

***SELF STUDY REPORT***

***2014-15***

***(FIRST CYCLE)***

***A SUPPLEMENT***



**Regional Institute of English  
Sector 32-C, Chandigarh**

**Dated: 08-02-2016**

### **Introduction**

**The present document intends supplying additional information pertaining to the SSR submitted to the NAAC and also the necessary corrections to the previous document.**

**The inconvenience caused is regretted.**

***Director  
Regional Institute of English***

## *Criterion I: Curricular Aspects*

### **1.1 Curriculum Planning and Implementation**

#### **1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?**

##### **Previous Answer:**

RIE has been an integral partner of the Industry in providing human resources to the companies in the region. We have collaborated with CII, Chandigarh for curriculum validation of some of our programs. We have also teamed up with Industry experts, including Ms Pervin Malhotra and Mr Zubin Malhotra of CARING, New Delhi and organized seminars and workshops for our students. These seminars and workshops are community outreach programs organized at different venues for students of various colleges.

##### **Additional Information:**

The Institute is in the process of getting formal collaboration from the CII (Confederation of Indian Industry - Chandigarh Chapter) for the '100 Hour RIE Certificate Course in Personal Development'. A string of meetings have been conducted with a committee of experts from the industry and the concerning fields which have resulted in getting a verbal consent from them. However, the collaboration will be finalised after having inserted the changes the inputs as suggested by CII.

#### **1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?**

##### **Previous Answer:**

NA

##### **Additional Information:**

The PGCTE programme conducted by RIE offers blended learning wherein participants attend 5 Week Face-to-Face programme at RIE and the rest of the time (8 weeks) in the online mode wherein the in-service teachers return to their schools and complete the course online. It is advantageous as they are able to concentrate on their teaching also while they are still enrolled with the Institute. The blended course is beneficial to the students as they are trained at the institute to deal with the online content. In the process they also become comfortable with technology which is a life skill nowadays.

## *Criterion II: Teaching-Learning and Evaluation*

### **2.2.1. How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?**

**Previous Answer:** The Institute caters to the need of differently-abled students by making special arrangements for their convenience. In MA we provide:

- a. Reservation to physically and visually challenged students as per the reservation policy of the Government.
- b. Fee concessions.
- c. Scholarships.
- d. Conduct of exams of such candidates at the ground floor
- e. Conduct of classes of such candidates at the ground floor
- f. Permission of having a writer for the exam.
- g. Toilet facilities,
- h. Audio/ Visual Material
- i. Lift, Ramp (Proposed).

**Additional Information:** The reservation policy of Government of India (Point a) is not applicable to PGCTE trainees as they are in-service teachers deputed to pursue the course at RIE by their respective State District Education Office (DEOs).

### **2.2.2. Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the program? If 'yes', give details on the process.**

**Previous Answer:** Yes, the Institution assesses the needs in terms of knowledge & skills before the commencement of the program. It has already been mentioned that the Institute conducts a written test and interviews to assess the students' needs in terms of knowledge and skills before the commencement of the program. The written test also functions as a diagnostic tool to assess the needs of the students in all the courses conducted by the Institute. Need Analysis is the essence of all RIE courses and the curriculum developed by the Institute for all the courses. RIE tries to frame curriculum as per the needs reflected in the diagnostic tests.

**Additional Information** The Institute conducts diagnostic tests and entrance exams as in the case of PGCTE trainees and MA students'. Based on their performance in these tests, teaching schedule, methodology and level of teaching is decided. Also, regular feedback is taken from students and participants of various courses. In programme like Personal Development and C-TOSS, review and feedback is taken from various stakeholders like industry experts, Principals, teachers in preparation for the successive academic session. Similarly in programmes like PGCTE and CPD, feedback and review reports of Language teachers and Education Department play a crucial role.

### **2.2.5. How does the institution identify and respond to special educational/learning needs of advanced learners?**

**Previous Answer:** The institution identifies special educational/learning needs of advanced learners by:

- a) monitoring the daily attendance, punctuality and discipline
- b) assessing the classroom interaction and associated body language

- c) having analytical research of student performance in various examinations.
- d) supervising and monitoring participation of students in co-curricular and extracurricular activities.

