

The Annual Quality Assurance Report (AQAR) of the IQAC

Part A

AQAR for the year: 2016-17

1. Details of the Institution

1.1	Name of the Institution	Regional Institute of English					
1.2	Address Line 1	Regional Institute of English					
	Address Line 2	Sector - 32 C, Chandigarh					
	City/ town	Chandigarh					
	State	UT-Chandigarh					
	Pin Code	160031					
	Institution e-mail address	drie32chd@gmail.com, rie@rieni.org					
	Contact Nos	0172-2676008, 0172-5025421					
	Name of the Head of the Institution:	Dr Vandana Lunyal					
	Tel. No. with STD Code:	0172-2676008					
	Mobile:	9888870780					
	Name of the IQAC Co-ordinator	Dr Gunbir Kaur					
	Mobile:	9417204696					
	IQAC e-mail address:	gunbirkaur@gmail.com, drie32chd@gmail.com					
1.3	NAAC Track ID(For ex. MHCOGN 18879)	CGCOGN21285					
	OR						
1.4	NAAC Executive Committee No. & Date: (For Example EC/32/A&A1143 dated 3-5-2004. This EC no. is available in the right corner- bottom of y our institution's Accreditation Certificate	F.19.26/EC(SC-15)/D0/2016/86.1 dated 25 May 2016					
1.5	Website address:	www.rieni.org					
	Web-link of the AQAR:	www.rieni.org/iqac					
<u>1.6</u>	Accreditation Details	Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
		1	1st Cycle	B	2.75	2016	May 24, 2021
1.7	Date of Establishment of IQAC :	12/08/2014					
1.8	AQAR for the year	2016-17					
1.9	Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to	1		AQAR		11.8.2016	

	NAAC on 12-10-2011)		
1.10	Institutional Status	Affiliated College	
	Type of Institution	Co-education - Urban	
	Financial Status	Grant-in-aid + Self Financing	
1.11	Type of Faculty/Programme	Arts and Teacher Training Institute	
1.12	Name of the Affiliating University(for the Colleges)	Panjab University, Chandigarh	
1.13	Special status conferred by Central/ State Government	None	

2. IQAC Composition and Activities

2.1	No. of Teachers	07
2.2	No. of Administrative/Technical staff	05
2.3	No. of students	02
2.4	No. of Management representatives	Nil
2.5	No. of Alumni	01
2.6	No. of any other stakeholder and community representatives	Nil
2.7	No. of Employers/Industrialists	Nil
2.8	No. of other External Experts	NIL
2.9	Total No. of members	15
2.10	No. of IQAC meetings held	10
2.11	No. of meetings with various stakeholders:	8
2.12	Has IQAC received any funding from UGC during the year?	No
2.13	Seminars and Conferences (only quality related)	Total No: 30
	(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC	<ul style="list-style-type: none"> • International • National • State: 7 + 20 (Teacher training) • Institutional: 3
	(ii) Themes	<ol style="list-style-type: none"> 1. Basic Film-Making Workshop 2. One Day Workshops: Child Labour 3. One day workshop in cultural code by Olga 4. Use of Audio - Visual Aids 5. Ten Days Induction Training Programme for Newly Recruited Teachers – 20 6. Two days Workshop on ‘Everyday Essentials’ 7. One Day Workshop on “Academic and Job Prospects for Postgraduate Students in English” 8. One Day Seminar on “Emerging Careers in 21st Century” 9. Symposium (MA II): Indian Writing in English

		10. Workshop: Exploring cultural diversity through literature.
2.14	Significant Activities and contributions made by IQAC	<ul style="list-style-type: none"> • Motivating teachers on quality improvement through workshops. • Encouraging research based work culture in the PGCTE on the syllabus and Curriculum in schools • Encouraging faculty to write research articles for the institute's Journal FELT • Recommending student centric core procedures
2.15	<p>Plan of Action by IQAC/Outcome</p> <p>The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *</p>	<ul style="list-style-type: none"> • Show case the Institute activities to NAAC Peer Team • Initiate 105-106 PGCTE • Initiate PD programme 2016-17 • Initiate C-TOSS Programme 2016-17 • Initiate MA (English) 2016-17 • Introduce RIECPD • Conduct Induction Training Programme for Newly Recruited Teachers • Organize Workshops and Seminar • Carry out activities under Community Outreach Programme • Carry out activities under 'I Can Club' Neighbourhood adopted under Swachh Bharat Mission • Tree Plantation • To Prepare plan for e-waste in 2017-18
2.16	Whether the AQAR was placed in statutory body	yes

