of these. The ICT and Library coordinators oversee the scheduling and optimal use of these resources by delegating tasks and sessions to students. The following broad guidelines apply to the acquisition, upkeep, and use of the facilities:

- Students can use the 20 computers in the computer lab, together with the 5 computers in the career cell and the 6 computers in the research carrels, for both practical work and E-lesson preparation.
- The research and materials production committee/IQAC uses a video recording studio with scene lighting and an audio editing platform. Schools and other institutions are welcome to use these facilities with prior request.
- The trainee teachers and tutors also make use of the well-maintained smart classroom setups and all lecture halls that have audio and projection equipment.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | http://www.hmpenglish.com/images/facilities/2.pdf |
| Any other relevant information | View File |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

| | |
|---|---------------------------|
| <p>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</p> | <p>Three of the above</p> |
|---|---------------------------|

| 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 |

| | |
|---|---------------------------------|
| <p>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</p> | <p>Seven/Eight of the above</p> |
|---|---------------------------------|

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

| | |
|--|------------------------------|
| <p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide</p> | <p>B. Any 3 of the above</p> |
|--|------------------------------|

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 | View File |
| Report of the Placement Cell | No File Uploaded |
| 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 |
| 5 | 21 |

| 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 | View File |
| 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).**

3

| 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)

3

| 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, in July or August, the Students' Council is established through a democratic process of election as well as selection. Members of the council are assigned a variety of responsibilities and positions, such as Ladies' Representative, GS, and CR. Various clubs are formed, such as the Literary Club, ICT Club, Sports Club, Film Club, etc., and members join the group based on their interests and choices. These clubs conduct a variety of activities throughout the year under the auspices of these clubs, particularly during the University Youth Festival while the Vice President of the council provides guidance. The council meets regularly, and as a result, various celebrations, cultural events, and trips are organized and carried out.

| 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

68

| 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, which is made up of representatives from the management, faculty, administrative staff, stakeholders, alumni, and current students, plans all extracurricular and curricular activities democratically, reflecting capable leadership and a participatory process. The IQAC plays a crucial role in educational administration. Additionally, the institute has the Board of Governors (BoG), which supports it with financial and upkeep-related issues. Lastly, the Students Council engages in a range of initiatives that are consistent with the institute's vision and mission. Every teacher, administrative assistant, and student council member gets together on a regular basis to discuss creative ideas and work toward a decentralized approval process.

| 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 | View File |
| Any other relevant information | View File |

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

Both IQAC and the Board of Governors constitute components of our

institute. Stakeholders, educators, administrators, management representatives, and alumni make up the membership of the Board of Governors. They grant the institute the autonomy it needs to maintain high standards and creative ideas. The annual budget is further approved by BoG. Members of IQAC get meet on a regular basis to organize and carry out a range of participatory events. In order to make sure that all of the significant events, festivals, exhibitions, visits, and cultural programs are appropriately integrated throughout the academic year, the academic calendar is planned well in advance of the commencement of the new academic year. The planned events are actively carried out by the Students Council. Every student, member, and teaching and non-teaching staff at the institute has an opinion and operates democratically and decentralized.

| 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.

Transparency in Finance:

Only checks are accepted for transactions totaling more than 200 Indian rupees. Dual signatures are used for bank transactions; the principal of our institution signs one and the secretary/joint secretary signs the other. All forms of financial transactions are tracked using TALLY software. The audit is carried out by a licensed chartered accounting company at the conclusion of the fiscal year.

Academic Transparency:

The staff profile is posted on our institute's official website after being approved by Sardar Patel University. Every year, the teachers are all given access to the student feedback that is acquired. As part of the academic audit process, feedback is examined at staff/IQAC meetings, ensuring maximum openness. There are press notes available.