The institution responds to special educational / learning needs of advanced learners by:

- a) providing extra facilities such as language labs and book kits.
- b) giving responsibility to students by making them team leaders in academic and co-curricular activities
- c) motivating them to participate in on-campus and off-campus activities such as inter- college debates and youth festivals
- d) names and achievements of students are displayed on the notice boards and merit boards to motivate other students
- e) prizes in the form of books
- f) encourage participation in presentations/seminars
- g) writing research papers in association with the faculty and also independently
- h) organizing UGC/NET classes
- i) organizing film appreciation programs
- j) organizing film-making workshops

**Additional Information:** The Institute has provided logistic and financial support to students' to overcome barriers in learning. It has also floated various projects and groups where students can hone their skills and also contribute substantially.

- The Institute sponsored MA students to participate in the Film Appreciation Course conducted by Prof Anil Zankar (Ex- Faculty, FTII, Pune) from 31 March to 06 April 2014.
- The Institute takes care to introduce new courses like 'Academic Writing' for MA Students which is conducted by RIE faculty and the English Language Fellow at the Institute.
- Students are also encouraged to take interest in Community Outreach Programmes which are conducted periodically by the Institute. They are motivated to be a part of such initiatives and play an active role in them. This initiative also prepares them for their future life and jobs as they learn life skills like 'decision making' and 'taking initiative'. This opportunity also helps them to learn the skill of Time Management.
- The MA students are encouraged to take part in Youth Festival held annually. Students have also done the Institution proud, by winning literary events at the Inter College Youth Festival.
- Also, the C-TOSS Programme gives an opportunity to final year students of MA, to work part-time in Government schools and teach Soft Skills and Communication Skills to students.
- The Institute entrusted MA students with responsibilities during TESOL Conference held from 24-25 April 2015. The students were presented with certificates and mementoes in recognition of their duties discharged by them. Such responsibilities not only help students to be autonomous learners but do give them life skills.
- Special Interest Groups (SIG) which has been a recent initiative are expected to tap and channelize the potential of MA students on vast ranging arenas.

**2.2.6. How does the Institute collect, analyze and use the data and information on the academic performance (through the program duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?**

**Previous Answer:** Students are assessed on the bases of class tests, vivas and presentations from time to time. Remedial classes and academic writing and spoken English 100 hours program designed exclusively for MA Students have proven beneficial in this regard. The faculty is always eager to help the students in every way.

Other programs offered by the Institute where students are involved are personal development (PD) in colleges and soft skills training (CTOSS) in schools and it is expected from the colleges and schools to look into this aspect. However the trainers engaged for each program are instructed in the training to understand and take into consideration the uniquely different abilities and competencies of all learners.

**Additional Information:** The Institute motivates students by way of remedial help, scholarships and special counseling session. The students who lacked good communication skills are encouraged to attend spoken English classes.

**2.3.3. How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?**

**Previous Answer**

Student-centric learning is encouraged with the help of infrastructure amenities like Language lab, Audio-Visual aids, smart classrooms, Wi-Fi access, Media Centre, a high-tech library, online forums, film club etc. The Institute also has a separate Language lab for students to access internet and other language learning software.

**Additional Information**

The lab accessed by the students of MA and PGCTE trainees, is functional 24/7 and this facility is also extended to hostel residents. It has been observed that the Language Lab has promoted independent learning through self-access of software's in the Language lab.

**2.3.5 What are the technologies and facilities available and used by the faculty for effective e-teaching? Eg: Virtual laboratories, e-learning-resources from National Program on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NMEICT), open educational resources, education, etc.**

**Previous Answer**

The Institute is well –equipped with internet facility by having Wi-Fi that can be accessed by both the teachers and students. Use of technology in teaching and learning removes the tedium of textbooks and at the same time accelerates learning experience. For this purpose the Institute has converted all the classrooms into smart classrooms.

**Additional Information:**

- The Institute has rigorously worked to convert three month long PGCTE course into an online mode. The platform used for the online course is Moodle. Also, the teaching faculty uses online and web resources like Corpus of Contemporary American English (COCA),

Concordance, Online Dictionaries and Google groups. For the PGCTE programme, a component of technology known as Computer Assisted Language Learning (CALL) is included in their curriculum. The CALL component familiarizes trainees to integrate technology into teaching. Apart from CALL classes, the trainees also undergo computer literacy classes.

