YEARLY STATUS REPORT - 2022-2023

Part A
Data of the Institution

1.Name of the Institution	**H M PATEL INSTITUTE OF ENGLISH TRAINING AND RESEARCH**
• Name of the Head of the institution	**Dr Mayur Parmar**
• Designation	**I/c Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**02692230193**
• Mobile No:	**9426567555**
• Registered e-mail ID (Principal)	**hmpietr@yahoo.com**
• Alternate Email ID	**iqac@hmpenglish.com**
• Address	**Opp BJVM, Nana Bazar, Vallabh Vidyanagar**
• City/Town	**Anand**
• State/UT	**Gujarat**
• Pin Code	**388120**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	14
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

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

Student Induction Programme (SIP) (01/07/2022 to 15/07/2022)

Teachers' Training Programme in collaboration with CDC (15/06/2022 to 22/07/2022)

Founder's Day Celebration - Dr H M Patel Memorial Lecture delivered by Dr Rajendrasinh Jadeja (27/08/2022)

Alumni Meet (27/08/2022)

State-level Workshop on Critical Thinking Skills organised by Alumni Association of the institute (05/09/2022)

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

Plan of Action	Achievements/Outcomes
Student Induction Programme (SIP) (01/07/2022 to 15/07/2022)	In this 2 weeks induction programme, the trainees were first introduced to the physical infrastructure of the institute and then they were oriented to the B.Ed. Curriculum orientation, NSS activities, career counselling, communication skills, cybercrime awareness, Google tools for education, employability skills etc. by the faculty members and invited experts.
Teachers' Training Programme in collaboration with CDC (15/06/2022 to 22/07/2022)	The English Enrichment Programme for the teachers of MS Mistry school was held from 15th of June to 22nd July which was jointly organized by H M Patel Career Development center and H. M. Patel Institute of English Training and Research.
School Internship Programme (Sem-III) (11/07/2022 to 10/09/2022)	The internship in 2022-23 was conducted during 11-07-2022 to 10-09-2022. (Nine Weeks). In the first phase our students went to English Medium Schools (11-07-2022 to 23-07-2022) and then they went to Gujarati medium schools of excellence 25-07-2022 to 10-09-2022).
World Nature Conservation Day	A documentary was shown to the trainees and a few speeches were presented.
Azadi Ka Amrit Mahotsav	Patriotic Song singing competition was organised for teachers and students. Moreover, elocution, rangoli, poster making, etc. competitions were organised as a part of this.
Founder's Day Celebration	Dr. Rajendrasinh Jadeja sir

	delivered a lecture on 'Socio-cultural Dimensions of English Studies in India'.
State-level Workshop on Critical Thinking Skills	62 participants took part in the workshop. Participants in the programme included students, teachers, professors and administration staff members.
Teachers' Day Celebration as a Self-governing Day	Trainees presented their skills as teachers of different subjects.
Hindi Diwas Celebration	The trainees of the institute spoke about the history of Hindi language, famous writers and poets of Hindi language and some of their beautiful works were presented.
World Ozone Day Celebration	A documentary was shown to the trainees and a few speeches were presented.
Participation in Two-day Story-writing Shibir organized by CVM	Kartik Solanki, a student of the institute, won the 1st rank for the original story titled "Kalpanik Balkani" in this competition Pratik Chauhan and Chetana Parmar also performed well in competition.
Zone level & University level Youth Festival (Kalaakunj)	The institute participated in the Kalakunj organised by IITE at Gandinagar and won one prize in Western Vocal Solo.
English Enrichment Programme (EEP)	Total eight sessions were organized for the B.Ed. trainees. Each of the sessions was led by a member of the alumni association.
Participation in National Seminar at Anand Education College	Ms Megha Patel and two trainees attended the seminar and presented papers.
Micro-teaching Skills	Two trainees Drasti Raval and

Competition (Zone level & University level)	Krushnal Sodhaparmar participated in this competition. Drasti Raval won at zone level and participated at university level where she got sixth number among all.
Hindi Vinit Exam Centre	The trainees of the institute qualified this exam.
Climate Change Youth Outreach Programme	NSS Unit of the Institute organized Slogan writing, Essay Writing and Elocution competition under the Climate change youth outreach on 28th September, 2022.
Celebration of the Birth Anniversary of Gandhiji & Shastriji	The speeches were presented on Gandhiji and Shastriji.
Seminar on Overseas Studies	a seminar on overseas studies for B.Ed. English trainees. Mr. Mayur Shrimali, Alumni member of the institute and Mr. Ronak Patel made the students aware about the colleges and universities in Canada where the courses related to education are offered.
Students' Workshop on ICT	The workshop was held on 6-8, 10, October, 2022. All the students of semester three actively participated in the workshop. They also gave presentation and practical demonstrations on a variety of topics relating to ICT.
School Exposure (Sem-I)	Semester-II students were sent for school exposure as a part of practice teaching programme.
Visit to an exhibition on Mental Health at Nalini Arts College	Ms Megha Patel and Dr Rohit Bagthariya attended this along with the trainees and understood the importance of mental health