Part B

Criterion — I

Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	NIL	NIL	NIL	NIL
PG	MA (English)	NIL	NIL	NIL
UG	R1E Certificate Course in Personal Development	NIL	1 (PD)	1 (PD)
PG Diploma	NIL	NIL	NIL	NIL
Advanced Diploma	NIL	NIL	NIL	NIL
Diploma	NIL	NIL	NIL	NIL
Certificate	PGCTE	NIL	Grant-in Aid	NIL

Others	C-TOSS	NIL	Grant-in Aid	NIL
	CPD (Need Based)	22	NIL	NIL
	RUSA	3	Grant-in Aid	NIL
Total				
Interdisciplinary				
Innovative	RIE CPD (Staggered)	1	NIL	NIL

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	MA (English) 1
Trimester	PGCTE (1)
Annual	RIE Certificate Course in Personal Development(1) C-TOSS (1)
Need Based Short Courses	CPD (Need Based) (20)

1.3 Feedback from stakeholders* Alumni **YES** Parents **YES** Employers **YES** Students **YES**

(On all aspects)

Mode of feedback : Online **YES** Manual **YES** Co-operating schools (for PEI) –

*Please provide an analysis of the feedback in the Annexure

Feedback is taken informally as well as through written correspondence to initiate future course of action. Suitable steps are taken after analysing the feedback in the departmental meeting. In C-TOSS Programme and CPD courses, feedback is taken from various stakeholders.

Feedback Forms are attached as annexure 3

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

PGCTE, RIE CPD (Annexure Attached)

1.5 Any new Department/Centre introduced during the year. if yes, give details.

CPD

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of Permanent Faculty

Total	Asst. Professors	Associate	Professors	Others
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		Professors		
08	03	02	01	I (School Lecturer) 1 (Librarian)

2.2 No. of permanent faculty with Ph.D.: **05**

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year: **NIL**

2.4 No. of Guest and Visiting faculty and Temporary faculty

PD	RIE CPD	CTOSS	CPD (Need Based)
17	6	36	6

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	1		18
Presented papers	1	1	
Resource Persons		2	71

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- The Institute has also introduced smart classroom digital technology which comprises of overhead projectors, digital pointers, white boards, podium with computers and Internet facility. Some of the labs are matched with effective sound system as well.
- The staff is trained in Power Point Presentation in the Smart rooms.
- Laptops are provided to the staff members to readily enhance their teaching techniques and a Wi-Fi facility is also available for the teachers for easy accessibility of the Internet.
- The faculty constantly updated themselves by attending seminars, conferences and workshops.
- In the absence of digital technology, faculty was trained to use authentic material & audio visual aids. Faculty focuses on student centered approach to enhance their reading, writing, listening and speaking skills. For this purpose, demo lessons are given by the senior faculty and video lessons are also shown to them.

2.7 Total No. of actual teaching days during this academic year

PGCTE	Face to Face-60 days a year Online Mode-120 days a year
PD	120 Hours
C-TOSS	75 Hours
RIE CPD	6 Weeks
CPD (Need Based)	The duration is need based that varies from course to course (1-10 Days)
MA (English)	90 in each Semester

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Question

PGCTE	Internal Evaluation, often MCQ1s/ objective type questions
PD	Diagnostic/Needs Analysis Testing followed by Test after the completion
C-TOSS	Diagnostic/Needs Analysis Testing followed by Test after the completion
RIE CPD	Feedback from the participants

CPD (Need Based)	Feedback from the participants for need based programmes
MA (English)	Class Test, Presentations, House Test, Quiz

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop:

Nine

2.10 Average percentage of attendance of students

PGCTE	90-95%
PD	75%
C-TOSS	75%
RIE CPD	100% (As per registration)
CPD (Need Based)	100% (As per registration)
MA (English)	75%

2.11 Course/Programme wise distribution of pass percentage:

Name of the Programme	Total Number of Students	Division				
		Distinction %	I %	II %	III %	Pass %
PGCTE	32	66.67	33	-	-	100
PD	3639	-	-	-	-	100
C-TOSS	4846	-	-	-	-	100
RIE CPD	35	-	-	-	-	100
CPD (SSA)	772	-	-	-	-	100
MA (English) May 2016	36	-	8.33	63.88	16.67	92

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

IQAC ensures the compliance and execution of all the statements, practices, proposals and facts mentioned in SSR in the best manner.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	-
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	1 (Gopal Chandra Nayak)
Faculty exchange programme	1 (Gopal Chandra Nayak)
Staff training conducted by the university	-
Staff training conducted by other institutions	1 (Vijaya Singh)
Summer / Winter schools, Workshops, etc.	18
Others	-