- The Institute has also provided online learning opportunities to its PGCTE participants through a UK based company known as BKSB –Basic Key Skills Builder. It provides online learning solutions and is a flagship commercial venture from UK's, West Nottinghamshire College. The PGCTE trainees of 2011 and 2012 batch were provided with this opportunity. The Institute has subscribed to one of its product known as “Initial and Diagnostic Assessment and Skill Checks”, a fully interactive and self-marking skills assessment package that come along with technical support. From a learner's point of view each learner got his/her own student home page which detailed about the individual learning plan upon completing diagnostic assessments and pinpointed the topics he/she needs to do in order to bridge the gaps in language concepts. The questions are reasonably well-written and evaluate learners' language skills. From a teacher's perspective, BKSB gave lots advantages, such as the interactivity, self-marking features and instant results print-outs. Most importantly BKSB provided details about each learner's journey in language learning.

### **2.3.6. How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?**

#### **Previous Answer**

The faculty and students are exposed to advance level of knowledge and skills through various channels. The Institute also accommodates an English Language Fellow (ELF) sponsored by RELO, New Delhi who holds workshops for faculty and students. This has been practiced regularly since 2010.

The ELF familiarizes the faculty members with the usage of modern teaching tools and techniques particularly software like Live Code, Hot Potatoes and Moodle. The faculty members further impart these skills to the students.

#### **Additional Information**

The staff and students are constantly motivated to attend conference, seminars, webinars and workshops. For the staff members, the Institute made special provision to attend the TESOL conference held in March 2015. Similarly, the students of MA were asked to contribute and assist in writing a research paper pertaining to ELT which got published in a special issue of FELT, Vol 30, No 1. The students are also motivated to attend workshops held under RUSA at the Institute and in other colleges as well.

### **2.4.3 Providing details on staff development programs during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.**

**Cross-Cutting Issue:** Previous Answer: Appropriate level of education equips the individuals with meaningful knowledge, bewildering technologies, values and psychosocial competencies to enable them to efficiently manage the complex challenges of everyday life. For this purpose, teachers are given training to handle the extra work load, stress and psychological problems of the students. Scholars of eminence (psychologists) are invited to conduct brain storming sessions in the institution.

### **Additional Information:**

The word “psychologist” enclosed within brackets in the sentence “Scholars of eminence (psychologists) are invited to conduct brain storming sessions in the institution”, kindly be omitted.

**2.4.4. What policies/systems are in place to recharge teachers? (e.g.: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programs industrial engagement etc.)**

### **Previous Answer**

The Institute constantly motivates the teachers to pursue their higher education or research in the form of PhD and M.Phil. Adequate support structure is in place in case any faculty member decides to go on study leave or research. Also, encouragement is extended towards faculty members who regularly publish their work in research journals, newspapers or magazines.

### **Additional Information**

Faculty members are encouraged to pursue their research and contribute substantially by way of publishing research papers and articles. Dr Vijaya Singh is currently on study leave for pursuing a course in Film Direction from FTII, Pune and Mr Gopal Chandra Nayak has also availed study leave to complete his PhD from EFLU, Hyderabad. Most of the faculty members have done online courses which were sponsored by RELO, New Delhi:

<b>Name</b>	<b>Title</b>	<b>Year</b>
Dr Abhilash Nayak	10-week Course on Teaching English to Young Learners	2008
Dr Revathi Srinivas	10-week Course on Teaching English to Young Learners	2008
Dr Sharda Kaushik	10-week Course on using of Web-based Resources for Teaching English	2010
Dr Bindu Bajwa	10-week Course on Critical thinking Skills in Teaching and Learning English	2010
Dr Vandana Lunyal	10-week Course on Teaching English for Specific Purposes	2012
Namrata Parmar	10-week Course on Teaching English to Adult Learners	2012
Shivinder Kang	10-week Course on English as a Foreign Language Assessment and Evaluation	2012
Jasreen Grewal	10-week Course on Critical Thinking	2012
Dr Tulika KakKar	10-week Course on Teaching English to Young Learners	2012
Dr Tulika Kakkar	10-week Course on Web 2.0 Tools for Classroom Teaching and Professional Development	2012
Amrit Bajwa	10-week Course on Web 2.0 Tools for Classroom Teaching and Professional Development	2012



Namrata Parmar	10-week Course on Critical thinking Skills in Teaching and Learning English	2016
----------------	---	------

**2.6.4. How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?**

**Previous Answer**

For Personal Development Program and the CTOSS program, remedial teaching is done to encourage students. The teaching/training methodology is tailored to suit the learning needs of the students and the best care is taken during the training of the trainers engaged to understand the needs of students so that they do not feel mental barriers in learning.