Transparency in Administration:

Regular staff meetings are held for both administrative and teaching staff members, and the minutes of those meetings, officially signed by all participants, are kept on file. AISCHE reports and AQARs are completed and filed on time with the intention of upholding transparency. The AISHE datais also filled up every year. The self-appraisal of the college is maintained for each year.

| File Description | Documents |
|--|---------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View File |
| Any other relevant information | View File |

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

A Two-day Online National Conference on Discourse Oriented Pedagogy for Language Classroom was organized at HMPIETR English on 25th & 26th February, 2022 jointly by HMPIETR, ELT@I Vallabh Vidyanagar Chapter and Alumni Association of HMPIETR.

More than 100 participants from different 14 states attended and presented their research papers on various subthemes of the conference. All the teachers from the institute presented papers on the conference. The selected papers were published in the form of two edited books by the teachers of the institute. The conference proved to be the platform to enhance the planning, execution and research skills of all the teachers.

Further, the institute published four issues of ELT Quarterly this year. The papers and articles are reviewed by the editorial team of the magazine and published on 10th of every March, June, September and December. This practice provided the teachers to sharpen their ability of reviewing the quality of the research papers before they are published.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | http://www.hmpenglish.com/doc/PlanofAction/2021-22.pdf |
| 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.

To plan and carry out numerous activities throughout the year, the IQAC and the Board of Governors (BoG) meet on a regular basis. Students participate democratically in planning various events organized by the Students' Council. For both the semesters, there are designated Course Coordinators who organize both curricular as well as extracurricular events and create the schedule. All kinds of actions are documented with reports and geotagged photos, and press notes are given in the major media in accordance with these records. Course coordinators submit their reports directly to the principal, who then forwards them to management. The Government of Gujarat regulations are adhered to when hiring new employees. The service records of both teaching and non-teaching staff members are kept up to date and maintained on a regular basis.

| 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 | View File |

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

Five/Six 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 | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | View File |

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.

Under the watchful eye of the Students' Council, the institute creates a number of clubs, including the Fine Arts Club, Literary Club, Music Club, Sports Club and furthermore. Students offer their time to plan and coordinate a variety of events during the academic year make up each of these clubs. The institute also houses a number of cells, such as the Women's Cell, the Grievance and Redressal Cell, the Placement Cell, and others, which plan numerous events that eventually advance the students' overall growth. We encourage suggestions and creative ideas from various clubs and cells, and we adjust the plan of action accordingly. The meeting minutes of each club or cell document the actions taken during that period.

| File Description | Documents |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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

Staff quarters with all the utilities, including water, parking, sanitization, etc., are available to all the employees of all the institutes run by Charutar Vidya Mandal. Priority admission is granted to the descendants of these employees to various departments, colleges, and schools that are managed by Charutar

Vidya Mandal. The management temporarily fills vacant positions with teaching and non-teaching staff members. Insurance benefits are offered to selected employees. If staff members are needed to travel out of station, for any training program, conference, workshop, or commissionaire office, Gandhinagar, they are promptly reimbursed for their travel and dearness expenses.

| File Description | Documents |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View File |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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 | No File Uploaded |
| 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.

0

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Brochures / Reports along with Photographs with date and caption | No File Uploaded |
| List of participants of each programme | No File Uploaded |
| 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

3

| 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.

Every year, all the employees, both teaching and non-teaching, are expected to provide pertinent information on the performance appraisal form as officially stipulated by Charutar Vidya Mandal. The various kinds of paper presentations, research papers, extension services, training programmes attended, guest lectures delivered, and any other services extended by the staff members are noted by the Board of Governors. The institute's IQAC incorporates the same. Every year, feedback from students and other stakeholders is gathered in order to assure 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 policy in place requiring management clearance in advance of incurring any kind of expense. Naturally, the Principal has the authority to spend the full 1000 INR without obtaining management permission. Any payment exceeding 200 INR is required to be paid by cheque exclusively. In the Board of Governors (BoG) meetings, financial plans are determined for the upcoming academic year. An external audit agency conducts an audit at the conclusion of each fiscal year, and for the purpose of maintaining transparency, the results are shared with management.

| 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 | View File |

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 | No File Uploaded |
| 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.