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	05	-	-	-
Technical Staff	01	-	-	-

Criterion — III

Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- Research culture is promoted by IQAC.
- Good research practices are shared with staff and students at different platforms.
- Feedback is invited and discussed with Heads.
- Faculty members are encouraged to publish research papers in journals.
- Faculty members are encouraged to attend Workshops/Seminar/ Conferences.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	2(CTOSS & PD)			
Outlay in Rs. Lakhs				

NIL

3.2 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	2(C TOSS & PD)			
Outlay in Rs. Lakhs	Approx 20 + 10=30 Lakhs		Sanctioned by the department every year	

NIL

3.4 Details on research publications:

	International	National	Others
Peer Review Journals		2	
Non-Peer Review Journals			
e-Journals			
Conference proceedings		1	

3.5 Details on Impact factor of publications:

Range Average h-index Nos, in SCOPUS

NIL

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total				

NIL

3.7 No. of books published i) With ISBN NO: **1 (PS)** Chapters in Edited Books: **1 (PS)**
ii) Without ISBN No.: **NIL**

3.8 No. of University Departments receiving funds **NIL**

3.9 For colleges: **NIL**

3.10 Revenue generated through consultancy: **NIL**

3.11 No. of conferences organized by the Institution: **NIL**

3.12 No. of faculty served as experts, chairpersons or resource persons: 08

3.13 No. of collaborations International: National: Any other **03 (PD, C-TOSS, CPD & SSA)**

3.14 No of linkages created during this year: 01

3.15 Total budget for research for current year in lakhs:

From Funding agency	From Management of University/College	Total

No budget earmarked or allocated for Research

3.16 No of patents received this year

Type of Patent	Number

National	Applied	
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

NIL

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
		1				

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

2 Faculty Members guiding 3 Students

3.19 No. of Ph.D. awarded by faculty from the Institution: **NIL**

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

NIL

3.21 No. of students Participated in NSS events:

University level	State level	National level	International level
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NA

3.22 No. of students participated in NCC events:

University level	State level	National level	International level
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NA

3.23 No. of Awards won in NSS

University level	State level	National level	International level
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NA

3.24 No. of Awards won in NCC

University level	State level	National level	International level
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NA

3.25 No. of Extension activities organized

University FORUM	College Forum:	NCC	NSS	Any Other Blood Donation, Vithai Saksharta Abhiyan, Comprehensive Computer Aided Language Learning Programme for the Government Schools of Chandigarh, I-can Club
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3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Annexure 2: Annual Report

Criterion — IV

Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	8944 Sq.ft	0	-	8944 Sq.ft
Class rooms	4	0	-	4
Laboratories	2	0	-	2
Seminar Halls	2	0	-	2
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	-	-	-	-
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-	-	-
Others	-	Lift, Biometric, EPBX, Phone Radiator	UT Administration	4

4.2 Computerization of administration and library

Library is RFID enabled with LIBSYS software

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	238		-	-	238	
Reference Books	400	-	-	-	400	-
e-Books	British Library/ INFLIBNET and DELNET					
Journals	12					

e-Journals	British Library/ INFLIBNET and DELNET					
Digital Database	British Library/ INFLIBNET and DELNET					
CD & Video	307	-	-	-	23527	
Others (specify) Course Book	23527	-	-	-	23527	-

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others/ Lapt ops
Existing	90	2 (31/15)	2	In Computer Labs only	In Computer Labs only	5	15	14+10
Added	-	-	-	-	-	1	-	-
Total	90	2 (31/15)	2	In Computer Labs only	In Computer Labs only	6	15	14+10

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Already computerized and networked

4.6 Amount spent on maintenance in lakhs:

i) ICT	-
ii Campus Infrastructure and facilities	95,000/-
iii) Equipment	1,10,000/-
iv) Others	80,000/-
Total :	2,85,000/-

Criterion — V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- **Enhancement of education quality**
- **Motivation for students and staff to do better**
- **Organizing workshops, extension lectures and community outreach programmes**
- **Upgradation of existing infrastructure**
- **Updation of faculty qualifications**

5.2 Efforts made by the institution for tracking the progression

- **Planning**
- **Periodic Meetings**
- **Feedback and evaluation of action plan**
- **Ensuring quality in promoting culture of excellence**
- **Ensuring smooth functioning of career guidance cell/placement cell**
- **Ensuring participation of students in co-curricular/extra-curricular activities**
- **Interaction and support from Alumni on 2nd April 2016**