For PGCTE program, it is seen that teachers hesitate to use English as a medium of instruction as they are not proficient enough or fail to transfer their competence to performance. For such teachers, counseling is provided by the faculty and the coordinator so that they do not feel out of place. They are given more training by encouraging them to participate in micro teaching to their peer group. These teachers are also given training in using computers and other such technology for teaching English and become competent to handle computers for their needs.

For MA students, class tests, presentations and projects help us to assess the students' performance.

**Additional Information**

For programmes like C-TOSS, pre and post assessment tests are conducted to determine the effectiveness of the teaching/course; regular feedback is taken from School Principals and coordinators. Accordingly, changes are incorporated in the syllabus for the next session. In the session 2014-15, the C-TOSS Programme completely revised its syllabus and designed simple lesson plans dealing with everyday communication and classroom activities. The material designed in the year 2014-15, has taken shape of a handbook with revised lesson plans in the session 2015-16 called as *Developing Communicative Competence and Soft Skills for Young Learners*.

Based on the feedback received each year from various District Education Office (DEO), school Principals and teachers, PGCTE Course has been converted into an online mode. This has enabled many teachers from far flung regions to pursue this course without availing long leave from their respective schools. Also, the school authorities are more willing to relieve their staff for a month to pursue this course at RIE.

### ***Criterion III: Research, Consultancy and Extension***

#### **3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?**

##### **Previous Answer:**

Yes, but it is not affiliated to any university. However, the Institute has its own research centre which provides consultancy, guidance and extension services to the State Governments.

##### **Additional Information:**

Some instances of consultancy, guidance and extension services are

- Design of syllabus for Haryana Polytechnic Institutions
- AUSEP (Afghan University Students' Exchange Program)2011-13, syllabus design, writing and generation of material
- Design of Functional English syllabus for Under Graduates of Panjab University, Chandigarh, 1995
- Teaching Units based on MARIGOLD series to help teachers in handling the books and PETALS series (NCERT) practice books for school children of Chandigarh Administration

#### **3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?**

##### **Previous Answer:**

The following faculty availed leave to pursue research in specific fields:

Dr Sharda Kaushik availed leave to pursue MS TV-Radio, from Syracuse University, Syracuse, USA in 2000. The course helped in learning use of different pedagogical skills and technology. The skills learnt are being used for material production at the Institute.

Ms Vandana Lunyal pursued MA in English Language Teaching and Multimedia from the University Of Warwick, UK in 2008. After acquiring the degree she undertook research projects with PGCTE students which included a project in film making with them. It resulted in 3 zero-budget films--- *The Sound, Fish Tank and Teen Ache*.

Dr Vijaya Singh is currently on leave to pursue one year course in film direction at FTII, Pune.

##### **Additional Information:**

Recently, Mr. Gopal Chandra Nayak has been granted study leave to complete his PhD (2016).

#### **3.3.1 What are the research facilities available to the students and research scholars within the campus?**

##### **Previous Answer:**

The college has a very well stocked library with web resources, books and journals. At the same time the Institute organizes from time to time lectures and workshops with eminent academics and writers for the benefit of students and faculty

**Additional Information:**

- Computer Labs with Wi-Fi Facilities are available 24X7
- Research Cum Study center has been established which both students and teachers can use
- Library enriched with CDs, DVDs etc
- Provision for membership of British Council Library
- DELNET, INFLIBNET

**3.4.2 Does the Institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?**

**Previous Answer:**

The Institute publishes an in-house journal, FELT. Plans are afoot to make it a peer reviewed journal.