	and its awareness.
Awareness Session on POCSO Act	One lawyer from Anand District court was invited to conduct a session on POCSO act which made the trainees aware of the act and other legal matters.
Celebration of the Birth Anniversary of Dr APJ Abdul Kalam	Speeches were presented on Dr APJ Abdul Kalam by the trainees.
Parents-Teachers Meet	Parents-Teachers Meet was organized on 20/10/2022, just before the Diwali vacation at H.M.Patel Institute of English Training and Research. All the parents of our BED trainees were invited in this PTM
Innovation Club Prabodh Training	A 3-day Prabodh-level innovation club training was organised at the institute by KCG.
Swami Vivekananda Jayanti Celebration	Speeches were presented on the life and philosophy of Swami Vivekananda.
University-level Sports Meet (Josh 2023)	Six trainees participated in IITE Josh Sports day 2022-23 at Rajkot and one girl Neha Solanki won two prizes in athletics.
Participation in Millet Year celebration by BJVM	Trainees participated in this competition at BJVM and won prizes over there.
G20 Activities: (1) Group Discussion on "What India can contribute to Global Peace" (2) Presentations on G20: India's Presidency (3) Panel Discussion on G20 track area (4) Quiz Competition on G20 (5) Essay Competition (6) Movie Screening on Women Empowerment	There were a total of 29 trainees and two instructors that took part in it. The centrality of India to the movement for global peace was the topic of discussion among the students. They shared their opinions and thoughts on the matter. In general, the discussion on the topic at hand was rather animated and interesting to listen to. The

	knowledge of new content will be beneficial for the students.
International Conference	an international conference on the socio-cultural dimensions of English studies in hybrid mode on February 25, 2023. Famous universities of the country are associated as knowledge partners, and more than 300 people participated from India, America, Canada, Indonesia, Philippines, Sri Lanka, Greece, Japan, etc.
Women Cell Guest Session	A guest session was organised by Women cell on health and hygiene for the female trainees.
Annual Function & Guest Session of Prof. Atanu Bhattacharya	The annual function was organised on 15th March where Prof. Atanu Bhattacharya delivered a lecture to the B.Ed. Trainees.
Educational Visit to SGGU, Godhra & Ratanmahal Sanctury	A one-day visit was organised to SGGU and Ratanmahal in which trainees got great learning experience.
TET-II Guidance Sessions	One month programme was organised for providing guidance to the trainees which helped them in TET-II exam 2023.
Farewell Function and Expert Session by Dr R C Talati Sir	Shri R C Talati Sir delivered a lecture on Human Values and its importance in teaching profession.
Faculty Development Programme (FDP)	A four-day faculty development programme was organised on NEP 2020, CAS, Cyber Safety & Security, Innovative Trends in ELT, Presentation Skills and Fusion of Language and Literature.

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
2022-23	14/02/2024

15.Multidisciplinary / interdisciplinary

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

16.Academic bank of credits (ABC):

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

17.Skill development:

The institute is teacher-training college. Therefore, the courses included in the curriculum are designed to meet the requirements of the 21st century. The major part of the curriculum includes practice teaching beginning with micro-teaching skills, teaching methods in simulation programme, stray-lesson programme, block-teaching programme and internship programme. The trainees are guided by the faculties to develop their micro-teaching skills: Explanation Skill, Introduction Skill, Reinforcement Skill, Stimulus-variation skill, Chalk-board skill, Questioning Skill, etc. Moreover, they also learn different teaching methods: Direct Method, Inductive-decuctive method, bi-lingual approach, Communicative language teaching, Story-telling method and so on during the simulation programme. In school internship programme, they are oriented to different academic and cocurricular activities and teaching of subjects to the real students. In addition to this, the trainees also learn functional use of English language, how to present in English fluently in front of big mass, how to prepare teaching-learning materials, etc.