- **Presentations by faculty after completing a particular course**

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others				
			C-TOSS	PGCTE	PD	RIE CPD	CPD (Need Based)
-	34	-	4846	32	3639	30	772

(b) No. of students outside the state (15%)

(c) No. of international students

NIL

	C-TOSS		PGCTE		PD		MA		RIE CPD		CPD (Need Based)	
Male	2471	51%	15	46.87 %	1128	31%	31	91%	15	50%	432	56%
Female	2375	49%	17	53.12%	2511	69%	3	9%	15	50%	340	44%
Total	4846	100%	32	100%	3639	31%	34	100%	30	100%	772	100%

Last Year							This Year						
	Gene ral	SC	ST	OB C	Physically Challenged	Total	Genera l	SC	ST	OB C	Physicall y Challeng ed	Total	
MA	36	1	0	0	0	37	30	2	-	2	-	34	
PGCTE						56						32	
PD						3127						3639	
C-TOSS						4683						4846	
RIE CPD						-						30	
CPD (Need Based)SSA						719						772	

Demand ratio **150 % (MA)** Dropout % **17% (MA)**

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

NIL

5.5 No. of students qualified in these examinations

NET	SET/SLET	GATE	CAT
IAS/IPS etc	State PSC	UPSC	Others

None

5.6 Details of student counselling and career guidance

- **Annual orientation for students with regard to career guidance --- MA & PD**
- **Weekly counselling -- MA**
- **Communication Skills Program — PD; PGCTE; C-TOSS; CPD**
- **Employability Skills Program — MA & Undergraduate students of UT Govt Colleges.**

No. of students benefitted: 100

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed

NIL

5.8 Details of gender sensitization programmes

International Women's Day was celebrated at the Institute. The director, Dr. Vandana Lunyal, addressed the students of MA English on how women through striking a balance between their professional aspirations and the family and other social commitments can empower all women of the world. Dr. Jyoti Singh, head of the department also spoke for the rights of women. Other faculty members also expressed their views about how through self determination women can lead a life of self worth and value. Students from both first and the final year presented poems and songs to mark the occasion. An exhibition on women writing was also organised in the library to commemorate the women who had struggled hard to awaken the women and men about the rights of women.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level

National level

International level

None

No. of students participated in cultural events

State University level: 5 students in 16 events

National level:

International level

5.9.2 No. of medals/awards won by students in Sports, Games and other events

Sports

State/ University level

National level

International level

Cultural events

State/ University level: **06** National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government		
Financial support from other sources		
Number of students who received International/ National recognitions		

NONE

5.11 Student organised / initiatives

Fairs State/ University level National level International level

Exhibition State/ University level National level International level

NONE

5.12 No. of social initiatives undertaken by the students: Blood donation

SBA and Community Outreach Programmes (Annual Report Attached)

5.13 Major grievance* of students (if any) redressed: **NONE**

Criterion — VI

Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Institution aims at becoming an Institute of academic excellence by maximizing full potential in various courses it offers. Its vision is to promote academic research and serve the educational needs of the society. Keeping this in mind its M.A (English) Programme and PGCTE Programme are one of its kinds as in both the Courses, the focus is on promoting academic research. In PGCTE Course, the research development leads to material production. Certificate in Personal Development (CPD, Co-educational) is a programme serving the educational needs of the society by focussing on module to develop skilled professionals for the industry. The course aims at imparting training in English Communication Skills, Interpersonal Skills, and Computer Skills to job seekers thereby enhancing their employability skills. At this stage, doorstep education model has been adopted. Within this the course is being delivered to around 3000 students at government colleges annually. The mission of the Institute is to generate new knowledge by engaging in research and promoting state of the art undergraduate and postgraduate programmes. It also aims at development of full human potential so that they can emerge as future leaders.

6.2 Does the Institution has a management information System

The Institute works on the model of participatory culture. The management system of the Institute is organized around following major aspects:

I. Internal official correspondence (intra-departmental and inter-departmental)

2. External official correspondence

3. Website of the Institute

4. Informal means of communication (Messages and Entails)

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The Curriculum development of following courses is an in-house task, meaning that Institute enjoys autonomy in framing, revising, or changing the syllabi.