**Additional Information:**

It is a peer reviewed journal since 2015 (ISSN: 0976 – 1306)

**Editorial Board**

**Chief Editor**

Dr Sharda Kaushik, Regional Institute of English, Chandigarh

**Editor**

Dr Jyoti Singh, Regional Institute of English, Chandigarh

**Referee Editors**

Dr Harpreet Pruthi, Panjab University, Chandigarh

Dr Tejinder Kaur, Panjabi University, Patiala

Dr Deepti Gupta, Panjab University, Chandigarh

Dr Rajneesh Arora, English and Foreign Language University, Lucknow Campus

**Associate Editors**

Tulika Kakkar, Regional Institute of English, Chandigarh

**Advisory Committee**

Dr R N Bakshi, Retired Professor , EFLU

Ms Claire Bradin Siskin Former English Language Fellow

Dr Steve Mann Associate Professor, University of Warwick

Dr Bindu Bajwa, Regional Institute of English, Chandigarh

## **Publication Policy**

We accept electronic submissions via e-mail as attached documents. Authors are requested to preserve one copy of soft file and send the same file as attachment via e-mail

1. The authors need to send a declaration via e-mail that they have read the “*Terms and Conditions*” and will go by the same, and that the attached article is not being currently considered for publication by other publishing agencies.
2. Hard copy of the articles/research papers can be sent to the Institute .
3. Since we adhere to blind review process, the authors should avoid entering their name, designation, address and notable works on the attached file. Instead they are requested to send a separate attached document containing a short CV.

We want authors to strictly follow the [MLA](#) style while preparing the articles. (Consult the quick references for MLA Style: [MLA](#), [Wikipedia](#)). Authors are requested to include the following in the format of their articles:

- Full Title with subtitle, if any.
- An abstract of the article of about 100 words.
- Authors should note that the main body of the text should be prepared in such a way that no formatting is needed afterwards. Heading, sub-headings, illustrations should be well accommodated within the main body of the article.
- Do not use footnotes; instead, give end notes.
- There is no word-limit for articles. But ideally those should be around 3000 words, inclusive of notes and references.
- All portions of the articles should be 1.5 line-spaced between the paragraphs and single line spaced within the paragraph.

## Terms and Conditions

Authors are requested to read the following “**Terms and Conditions**” very carefully. **If authors submit anything for publication, we will take it for granted that they have read the “Terms and Conditions” and agreed to the same:**

1. While submitting any piece of writing or illustration with us for consideration of publication, the authors understand that the same **has not been sent or is not being considered for publication elsewhere.**
2. By virtue of submission and the supporting e-mail, the authors give Director RIE (Regional Institute of English) the **Exclusive Copyright to publish and reproduce the articles, diagrams, maps and images online and in hard paper formats and on other digital formats like CD/DVD etc unlimited number of copies at any time.**

3. The **authors are responsible for getting the permission from the Copyright Holders for the reproduction** of articles, long quotations, diagrams, maps and images.
4. The authors should note that FELT is a **non-profit, non-commercial and open access platform**. The authors and artists should understand that **they will NOT be paid** for their writings/works. They should consider this as a free service to the knowledge community.

**3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the university, how did they complement student's academic learning experience? Specify the values inculcated and skills learnt.**

**Previous Answer**

**A formatting error in the SSR which reduced the font of the written answer and made it unreadable**

The students coming from privileged backgrounds have gained appreciation of the fact that a large population in our neighbourhood is not very fortunate. Many spirited students have made genuine efforts to make a difference to their lives. The faculty of RIE put up a stall at 12 wing Air Force Station, Chandigarh during the Kashmir flood relief operation and helped the victims with all the amenities, emotional and financial support. The students reached out to the children of NGO for basic education on hygiene and health and train them in storytelling. The success of this project has complimented these students own academic learning experiences. They have realized that they have been fortunate and they must do something for our society. Such students themselves have been doing exceedingly well in their academic performance.

**3.6.8 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.**

**Previous Answer**

A formatting error in the SSR which reduced the font of the written answer and made it unreadable

**Additional Answer**

**Communication Skills Programme for the Under Privileged Students of Government Schools of Chandigarh**

The Regional Institute of English in collaboration with SPIC organized a voluntary 50 hour Communication Skills Programme for the under privileged students of Government Schools. The programme started on 1 June and concluded on 30 June 2011. RIE trained 170 students in six batches.

The classes were held in five different Govt School allotted to RIE by SPIC. The students were familiarized with different aspects of Communication Skills, Soft Skills and Life Skills. The students were given practice in task based activities which they could complete in stipulated time frame.