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

The institution is a college that trains teachers. As a result, the curriculum's courses are created to satisfy 21st-century standards. Practice teaching, starting with microteaching skills, teaching methods in simulation programs, stray-lesson programs, block-teaching programs, and internship programs make up the majority of the curriculum. The faculty members mentor the trainees in the development of their micro-teaching abilities, such as questioning, chalkboard, stimulus-variation, reinforcement, explanation, and introduction. During the simulation program, they also learn several teaching methods, such as the Direct Method, Inductive-Decuctive Method, Bilingual Approach, Communicative Language Teaching, Storytelling Method, and so forth. They are exposed to a variety of academic and extracurricular activities as well as teaching subjects to actual students through the school internship program. Along with this, the trainees learn how to create teaching-learning materials, present in English to large audiences with ease, and utilize the language functionally.

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, the university included the outcomes in the form of objectives of the courses and programmes. We discuss with the students 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, other practice teaching programmes and internship programmes every year. On the basis of the outcomes, the institute prepares its action plan for the next academic year and follow it accordingly.

20.Distance education/online education:

During pandemic, the institute adopted the change from classroom teaching to blended learning using Microsoft Teams and Zoom plateforms. Google drive, Google classrooms are effectively used for course conduction and evaluation process. The course contents are made available on Goggle drives and MS Teams Plateform. These include syllabus, PPTs, notes, Question bank, worksheets 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 Google Classrooom is also used for this purpose. The institute also conducted online practice teaching programmes for micro-teaching skills, stray lessons and block teaching lessons.

Extended Profile

1.Student

2.1 **84**

Number of students on roll during the year

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

2.2 **55**

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   **47**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	**View File**

2.5Number of graduating students during the year   **45**

File Description	Documents
Data Template	**View File**

2.6   **37**

Number of students enrolled during the year

File Description	Documents
Data Template	**View File**

2.Institution

4.1   **9.54**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **50**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **5**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 Number of students on roll during the year		**84**
File Description	Documents	
Data Template	View File	

2.2 Number of seats sanctioned during the year		**55**
File Description	Documents	
Data Template	View File	

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:		**23**
File Description	Documents	
Data Template	View File	

2.4 Number of outgoing / final year students during the year:		**47**
File Description	Documents	
Data Template	View File	

2.5Number of graduating students during the year		**45**
File Description	Documents	
Data Template	View File	

2.6 Number of students enrolled during the year		**37**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**9.54**
4.2 Total number of computers on campus for academic purposes	**50**

3.Teacher

5.1 Number of full-time teachers during the year:	**5**

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

Every semester, our institute plans its curriculum and reviews it internally according to established procedures. The curriculum at the institute is built around the CBCS System. As of June 2020, our institute is associated with the Indian Institute of Teacher Education (IITE), Gandhinagar. It must adhere to the guidelines and requirements set forth by the IITE with relation to the curriculum, exams, and other matters. Every semester, the institute sets up a meeting and distributes the syllabus with

consideration for the faculty members' equitable sharing of credit points. In addition, practice teaching is a significant component of the curriculum in addition to theory papers because the university is focused on teacher education. Our organization has memorandums of understanding (MoUs) with neighboring schools to arrange experience teaching, which includes internships. A small number of credit points are available for this practice teaching, and they are split equally among the faculties. The institute created an academic calendar and action plan that details the curriculum's distribution as well as the approximate times for all of the year's extracurricular and academic events. And the institute's website likewise shows the same information.

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	View File
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	No File Uploaded

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

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

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

File Description	Documents
Data as per Data Template	*View File*
URL to the page on website where the PLOs and CLOs are listed	http://www.hmpenglish.com/doc/2021/2.pdf
Prospectus for the academic year	*View File*
Report and photographs with caption and date of student induction programmes	*View File*
Report and photographs with caption and date of teacher orientation programmes	*View File*
Any other relevant information	*View File*

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	http://www.hmpenglish.com/doc/2021/courses/5.pdf

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

0

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

0

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

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

0

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

0

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**One 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

0

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)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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 school has given student instructors access to an internship program to help them develop their teaching abilities and upgrade their foundational knowledge as English teachers. In addition, they have organized literacy programs, career counseling seminars, awareness campaigns, and other social events in an effort to be good citizens of the country.

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

The trainees participated in school exposure programs and internships, where they learned about the various talents a teacher needs to possess. The institute prepares its trainees to teach English through communicative and functional approaches to teaching any language. In order to further develop their abilities as English teachers, the trainees are also given the chance to perform a variety of language duties during the prayer assembly.