Every time the institute gets a grant of any sort from the UGC, KCG or Government of Gujarat, it calls for a staff meeting and a Grant Utilization Committee is formed which plans meticulously how the grants are to be utilized under various sanctioned heads. Vendors are contacted in order to make the necessary purchases. A minimum of three quotations are requested, and the purchase order is awarded to the lowest-rated quotation that guarantees good quality.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | View File |

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 institute's Internal Quality Assurance Cell created an academic calendar and an action plan including all of the activities and programs for the entire academic year. Following the principal's approval, the same are then shared with the coordinator for the first and second years of B.Ed. They create schedules and timetables in advance. Every event is planned by different clubs and committees, who also assign tasks like taking pictures, writing

press releases, creating reports, etc. These materials are then shared with the institute's intelligence and security council (IQAC) when the event is over.

This year the major events included ELT Expert Sessions, National Webinar on NEP 2020, Student Workshop on NEP 2020, Training programme on Basic Inter-personal Communication Skills, Dr H M Patel Memorial Lecture on "Constructivist Perspective on Second Language Pedagogy", Campus Interview, National Conference on "Discourse Oriented Pedagogy", Field Visits, Academic Visits, Talent week competitions and the 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 | View File |

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.

The institute's IQAC meets once a month to discuss the previous month's academic and extracurricular activities that were carried out in theory courses, practicals, and special occasions. Every member of IQAC talks about keeping track of the same and shares it with IQAC. As part of CCE, the theory paper conveners schedule regular student presentations and watch them in order to do internal assessments. All parties guarantee that sufficient points, worksheets, and question banks are shared with students for test purposes following the completion of the unit in the theoretical papers.

| File Description | Documents |
|---|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View File |
| 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

22

| 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 | View File |

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/2021-22.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | http://www.hmpenglish.com/doc/AQAR/2020-21.pdf |
| 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 has conducted many academic programme including a few best practices - English Enrichment Programme, Webinar Series on English Language Teaching, Language-oriented activities in the prayer assembly of the institute, ICT based lesson delivery, etc. Moreover, the institute uses digitization to maintain records of exam outcomes. It displays the institute's little victories over quality-related projects. The institute keeps all of its records and correspondence in digital format, which is always accessible. All required documents are available on the institute's website, and records are easily accessible thanks to the maintenance of a shared Google Drive. Submissions can be made via digital platforms like Microsoft Teams and Google Classroom. Additionally, the recordings of the CCE activities are shared on Facebook and saved to Google Drive. The institute plans its activities using a digital flyer that includes a registration link. All certification records are maintained digitally using Google Forms, and online feedback is also collected. The institute's management maintains online gateways for applications, assessments, attendance, scholarships, and other purposes. The head clerk uses standard software for the institute's accounting needs.

| File Description | Documents |
|---|---------------------------|
| Relevant documentary evidence in support of the claim | View File |
| 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 well aware of the need to conserve energy. There are signs posted on the institute's property encouraging attendees to "Save Water" and "Save Energy." There are signs in classrooms reminding students to turn off their fans and tube lights when not

in use. Additionally, the institute has solar panels installed to help power lights at night. LED lights are progressively taking the place of conventional tube lights. Use of single use plastic bags and single use plastic items like dishes, spoons etc. are strictly prohibited at the institute.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Institution's energy policy document | View File |
| 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.

There are trash cans outside each classroom and lab for students to dispose of their waste. The local nagar palika rubbish collection unit receives this material and uses it for additional segregation. Only Nagar Palika accepts other trash, such as leaves and other debris. The institute purchased new dustbins this year with color coding to make it easier for staff and students to dispose of wet and dry waste separately.