**Computer Aided Language Learning Programme for Government Schools of Chandigarh Administration since 2007**

A Comprehensive Computer Aided Language Learning Course is conducted for students of GMSSS-33 and GHS-32 D studying in standard 9 and 10 from 1 June to 30 June every year. The focus of the programme is to introduce the students to Computer Literacy and familiarize them in using computers with Language learning. The course is designed keeping in consideration the focus on improving Communication Skills, vocabulary in English Language and Spoken Skills. Remedial classes on Personality Development were also imparted for the holistic development of students. Students are given useful gifts (such as bags, dictionary, geometry boxes) at the end of the programme. They are also given daily refreshment for which the faculty also makes a contribution.

**Theatre Workshop for Students of Hamari Kaksha:** Dr Sharda Kaushik, Director RIE, conducted a theatre workshop for students of Hamari Kaksha where the students' were familiarized with the fine skills of acting and theatre. The workshop was instrumental for students who presented a stage event at Tagore Theater on 7 October 2015 on the theme titled "Mother Nature". Dr Sharda kaushik also wrote the script for the event.

**Remedial Classes for Students' of Madarasas:** In order to bring the students of Madarasa into mainstream, Chandigarh Administration has adopted four Madarassa which are:

- Madarasa Arbiya Faizul Islam, Sector 45, Chandigarh
- Madarasa Ezahul Uloom Mujaddadi, Manimajra
- Madarasa Islamia Uloom, Maloya
- Maddraa Shiraz-ul-Uloom, Govindpura, Manimajra

Apart from conducting C-TOSS training at these Madarasas, RIE conducts remedial classes for the students and interactive sessions on storytelling, poems and rhymes and selected topics such as hygiene, sanitation, India and its features are taken up for discussion. The trainers also encouraged students to take part in various outdoor activities like games and sports.

**Community Participation by RIE-CTOSS Team on 13 March 2016:** The C-TOSS team participated in a Marathon which was organized by Chandigarh Tourism and various other stakeholders. The marathon was held primarily to spread awareness about various social causes like Gender Discrimination and Environmental degradation The C-TOSS team decided to participate in the run with a view to strengthen the initiative of community participation.

The Department of Post Graduate Studies undertook a Community Outreach Activity with visually challenged students of a school which is run by **Society for the care of Blind** in Sector 26. The programme intended to sing rhymes and songs with them. The team comprising of ten MA Students along with two faculty members led this initiative. The special children by all means were happy to meet the RIE team. To break the ice with the special children, few MA students started playing games like 'throw the ball' with them. After the students were comfortable talking, RIE team introduced themselves and told them about the programme. The students were pleasantly surprised and happy to meet their new teachers. Songs were first played on tape recorder and once the students have taken note of tone and the rhythm, MA students gradually took the lead and started singing songs on their own by clapping hands and clicking fingers with the children following them. Songs like We shall Overcome, Do-re-me, Five Little Monkeys, Old Mac Donald, Jingle Bells, Five Little Ducks were sung and enjoyed by Children. The MA students were also took a round of the campus of their school. At the end the RIE team distributed candies and thanked the students for their time.

In order to sensitize MA students towards the needs of children who face economic hardships and at times have to drop out of school because of financial constraints, RIE authorities decided to

undertake a Community Outreach Programme at an NGO, Hamari Kaksha which helps such students to complete their primary education. The MA students reached the NGO premises on 29 January 2016 and were greeted by a joyous roar of children of all age group. The Children who were excited listened with rapt attention to MA students who decided to take a session on vocabulary and pronunciation. The MA students who were ten in number took turns to write and spell out simple vocabulary words which the students had to string in a sentence. The students were taught situational vocabulary and were told the correct pronunciation of the common mis-pronounced words. The event was a success as the students did not want their class to end that day.