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

acquired competencies

Trainees moved to neighboring schools last semester to assist English language teachers in their instruction. This kind of training is also included in school internship programs, when trainees complete all duties as a normal teacher for the school for about six 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 institution takes great care to ensure that trainees receive hands-on experience through classroom exposure and internship programs. The school exposure and internship programs educate the trainees about the school system, the evaluation system, the rules and regulations that instructors and students must abide by, the differences between state-specific schools, the numerous boards of education, etc. The university's specified norms and criteria are adhered to by the institution when evaluating students during their school exposure and internship.The Institute arranged a Faculty Development Programme, Critical Thinking Skill Workshop, School Internship Programme, Participation in Seminars, Expert and Guest Sessions, G20 Activities, Environment-oriented activities like Climate Change Youth Outreach Events, International Conference in ELT, Exposures to School level teaching, Variety of Assignements that enhance the knowledge and develop the skills of the trainees and Guidance & Counseling Sessions for Competitive Examinations especially TET-II.

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	**No File Uploaded**

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

During a six-month internship and school exposure program, the trainees gain practical experience in teaching and planning extracurricular activities for students. These included language tests, sporting events, tournaments, and cultural programs. This prepares students for a career in teaching. In addition, the faculty supervisors assist the trainees in comprehending the professional methods of teaching through various practice teaching sessions, such as Block Teaching, School Exposure, Stray-lessons, and School Internship programs. Additionally, the English Enrichment Program is held annually to provide trainees with LSRW abilities that are beneficial for teaching English in classrooms.

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

1.4 - Feedback System

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

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

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, 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	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

37

2.1.1.1 - Number of students enrolled during the year

37

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

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

11

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

11

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
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.

The entrance test is administered by the University for admission process every year. The admission is given to the students on the basis of the the score they have achieved in the entrance as per the cut off decided by the university. The institute has no role to play in this procedure. The institute has to follow the rules and regulations decided by the university for the entrance and admission. The institute is allotted students after the admission process done in centralised way.

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs;	Four of the above

Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

5:84

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.

The teachers employed a range of teaching strategies to prepare the trainees for careers as teachers and to give them a true

feeling of English language acquisition. Both offline and online versions of these modes were offered. The online method required the trainees to complete courses available on the Swayam and College Mooc platforms. The trainees were encouraged to participate in group projects and activities in the offline mode, where they may present their reports for discussion to the class and the faculty supervisor. Regular lessons include more discussion and Q&A sessions than lectures, and the institute regularly evaluates its pupils.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

2

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

83

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	No File Uploaded
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	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://www.slideshare.net/DrRajnikantDodiya/edit_my_uploads?page=1
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

An attempt is made each year to support trainees in honing their collaborative skills. Groups are formed during the various stages of practice teaching. Under the direction of the faculty, students in the two-year B.Ed program must overcome a variety of challenges. The diversity of the pupils is considered when

constructing the groups, taking into consideration their learning preferences and cognitive capacities. They are instructed to work as a team throughout their practice teaching programs and projects that are assigned to them as a prerequisite for submission. To keep students up to date on the latest developments and trends in both education and life, a range of advisory seminars are also arranged. Ongoing mentoring helps trainees cope with the stress of the institution's home and work environments. Students were able to enhance their skills and abilities by studying through seminars and workshops.

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

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	No File Uploaded

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

The institute works hard to foster in its pupils the following academic and extracurricular interests and abilities: creativity, innovation, intellectual and thinking skills, empathy, and life

skills:

1) In order to foster their creativity and inventiveness, the trainees are assisted in creating an inventive teaching tool for the English language classroom. Additionally, the trainees are inspired to organize and execute their lessons using webtools and ICT tools.

2) The trainees are given the chance to plan a students' workshop in which they collaborate in groups and give presentations in front of the class on a range of subjects, including English Language Teaching Methods and Approaches, etc.

3) Other activities included participation in Story-writing shibir, Food without Fire, G20 Activities and Competitions, Climate change youth outreach programme, 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)	**Five/Six 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 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	**Six/Seven of the above**

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	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students	**Three of the above**

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

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 interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of each response selected	[View File](#)
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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**Three of the above**

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	**No File Uploaded**

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

The internship is an integral part of B.Ed. two years and when the teacher trainees enter to semester III, they are first oriented to the whole Internship Programme and then they are sent to different schools for the internship. As per IITE, Gandhinagar norms, the duration of this internship is eight to nine weeks. However, for last one year, IITE has initiated a new practice of selecting the schools under "School of Excellence Scheme" of the state government. They provide us a list of schools of excellence and students are asked to select a school of his/ her choice. Our trainees also selected school of their choice. But, being an English Medium college and because we need to have English higher level subject in school, we took permission from IITE to conduct Internship at English Medium school for first two weeks (or 15 days).

The internship in 2021-22 was conducted during 11-07-2022 to 10-09-2022. (Nine Weeks). In the first phase our students went to English Medium Schools (11-07-2022 to 23-07-2022) and then they went to Gujarati medium schools of excellence 25-07-2022 to 10-09-2022).