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

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

Two of the above

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of each selected response | View File |
| Geo-tagged photographs | View File |
| 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

None of the above

conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

| 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

The institute has a designated sweeper who handles sanitation and hygiene. Every day, the entire campus of the college is cleaned. The sweeper uses the correct cleaning products to hygienically clean the staff and student restrooms each day. Since the sweeper position has been unfilled for the past 20 years, the management has hired a sweeper on a contractual basis and is covering his wages. Events tree planting campaigns and education campaigns about energy saving and pollution-free environments are held every year.

| File Description | Documents |
|--|---------------------------|
| Documents and/or photographs in support of the claim | View File |
| 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 | View File |
| Circulars and relevant policy papers for the claims made | View File |
| Snap shots and documents related to exclusive software packages used for paperless office | View File |
| 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 | No File Uploaded |
| Income Expenditure statement on green initiatives, energy and waste management | No File Uploaded |
| Any other relevant information | View File |

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

As a component of their internship programs, students of our institute engage in a variety of awareness campaigns to highlight the advantages of the local environment, resources, and obstacles. As part of their internship programme, students also lead literacy and health and hygiene programmes. Every year, as part of their Student Induction Program, students travelled to Karamsad to see the ancestral home of Sardar Patel and Sardar Smarak. B.Ed. (English) trainees visited Mitra Rehabilitation Centre, participation in Mega Blood Donation camp organised by CVM, a school that works for differently abled children (Innovative Learning Centre) on 26th November, 2021.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

| | |
|---|----------------------------|
| 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 | View File |
| 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 |
| Expert Sessions in ELT |
| The institute has been arranging various teaching and training programmes in the area of ELT for many years. Keeping the tradition alive, the institute had arranged a series of 14 sessions on |

different topics of Pedagogy of English L1 and L2 from 10th to 19th June, 2021. This was a kind of a webinar series as it was completely online for the B.Ed. trainees who have English as their first method in B.Ed. In this series, more than 100 trainees participated from various B.Ed. colleges across Gujarat state. We invited many renowned experts across the nation who benefited the trainees with their expertise in ELT. After each session, a quiz was given to the trainees in order to evaluate their learning.

NEP Workshop and National Webinar

Two different programmes were organized for celebrating the completion of one year of National Education Policy 2020. Firstly, a two-day workshop on 3rd & 4th August was conducted by Semester-III trainees under the guidance of Dr Dodiya. The complete document of NEP 2020 with all its four parts was analyzed and interpreted in the workshop. Later on 6th August, a National level Webinar on "Envisioning Teaching and Learning in the light of National Education Policy 2020" was organized. Dr Bhavin Chauhan talked on the theme of the webinar. In this webinar, there were 257 participants across the nation.

In addition, the institute conducts Expert Session on ELT on the occasion of the Birth Anniversary of Dr H M Patel Sir every year.

| File Description | Documents |
|---|---------------------------|
| Photos related to two best practices of the Institution | View File |
| Any other relevant information | No File Uploaded |

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

For numerous decades, the institute has been unique in its research endeavors and English language instruction programs. It has produced the best English teachers who are capable of self-reflection and study and who can fulfill the demands of a globalized society. Seminars, symposia, workshops for educators and student educators, outreach and extension initiatives, English Enrichment Programs, Student Orientation Programme, National Webinar on NEP 2020, National Conference, ELT Expert Session on Founder's Day, field and academic visits to educational institutions and organizations, and project works in the fields of English Language Teaching and

Education have been carried out by the institute. Every year, the institute emphasizes workshop-based learning methods and a student-centered teaching strategy. The Institute continuously strives to reach new heights of excellence through innovative curriculum development, regular upgrades to its physical and human resources, a responsive environment made possible by participatory management practices, a vibrant student life with a variety of extracurricular activities, and goal-oriented, value-based programs. In all of these endeavors, we foster creativity and critical thinking.

| File Description | Documents |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | View File |