In the month of February 2016, RIE organized an awareness activity involving the students of M.A. English. In the activity the participants were asked to do some brainstorming regarding creating awareness about our personal hygiene and inculcate the habit of cleanliness by teaching students the correct procedure for keeping body parts, especially hands clean. In pursuant to it, the Director, RIE, contacted the Principal, Government Senior Secondary School, Sector 37-B, Chandigarh for a lecture on personal hygiene. The RIE-MA team decided to do a practical training session on Hand washing with the school students'. The RIE team comprised of ten students and two faculty members who reached the school on 10 February to implement the cleanliness. Firstly an interactive session was held with the students where the MA students talked to the students' about the importance of cleanliness and asked them question as to how they can keep themselves clean. Later on a demonstration was given on the correct procedure adopted while washing hands. Students were also encouraged to come forward and do practical hands -on activity on correct way of hand washing. At the end, many of the students were given free soap cakes by the RIE team as an incentive towards maintaining hygiene.

**3.6.9 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.**

**Previous Answer**

**A formatting error in the SSR which reduced the font of the written answer and made it unreadable**

**Additional Answer**

RIE has not received any formal awards for the extension activities but has rendered special extensive help to the blood banks, environment and helping the underprivileged. However, the satisfaction of doing something for the society is a reward in itself.

**3.7.5 How many of the linkages/collaborations have actually resulted in formal MOUs and agreements?**

**Previous Answer:**

- **Research:** No
- **Consultancy:** No
- **Extension:** No
- **Publication:** No
- **Introduction of new courses:** No

**Additional Information:**

- **Research:** All RIE courses involve research
- **Consultancy:** CTOSS, Consultancy for establishing Language Labs in many Institutions, AUSEP, Supporting Chandigarh Administration producing support material for making academic plans of classes 1-5 making syllabus for Haryana Polytechnic Institutes
- **Extension:** RMSA, SSA
- **Publication:** FELT (a peer reviewed in-house journal)
- **Introduction of new courses:** AUSEP, PD programme, PGCTE Online
- Recently for the TESOL academy held on 24-25 April, 2015 an MOU was signed between TESOL, RIE and RELO

**3.7.6 Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.**

**Previous Answer:**

No

**Additional Information:**

- Generally the need based courses are organized by the Institute. These are part of consultancy as the Institute not only provides resource persons but also design the course content and the course material for the institution.
- In the recent past the Institute has done consultancy in the field of:
  - Establishing Language Labs in Schools and Colleges of Chandigarh Administration
  - Consultancy to different institutions on Language Labs and sources from where Language software can be bought
  - Organized courses for the state of Madhya Pradesh, Rajasthan and Haryana
  - Workshop on curriculum design and materials for AUSEP which resulted in new materials for AUSEP
  - Courses for SCERT Haryana, Haryana Polytechnic and Chandigarh Administration
  - RIE is one institute where an ELF has come every year since 2010. Generally in other institutions, this support by RELO is given for a period of two years only.
  - Because of good feedback from ELF's and AUSEP participants, first ever TESOL Academy programme in India was given to RIE
- Ms. Jane Hoelkar is the current RELO Fellow at the institute who has been taking MA classes in Academic writing and formal speech



#### *Criterion-IV: Infrastructure and Learning Resources*

##### **4.1.2 Detail the facilities available for**

**a) Curricular and co-curricular facilities- classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, animal house, specialised facilities and equipment for teaching, learning and research etc.**

##### **Previous Answer:**

Facilities available in the Institute:

##### **a) Curricular and co-curricular activities available within the Institute:**

- Smart classrooms equipped with an LCD projector
- 3 seminar halls equipped with an LCD projector
- 4 classrooms with TV screen
- 2 language laboratories-one with 30 computers, and the 2<sup>nd</sup> one with 20 computers. Language learning software's are installed in all the computers.
- The Institute does not have a botanical garden, but a minimalist garden is maintained.

##### **Specialized facilities and equipment for teaching learning and research:**

- One language lab is kept open for 24×7 for the access of the hostel residents.
- Films, journals, periodicals etc. are made available to the students.

##### **Additional Information:**

Facilities available in the Institute:

##### **a) Curricular and co-curricular activities available within the Institute:**

- Smart classrooms equipped with LCD projector
- 3 seminar halls equipped with LCD projector
- 3 classrooms with TV screen
- 2 language laboratories- one with 30 computers, and the second one with 20 computers. Language learning software is installed in all the computers.
- The Institute does not have a botanical garden, but an herbal garden is maintained.

##### **Specialized facilities and equipment for teaching learning and research:**

- One language lab is kept open for 24×7 for the access of the hostel residents.
- Films, journals, periodicals etc. are made available to the students.