All the school Principals were given a letter containing information of the Internship programme along with the evaluation criteria. Students were asked to fill a Google Form shared with them and fill all the related information of the school that they have selected. Continuous follow-up was taken by telephonic talks and personal visits by the faculty members.

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

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

46

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	**No File Uploaded**

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme.
Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

During the period of 2022-23, our trainees were supposed to go to Schools that were enlisted under School of Excellence scheme of the education department of the Government of Gujarat. However, the Covid waves were frightening, yet it was now possible to visit schools by following strict instructions and Covid protocol. We used technology to sort out routs to visit schools and just like previous year, the students were asked to fill Google form in which all the required information along with the school photograph and location were to be entered. This DATA were shared 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. However, the internship was arranged in two phases. In the first phase, our trainees were given special permission to go to English Medium Schools for first 15 days to have exposure of teaching English – L1. In second phase, our trainees went to Schools of Excellence- which were Government Primary schools. 12 schools were English medium (11-07-2022 to 23-07-2022) schools and 20 schools were schools of excellence (25-07-2022 to 10-09-2022).

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	**No File Uploaded**
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

5

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

4

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

5

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

5

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 suggestions from colleagues.

Every teacher receives feedback from the stakeholders, and modifications 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. In fact, this year the institute organized a national level conference in a hybrid mode on Socio-cultural Dimensions of English Studies in collaboration with IAAR, Vedant Foundation, Rajkot wherein all the teachers presented papers. They edit and publish books and give paper presentations. This year, all the teachers rendered services as Resource Persons in the teacher training programme offered to the teachers of M S Mistry Bilingual School, Vidyanagar. 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.

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

The pupils' continuous internal evaluation process includes both written and oral examinations. Since our institute exclusively provides English as a method for the B.Ed. degree, it places a greater emphasis on English language proficiency. Our institute evaluates spoken English skills in addition to unit tests and internal assessments. Each student is required to engage in a daily 30-minute prayer assembly session, which includes reading news, idiom clarifications, usage of words of the day, post-prayer talks, and other activities. Additionally, tests for surprises are carried out. For a range of submission projects, students must produce English language in a pertinent, contextualized way. To further enhance the significance of CIE, teachers regularly monitor stray lessons, also known as micro lessons, and subsequently offer constructive feedback. Students were encouraged to participate in a variety of events, such as the millets cooking competition, story-telling showcase, and elocution competition. In the university-level sports competition, the institute won one gold medal and one bronze medal.

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

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

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

Following the assessment of each test type, the trainees in the classroom are given the checked answer books so they can carefully go through them and verify their presentation in the exam, andif necessary, they register complaints. If a complaint is valid, it is handled right away. Students are given suitable justifications for their inferior performance on a particular theory paper. If a trainee is not present on that particular day, he or she may study the answer book at a later date. Through the official WhatsApp group, which they can utilize for extra verification, all trainees receive their grades and marks. The marks for the practical lessons are given to trainees immediately following the conclusion

of the practice instruction.

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

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

The institute follows the university calendar for scheduling classes, internal exams, and extracurricular activities while developing its annual action plan. In compliance with the academic calendar and action plan for the year that the IQAC coordinator generates, the B.Ed. coordinator develops the weekly timetable and schedule of the academic activities and programs, keeping in mind the training components of the B.Ed. course. The institute remembers the academic calendar that the university provides, and any changes the university makes throughout the year are also reflected in the academic calendar. The exam timetable that the examiner provides for each semester is followed by the faculty members while creating the question papers. The institute's academic calendar reflects this as well.

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.

During the Students' Induction Program, all freshly enrolled trainees receive a comprehensive explanation of the PLOs and CLOs. Teachers employ a range of instructional tactics in the classroom, such as lectures, group projects, pair work, presentations, seminars, and more, to ensure that CLOs are linked. To guarantee that PLOs and CLOs are in line, even the submission tasks have been developed. As a result, the lesson plan's format has also

been revised. PLOs and CLOs are utilized in evaluation in addition to classroom education. Students are encouraged to participate in awareness campaigns, intra- and intercollegiate contests, and other such endeavors. This year students took part in the millets festival, story writing shibir and inter-college elocution competitions and won prizes. The institute fetched a couple of prizes I.e. one gold medal and one bronze medal in the university level sports meet.