1. PD Course (In consultation with DRIE as a chief Coordinator, HOD, Assistant Coordinator)

2. PGCTE Course

3. CTOSS Course

4. RIE Continuous Professional development Courses for school teachers.

5. M.A (English) syllabus is decided by the affiliated University,

6.3.2 Teaching and Learning

Teaching and Learning takes place under conducive and effective environment in the Institute and are considered to be a collaborative work. The idea is to promote healthy interaction between a teacher and a learner, and encourage learner autonomy and thinking under least stressful conditions. Considering all these aspects the Institution identifies teaching and learning needs to be strengthened as a streamlined mechanism and provides student the following facilities:

- a) Access to Language labs**
- b) book kits**
- c) library orientation**
- d) reading room facility**
- f) gives responsibility to students by making them team leaders in academic and co-curricular activities**
- g) motivates them to participate in on-campus and off-campus activities such as inter-college debates and youth festivals**
- h) names and achievements of students are displayed on the notice boards and merit boards to motivate other students (A meritorious Board for PGCTE Toppers)**
- i) prizes in the form of books**
- j) encourage participation in presentations/seminars**
- k) encourage students to write research papers in association with the faculty and also independently**
- l) organizes film appreciation programs**
- m) organizes film-making workshops**
- n) organizes Extension Lectures**

6.3.3 Examination and Evaluation

- 1. M.A. Examination-Internal (Conducted by M.A department) and External (By university for which the Department receives the intimation)**

2. **PGCTE-Internal Evaluation (During Face to Face and Online Mode)**
3. **CTOSS-Internal Evaluation (A written exam of the Students)**
4. **PD-Internal Evaluation (A written exam of the Students/Group discussion)**

6.3.4 Research and Development

1. **The Institute publishes an ELT journal “FELT” bi-annually with the ISSN 0976-1306. It is devoted to English language teaching from the primary to the university level and it provides a forum for teachers of English to discuss their problems relating to the teaching of English in India through articles, abstracts of reports related to language teaching, book reviews, letters to the Editor and a question box.**
2. **For programmes like C-TOSS, pre and post assessment tests are conducted to determine the effectiveness of the teaching/course and regular feedback is taken from School Principals and coordinators. Accordingly, changes are incorporated in the syllabus for the next session.**

6.3.5 Library, ICT and physical infrastructure/instrumentation

1. **31 computers with hi-tech software to enhance Communication Skills are there in the Institute Language lab. Another language lab with 20 Computers and Internet facility has been established for MA students. The Institute is a pioneer in establishing computerized multimedia language lab with English language learning softwares at various educational Institutes in the region.**
2. **The Institute has air-conditioned classrooms with comfortable furniture and modern gadgets to facilitate the teaching learning experience. All the classrooms are equipped with LCD Projectors and LCD Screens.**
3. **The Institute has a film production centre which is equipped with a complete unit. It has a high resolution camera, studio lights and editing suite essential for film making.**
4. **The Institute has fully functional CCTV .**
5. **The Institute provides comfortable accommodation with modern amenities to the male participants attending its programmes. With a capacity to accommodate 30 occupants at a time the hostel offers the facilities such as gymnasium, indoor and outdoor games, multipurpose hall and Internet.**

6.3.6 Human Resource Management

The Institute aims at employing and also retaining efficient teachers. The Institute has number of teachers/trainers on temporary basis as well. In 2016 under PD programme 17 staff members were appointed which include trainers, associate coordinators and material facilitators. Under CTOSS programme 36 trainers were recruited. Human resource management is a key to success for the efficient running of the various courses at the Institute and the Institute believes in this mantra.

6.3.7 Faculty and Staff recruitment

The Institute has a provision for 8 faculty positions including that of the director. However, in order to run programmes like PD and CTOSS, staff is recruited on temporary basis. Also the guest faculty is invited to conduct sessions periodically.

6.3.8 Industry Interaction / Collaboration

RIE has been an integral part of the Industry in providing human resource to the companies in the region. These seminars and workshops are community outreach programs organized at different venues for students of various colleges.

6.3.9 Admission of Students

Total number of students in M.A: 34

Total number of participants in RIE CPD: 30

Total number of participants in CPD (need based): 772

Total number of participants in PGCTE: 32 (105 and 106 batches)

Total number of students trained in PD program: 3639

Total number of students trained in CTOSS: 4846

6.4 Welfare schemes for-

For Teaching Faculty staff-

- **Study Leave**
- **Maternity and Child Care Leave**
- **Faculty Professional Development Programme**

For Non-Teaching staff

- **A Capacity Building Workshop for Class-IV employees at RIE under RUSA**

We have following welfare schemes for the Students:

- **M.A Students are absorbed in programmes like CTOSS and PD once they complete their degrees**
- **Under RUSA, a workshop was organized for Postgraduate students of English of Government colleges of Chandigarh, including RIE.**
- **Teacher Counsellors are provided to the students to help them cope with their academic and mental pressure.**
- **Students are encouraged to be a part of various Community Outreach Programmes.**
- **Students are encouraged to be a part of various Swacch Bharat Abhiyaan.**
- **Jogging Track and other sports facilities for the Students**

6.5 Total corpus fund generated

In the year 2016-17 Rupees 59,49,138/- out of PLA fund/PD/C-TOSS was generated

6.6 Whether annual financial audit has been done **Yes**

6.7 Whether Academic and Administrative Audit (AAA) have been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	NO	-	YES	HODs Like workload reports and monthly reports
Administrative	YES	Audit Deptt.	YES	HODs write reports on various

				administrative responsibilities of the faculty
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6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes: **No** For PG Programmes: **No**

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

At the institute, for programmes like PGCTE, PD and CTOSS, assessment system is followed and the evaluation is reviewed periodically on the basis of the feedback received. However at MA English level the PU guidelines are followed.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

The Punjab University provides autonomy to conduct internal evaluation.

6.11 Activities and support from the Alumni Association

Alumni Association formation is under process.

6.12 Activities and support from the Parent-- Teacher Association

Parent — Teacher Association registration is under process

6.13 Development programmes for support staff

- **Counselling as and when required.**
- **Monetary help through staff fund collection- extended in times of need .**

6.14 initiatives taken by the institution to make the campus eco-friendly

- **Herbal Garden**
- **Proper Waste disposal system in place (Bio-degradable and non-biodegradable waste as separate items)**

Criterion — VII

Innovations and User Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- **Community Outreach Activities**
- **Swatch Bharat Programmes**
- **Door Step Education**

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- **Annexure 1: Academic Calendar 2016-17**

- **Annexure 2: Annual Report 2016-17**

7.3 7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

Best Practice: 1- I Can Club

“I Can Club” is a platform provided to the students undergoing C-TOSS in government schools of Chandigarh administration. It focuses on preparing students for effective public speaking in English language through various activities conducted inside and outside classrooms.

The general aims and objectives of ‘I Can Club’ are:

- to improve the speaking skills of students in English
- to remove the fear of speaking in English in public
- to encourage students to present their hidden talents in the form of a Talent Show
- to assist students in planning, designing and organizing a Talent Show
- to assist students to think and communicate in English

One specific day of the week was dedicated by the staff to conduct activities of *I-Can Club*. Every month, the activities revolved around one broad competence/ literary skill which was further broken down into specific tasks/ activities. In the last week of every month, the trainers assessed the learning outcomes through various competitions and kept a record of the students excelling in these activities. Every month, two schools were earmarked to showcase a Talent Show by students of *I Can Club*.

Activities: Every month one broad linguistic competence activity related to spoken skills in English was conducted.

- August: News Paper Reading
- October: Story Making and Telling
- November: Poem Recitation and Songs Singing
- December: News Paper Reading
- January: Story Making and Telling
- February: Poem Recitation and Singing Songs

DATE	TOPICS/EVENTS COVERED
27 July	Briefing about I Can Club Activities by the coordinator
03 August	Group Activity on News Paper Reading (I Can Club Activity)
14 September	Discussion on how to maintain I Can Club files
21 September	Submission of I Can Club files maintained by students & trainers
28 September	Briefing on I Can Club Programme at shortlisted schools
05 October	Briefing on Story Telling Activities- I Can Club
9 November	Event at GMHS-36
22 November	Event at GMSSS-44
6 December	Event at GMSSS- Karsan
7 December	Event at GMSSS-40
21 December	Viewing of <i>Club</i> programmes –discussions on how to hold an event to showcase literary talent of students

2 February 2017	Event at GHS-31
2 February 2017	Event at GHS-50
16 February 2017	Event at GMSSS-18
16 February 2017	Event at GMSSS-27

I Can Club activities: The schools enlisted below presented a Talent Show where students recited popular poems, gave speeches on socially relevant topics, sang group songs, narrated funny jokes/ incidents and presented role plays, skits, drama, mimes, in English. Some significant attractions of each school are described below:

- **GMHS-36: The Uncalled Path: Skit on Alcoholism:** Students of classes IX and X presented a skit written and directed by Ms Amrita Sharma (C-TOSS trainer) on the social evil of alcohol dependency. The protagonist of the play is a young man whose wife has left him. In order to overcome his loneliness, he turns to drinking alcohol. In a short while, he becomes addicted to alcohol. Finally, he is hospitalized and his other family members are called. Now, the man doesn't want to die but can't be saved. At his cremation, the relatives feel sorry for not being able to save him and pledge to save others from this social evil. Students enacted the story effectively with the help of role play and voice over /narration.
- **GSSS-40 & Karsan: A Naughty Classroom/ The Nest, A C-TOSS classroom:** Students of GSSS-40 presented a short hilarious skit related to a classroom where a teacher was busy preparing students for the oncoming examinations. The students are casual and give funny answers to the teacher. In another skit, the students showed the relationship between a son and a mother. As a grown up man, he is getting married and his mother gives him a gift and tells him to open it after his marriage. When the son opens his gift, he finds a diary written by his mother. He realizes for the first time how patiently she had handled his childish curiosity whereas he had become so impatient with her old age issues. Students of GSSS Karsan enacted a role play of all the activities done in 'I Can' Club classroom. The activities displayed ranged from News Paper Reading to attending a phone call in English and giving directions to a tourist in English.
- **GSSS- 44: Save Earth: Street Play:** Students of classes IX, X and XI presented a street play on the theme of environment. Students enacted and presented three situations where they showed how we pollute our rivers with industrial waste, environment with noise pollution and cut forests for our needs. They also suggested different simple and easy to practice ways of reducing pollution and saving mother Earth.
- **GMHS-31: As you Sow, so shall you Reap (Play):** Students of classes IX and X enacted a period drama based on Aesop's Fables about King Kindness and King Meanness. In the drama, they depicted how King Kindness took care of his slaves and in fact, tried to abolish slavery completely. As a result, his kingdom prospered and spread over a long area. But his son, King Meanness was just the opposite and he treated his kingdom cruelly. As a result, people fled from his kingdom and, finally he lost it to the neighbouring enemies. Students tried to convey the importance of one's actions. If one wanted to get good treatment from others, one had to give the same to others.
- **GHS (smart school)-50: A Friend in need is a Friend Indeed: (Drama):** Students of classes IX and X enacted the story of a Mighty King who wanted to kill a Golden Goose to please his Queen. In order to entice the golden goose to visit his kingdom, he builds a lake and orders the

hunter to kill the bird. The hunter plans a trap and succeeds in catching the geese. The golden goose, who is also the king of his flock, is saved by his minister goose. He injures the hunter's eye and flies away with his injured king. The queen, sitting in her chamber's window, watches this incident and realizes her mistake. She pleads the King to leave the geese alone and not to try to kill them. The king too is apologetic and he invites the Goose king to settle near the lake permanently with his flock. Students tried to convey the importance of right friends.

- **GGMSSS-18: 'Save the Child: Skit' and 'Growing Pains (Mime)'**: Girl students of classes IX, X and XI presented a skit to portray the social evil of child labour through the story of a young boy who is forced to work as a domestic help because of his father's accident. Students also presented a mime wherein they showed how some of us do not care for their parents when they grow old.

Snippets:



Best Practice: 2 - Six Week Certificate Course in Teaching of English for In-service teachers for Chandigarh Administration run schools as part of CPD.

The Institute organizes short need based courses for school teachers at all levels in collaboration with SSA/RMSA Chandigarh, Punjab and Haryana annually. They are imparted new methodologies in the field of teaching English in these workshops keeping in mind the regulations and guidelines set down by the NCF. To make any training programme effective, the teachers need continuous professional support. Keeping this in mind, the Institute has come up with a new model of giving teacher a staggered course which will keep them oriented and immersed with the course content and they will also not be away from their classes for a long time at a stretch. RIE Continuous Professional Development (RIE CPD) was introduced by the Institute over the year from July to January 2017. CPD programme at Regional Institute of English has a framework through which teachers can progress and are able to compare their skills, behaviour and knowledge to those represented in the framework. The course conducted was successful and they could identify what areas of development teachers need to focus on. It delivered a deeper understanding of what

it means to be a professional, along with a greater appreciation of the implications and impacts of one's work.

RIE CPD is meant for continuing education to maintain knowledge and skills. It refers to the process of tracking and documenting the skills, knowledge and experience that the teachers gain both formally and informally as they work, beyond any initial training. It's a record of what they experience, learn and apply. The term is generally used to mean a physical folder or portfolio documenting the teacher's development as a professional.