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

2.7.2 - Pass percentage of Students during the year

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

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

To make sure that all theory papers are taught with the CLOs in mind, teachers employ a variety of teaching techniques. Because our institute only provides a single method B.Ed. (English) program, it focuses on oral and writing English language ability. Every day, trainees present post-prayer talks, news, idioms, and resources for new vocabulary in English. They now have a platform to employ conversational English in the classroom. They also utilize English to provide Micro and Stray classes. The majority of students enroll in English-medium schools as interns. Trainees write coursework, reports, submission tasks, and tests exclusively in English. Instructors oversee and provide guidance for all of this by providing thorough comments on each assignment and useful lesson. Regular master classes with well-known instructors and former students are planned.

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

76

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.

At the beginning of the academic year, a diagnostic test is given to the registered students to determine their language requirements. A need-based, two-week English enrichment program is offered by the institute's Alumni Association and is carried out in compliance with the mission. Rubrics for microteaching, simulation, and stray lessons are given to students prior to their practical presentation of the content. Written and spoken feedback that addresses the needs identified comes next. Students are evaluated by the institution based on their individual needs following their participation in oral and written English language production. Students are divided into small groups, and continuing needs-based mentorship is provided. This year students were involved in story writing workshop, millets recipe competition and awareness programme as part of capacity building initiative.

File Description	Documents
Documentary evidence in respect to claim	<u>View File</u>
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/2022-23.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	**One of the above**

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	

File Description	Documents
Data as per Data Template	*View File*
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	*View File*
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	*View File*
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	*View File*
Reports of innovations tried out and ideas incubated	*View File*
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

2

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
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

4

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

4

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

5

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

5

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

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

As part of their internship program, the trainees took part in a variety of community outreach initiatives, such as a environment awareness programme and a one-day camping in a village. During their environment awareness and camping at village, they got huge exposure to nature and village life. They communicated with the villagers and knew their life-style. They also got to know various environment related facts and developed awareness. The same awareness knowledge they also shared with other trainees in the internship programmes ad students of the schools.The B.Ed. trainees' community growth was facilitated by these activities.

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

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

0

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

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

2

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	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

1. Classrooms: Institute possesses well-equipped classrooms with modern infrastructure, including multimedia projectors, 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	**No File Uploaded**

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

0

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

4.2 - Library as a Learning Resource

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

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.hmpenglish.com/doc/Book_References/2021-22.pdf
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	View File
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)

0.45703

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

32

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/1RbUskymw4w7PF_6a8t9TAWKIvwF6prg9/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	None of the above

as gifts to College

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 theacademic 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=PLNO je_odd5CL8CdFATqSGtHQOCkO5YcQgQ
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	**No File Uploaded**

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)

1.40

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

HMPIETR has state-of-the-art library resources and IT infrastructure that are particularly beneficial to teacher training programs. We have a well-defined procedure in place to maintain all infrastructure. All of these have been entrusted to a permanent technician. Students are assigned work and sessions by the ICT and library coordinators, who also supervise the scheduling and best use of these resources. The acquisition, maintenance, and utilization of the facilities are subject to the general rules listed below:

- **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	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and	**A. All of the above**

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

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

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

File Description	Documents
Data as per Data template	[View File](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	**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
6	45

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).

20

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 along with 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 when the Vice President of the council provides guidance. The council meets regularly, and as a result, various celebrations, cultural events, and visits are organized and carried out. As a result of that, this year; the institute got two prizes at the university level sports meet, nine prizes in the youth festival at the zonal level and one prize at the university level youth festival.

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

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

5

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

5.4 - Alumni Engagement

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

A 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 resource person and as judges, 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 and curriculum.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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	Five/Six of the above

activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

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

2

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 organized Alumni Meet, State level workshop on Critical Thinking Skills, Seminar on overseas studies and English Enrichment Programme for B.Ed. trainees. They also conducted lectures on curricular topics. The alumni association planned and organized various language enrichment events.

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.

All curricular and extracurricular events are democratically planned by the IQAC, which is composed of representatives from management, teachers, administrative staff, stakeholders, alumni, and current students. This approach reflects effective leadership and a participatory process. In the field of educational administration, the IQAC is essential. The Board of Governors (BoG), in addition, provides financial and operational support to the institute. Finally, the Students Council works on various projects that align with the mission and vision of the institute. The vice-president, student in-charge and members of the council, and faculty coordinators of different clubs and committeesmeettogether once a month to exchange innovative ideas and strive 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	**No File Uploaded**

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

The Board of Governors, IQAC and Academic Councilare major components of our institute. The Board of Governors is composed of stakeholders, teachers, administrators, management representatives, and alumni. They give the institute the autonomy to uphold its lofty standards and distinctive ideas. The Board of Governors further approves the annual budget. IQAC members get together frequently to organize and execute a variety of interactive events. The academic calendar is organized well in advance before the onset of each new academic year to ensure that all of the important events, festivals, exhibitions, visits, and cultural programs are suitably incorporated throughout the academic year. The Students Council actively oversees the execution of the scheduled events. Every member, student, and member of the teaching and non-teaching staff at the institute participates and works in a democratic, decentralized way.