Objectives:

- Imparting practical, innovative ideas for teaching English based on Eclectic Approach of teaching through supervised teacher experience.
- Giving teachers an opportunity to share successful teaching practices, ideas and improve their Communication Skills

The CPD programme helps the teacher to manage their own development on an ongoing basis. Its function is to help the teacher record, review and reflect on what they learn. It's not a check-box document recording the training they have completed. It's broader than that.

Characteristics of RIE CPD:

- Continuous – professionals should always be looking for ways to deal with new challenges and improve performance
- The responsibility of the individual teacher – who identifies his/her own needs and how to meet those needs
- Evaluative rather than descriptive – so that the teacher understands the effectiveness of the activity

The key features of the RIE CPD

- Be self-directed: driven by the teacher and not the Resource Person
- Focus on learning from experience, reflective learning and review
- Help the teachers to development goals and objectives
- To improve classroom instruction and classroom language
- To help teachers build professional relationships, sharing and learning from each other and improve communicative competency:
 - Listening, Speaking, Reading, Writing and Grammar.

The course was divided in two batches, in which 30 teachers teaching English to class 1 were deputed from different schools of Chandigarh. Each training week, teachers got an assignment to be completed which they submitted in the subsequent training week. The sixth week was completely devoted to assessment of the trainees via teacher's portfolio and presentations. The Institute faculty evaluated teacher performance after the completion of the course and submitted the evaluation to the Department. A certificate of excellence was given to four participants after the completion of the course.

Evidence of Success & Feedback:

As mentioned above, the schedules of the Six Week Certificate Course in Teaching English to Young Learners held successfully on the respective dates. The teachers deputed under CPD programme became well acquainted with the following professional practices-

- Enhancing listening and speaking skills
- Planning lessons and courses
- Understanding learners

- Managing the lesson
- Knowing the subject
- Managing resources
- Assessing learning
- Integrating ICT
- Taking responsibility for professional development
- Using inclusive practices
- Using multilingual approaches
- Understanding educational policies and practice

Feedback

- Teachers felt that CPD courses were useful, relevant and appropriate.
- Teachers were able to take the activities back to their classrooms.
- They felt that it has enhanced their experience, and improved their skills and school-level outcomes.
- The use of data, both quantitative and qualitative was well used during the sessions. It helped them in terms of learning about their practice and drawing conclusions.
- The course helped them in increasing their confidence. Affective outcomes are short-lived, but a short term increase in confidence helped them to embed their knowledge and skills into practice.
- Teachers after attending the Continuous Professional Development programme appreciated the importance of English teaching to the students and the immense pressure that the RIE was under to deliver results.
- The Resource persons were highly motivated that at the heart of every course they strive to work to enable every student to enjoy and achieve in their English lessons whether this was through effective departmental leadership or the development of specific teaching practice.
- The participants enjoyed planning of units and designing lesson plans.

7.4 Contribution to environmental awareness/protection

• **Herbal Garden**

The Institutes' garden has many herbal trees like: Black Plum, Lemon, Sweet Lime, Mint, Sweet basil, Green Tea, Curry leaf, Aloe vera, Peepal, Fig, Indian rosewood, Debdaru, Golden Shower Tree, Gum tree and Night Jasmine

• Eco-club has been formed in the Institute on 8 January 2016 with the role in creating general environmental awareness.

The objectives of the club are:

- **To encourage people to keep the environment clean.**
- **To sensitize the people to minimize the use of polluting products.**
- **To motivate people to work in an environment friendly manner which includes use of LPG, paper bags, Gas pipe line, saving electricity and fuel.**
- **To make people understand the importance of environment and its problem areas.**
- **To involve people in action based programmes related to various problems prevailing in their surroundings.**
- **To conduct environmental audit**

7.5 Whether environmental audit was conducted? **Yes**

7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

8. Plans of institution for next year

- **To initiate Special Interest Groups like Film Appreciation, Creative/Academic Writing, etc.**
- **Motivation and Conflict management for school Principals / teachers.**
- **Newsletters for College and School students**
- **Functional English course Revision**
- **Establishment of Primary Center for taking up Communication activities with students of Local Schools**
- **English Pedagogy Programme for College Teachers**
- **Revision of PGCTE Blended Course**
- **Adding more Option like American Literature in PG Department.**
- **Regularization of RIE CPD and extending it to eight weeks from six weeks.**

Name: Dr Gunbir Kaur

Name Dr Vandana Lunyal



Handwritten signature of Gunbir Kaur in blue ink, with the word 'Prof.' written below it.

Signature of the Coordinator, IQAC



Handwritten signature of Vandana Lunyal in green ink.

Signature of the Chairperson, IQAC