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 the Financial Domain:

Any transaction over 200 INR can only be made with checks. For bank transactions, the principal of our institute and the joint secretary/secretary are the two authorities to approve. TALLY software maintains current records of all types of financial transactions. The audit is carried out by a certified firm of chartered accountants at the end of the fiscal year. Academic Transparency:

Before the personnel profile is published on our institute's official website, Sardar Patel University approves it. Every year, teachers receive an aggregate of student comments. An aspect of academic audit that guarantees optimal transparency is the examination of comments obtained during staff/IQAC meetings. Press notes are also given in the major newspapers.

Transparency in Administration: Both administrative and teaching staff members participate in regular staff meetings, and the

minutes of those sessions—which are duly signed by all attendees—are maintained on file. The goal of AISCHE reports and AQARs is to maintain transparency by ensuring their timely completion and filing.

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

The institute prepares a proposed action plan every year in the beginning of the academic year. This action plan is month-wise and tally with the academic calendar for the year as well as with the academic calendar of the university the institute is affiliated with. The coordinator of the IQAC prepares this plan and gets it approved in the first IQAC staff meeting and assigns the roles, duties and responsibilities to the faculty members of the institute under the direction of Principal Sir and the inputs of the faculties. As this is a proposed plan, it gets into modifications during the year but these changes and modifications are done under the guidance of principal sir and with the inputs of faculties. In addition, the major modifications are made in terms of academic flexibility only under the directions of principal sir, management and university officials. The major programmes that included in this plan are Student Induction Programme, English Enrichment Programme, Student Workshops and Symposia, Presentations as a part of CCE, Innovative Learning Centre visits, Academic and Field Visits, National / International Conferences, Publications of ELT Quarterly issues, etc.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.hmpenglish.com/doc/PlanofAction/2022-23.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 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 curricular as well as extracurricular events and by creating a calendar. All kinds of actions are documented with reports and geotagged photos, and press notes are released in the major media in accordance with these records. Course coordinators submit their reports directly to the Principal, who then forwards the same to the management. Government of Gujarat norms and 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	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All 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	**No File Uploaded**

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

The Students' Council oversees the formation of numerous clubs inside the institute, including the Fine Arts Club, Literary Club, Music Club, Sports Club, and so forth. Throughout the academic year, these groups are run by volunteer students who plan and coordinate a variety of events. Additionally, the institute has a number of cells, such as the Women's Cell, Grievance and Redressal Cell, Placement Cell, and others, which plan numerous events that ultimately advance the holistic development of the students. The plan of action is sliced and diced in accordance with suggestions and creative ideas from various clubs and cells. The minutes of meetings document all the activities that each club or cell completes.

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	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

Employees at every institute run by Charutar Vidya Mandal have access to staff quarters with all the conveniences they need, including parking, water, and sanitary facilities. When applying

for admission to several colleges and schools managed by Charutar Vidya Mandal, the children of these employees are given preference. The management uses contracts to fill vacant positions with teaching and non-teaching staff members. Insurance benefits are also granted to a limited group of employees who receive lower salaries. Moreover, the management provides staff quarters to all staff members of its institutions. The three faculties of H M Patel Institute of English are also allotted staff quarters withinone kmarea.

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	No File Uploaded

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

5

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

6.3.3 - Number of professional development /administrative training programmes organized

by the institution for teaching and non-teaching staff during the year.

1

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

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

5

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 required to provide pertinent information on the performance appraisal form as officially stipulated by Charutar Vidya Mandal. The numerous kinds of paper presentations, research papers, extension services, training programs attended, guest lectures given, and any other services provided by staff members are noted by the Board of Governors. These appraisal forms are forwarded to the management after filling them by the faculty members and admin staff.

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	*View File*
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 consent in advance of committing any kind of expense. Undoubtedly, the Principal has the authority to spend 1000 INR without first getting management permission. However, prior written approval from the management is mandatory for making any financial transaction exceeding 1000 INR. Any payment exceeding 200 INR can only be paid by cheque exclusively. 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.

The institution has staff meetings followed by the formation of a Grant Utilization Committee in response to any grants that are received. We get in touch with vendors to get the items we need. The lowest-rated quote, guaranteeing good quality, receives the purchase order. At least three quotations are requested.

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 Internal Quality Assurance Cell of the institute produced an academic calendar and an action plan that detailed all of the events and initiatives for the full academic year. The first and second year B.Ed. coordinator receives the same when the principal gives his or her approval. They plan ahead and make timetables and schedules. Various groups and committees organize every event, assigning duties such as photographing, composing press releases,

writing reports, etc. After the event, these documents are shared with the Institute's Intelligence and Security Council (IQAC).

This year the major events included English Enrichment Programme, Student Induction Programme, Field Visits, Expert Sessions, Workshop on Critical Thinking Skills, Seminar on Overseas Studies, Dr H M Patel Memorial Lecture, Campus Interview, National Conference on "Socio-cultural Dimensions of English Studies in India", G20 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 convenes once a month to go over the academic and extracurricular events from the previous month, including theory classes, practicals, and special events. Every IQAC member discusses and shares with IQAC the practice of keeping track of the same. The theory paper conveners plan frequent student presentations as part of CCE and attend them to conduct internal evaluations. All parties ensure that after the unit in the theoretical papers is finished, students will have access to enough points, worksheets, and question banks for exam purposes.

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	View File

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

35

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	**Four 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/2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.hmpenglish.com/doc/AQAR/2021-22.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 run a number of academic programs, some of which are best practices: the English Enrichment Program; the Webinar Series on English Language Teaching; language-focused exercises during the institute's prayer assembly; lesson delivery based on ICT; etc. Additionally, the institute uses digitization to keep track of exam results. It showcases the institute's meager successes with regard to projects pertaining to quality. All of the institute's correspondence and records are stored in digital format, which is constantly available. The institute's website has all necessary paperwork, and the upkeep of a shared Google Drive makes data easily accessible. The academic and co-curricular events were according to the academic calendar and action plan prepared in the beginning of the year. These events included Student Induction Programme, English Enrichment Programme, Students' Workshop and Presentations, Workshop on Critical Thinking Skills, International Conference on Socio-cultural Dimensions of English Studies in India, Teacher Training Programme in collaboration with CDC, Parents-Teachers' Meet, Lesson Planning Workshop, G20 Activities, Climate Change Youth Outreach Programmes, Awareness Programme on POCSO Act, University level Youth Festival and Azadi ka Amrit Mahotsav Activities.

File Description	Documents
Relevant documentary evidence in support of the claim	*View File*
Any other relevant information	*View File*

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 notices posted on the institute's property encouraging people 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. Staff members and students are encouraged to travel to workplace in public buses/trains. A few students and a staff member have replaced their petrol fuel based vehicles with e vehicles recently. The institute has its own policy document that is followed strictly and is under the direct supervision of the principal sir.

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. From last year onwards, separate trash cans with colour codes are place on each floor of the institute so that dry and wet garbage can be dropped separately. The local Nagar Palika rubbish collection unit receives this material and uses it for additional segregation. It is once again Nagar Palika only that receives other types of trash such as trash, such as leaves and other debris.

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

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

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

Sanitation and cleaning are handled by an experienced sweeper at the institute. Every day, the entire campus property is cleaned. Every day, the sweeper uses the appropriate cleaning supplies to thoroughly clean the staff and student restrooms. The management has employed a sweeper and is paying his salary as the position has been unfilled for the past 20 years. Programs for planting trees and raising awareness of energy saving and a pollution-free environment are often held. To provide a little amount of electricity for daily use, solar panels have been installed on the terrace.

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	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and

challenges in not more than 100 - 200 words

As a component of their internship programs, students at our institute engage in a variety of awareness campaigns to highlight the advantages of the local environment, resources, and difficulties. As part of their internship program, students also lead literacy and health and hygiene programs. In turn, frequent field trips to the AMUL Dairy, Sardar Patel's home, and Sardar Patel Memorialare arranged to educate the kids about local resources and expertise.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
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

The institute organised English Enrichment Programme (EEP) for the newly admitted trainees and teachers of M S Bilingula school; and an International Conference in a hybrid mode on SOCIO-CULTURAL DIMENSIONS OF ENGLISH STUDIES. The EEP was organised for ten days including ten sessions on various LSRW topics keeping in mind the functional aspect of English language. The teacher training programme was implemented for one month duration from June to July 2022.The conferencewas jointly organised by H M Patel Institute and IAAR - Vedant Foundation, Rajkot; with whom the institute has signed an MoU for academic purposes.

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

7.3 - Institutional Distinctiveness

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

The institute submitted the application for the Institutional Development Plan (IDP) to the KCG and we achieved 4 stars in GSIRF (Gujarat State Institutional Rating Framework) ranking, with 3.1 CGPA which is third in Teacher Education (21st Oct. 2022).

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