**b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.**

b) Extra-curricular facilities provided:

- Sport field (for playing basketball, tennis, volley ball and badminton)
- Indoor sport (table tennis)
- Gymnasium in the hostel
- Multi-purpose hall
- Cultural activities are organized from time to time
- Competitions are organized on public speaking.
- RIE specializes on communication skills. It offers certificate courses on communication skills.
- Yoga training is also given to the hostel residents
- 50 years of RIE was celebrated in 2013.

**Additional Information:**

- Sport field (for playing basketball, tennis, volley ball and badminton) Some of these got dug up during the installation of a new elevator. The institute is trying to shift these to suitable places. As of now, the athletic track, the badminton and the volley ball court are being put to use.
- Indoor sport (table tennis)
- A functional gymnasium is available in the hostel though the machines are old and they are repaired from time to time.
- Multi-purpose hall
- Cultural activities are organized from time to time
- Competitions are organized on public speaking.
- RIE specializes in communication skills. It offers certificate courses in communication skills.
- Yoga training was available to the hostellers of PGCTE. Records exist in the institutional reports and photographs. However, currently no training is being held. Yoga equipment is available in the gymnasium.
- 50 years of RIE was celebrated in 2013.

**4.1.5 Give details on the residential facility and various provisions available within them:**

**Previous Answer:**

- Hostel facility-accommodation available for 30 male students and 10 female students at the hostel of SCERT.
- Recreational facilities, gymnasium, yoga centre etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostel
- Wi-Fi facility
- Recreational facility-common room with audio-visual equipment's
- Constant supply of safe drinking water
- security

Details on the residential facility and various provisions available within them:

- Hostel facility: the hostel has a capacity of accommodating 30 persons.
- It has a gymnasium with basic equipment's like dumbbells, treadmill, cycle, weights, exercise bike etc. Table tennis facility is also available.
- One computer lab (20 computers with internet and language learning software) is kept open for 24×7 for the access of the hostel residents.
- First Aid is available. Contact number of the warden, the emergency services number of the

hospital and other information like hospital address are provided. Government Medical College and Hospital is located within ¼ K.M. away from RIE.

- Library facility in the hostel-N.A.
- LCD TV with Dish TV connection is there in the multi-purpose hall which is also used as common room.
- One room is there for the hostel warden. Constant supply of safe drinking water facility is provided in the hostel.
- One Chowkidar ensures the security of the Institute as well as the hostel.

#### **Additional Information:**

- Hostel facility-accommodation available for 30 male students and 10 female students at the hostel of SCERT.
- Recreational facilities, gymnasium, yoga centre etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostel
- Wi-Fi facility
- Recreational facility-common room with audio-visual equipments
- Constant supply of safe drinking water
- security

Details on the residential facility and various provisions available within them:

- Hostel facility: the hostel has a capacity of accommodating 30 persons.
- It has a gymnasium with basic equipment's like dumbbells, treadmill, cycle, weights, exercise bike etc. Table tennis facility is also available.
- One computer lab (20 computers with internet and language learning software) is kept open for 24×7 for the access of the hostel residents.
- First Aid is available. Contact number of the warden, the emergency services number of the hospital and other information like hospital address are provided. Government Medical College and Hospital is located within ¼ K.M. away from RIE.
- Library facility in the hostel-N.A.
- LCD TV with Dish TV connection is there in the multi-purpose hall which is also used as a common room.
- One room is there for the hostel warden. Constant supply of safe drinking water facility is provided in the hostel.
- One Chowkidar ensures the security of the Institute as well as the hostel.

#### **4.2.2 Working hours (on working days, on holidays, before examination, during examination days, during vacation)**

##### **Previous Answer:**

08: 10 AM to 03: 15 PM. The reading room is open 24×7

##### **Additional Information:**

Working hours (on working days, on holidays, before examination days, during vacation)-08.00 AM to 04.00PM. The reading room is used open 24×7. The lecture hall is also used as a reading room

after the classes because of its proximity to the library.

#### 4.2.2 Layout of the library

##### Previous Answer:

Layout of the library - There is one reading room, one lounge of 6'×10' (feet), one IT zone for accessing e-resources of 6'×10' (feet).

##### Additional Information:

Layout of the library –There is one classroom cum makeshift reading room (used after the classes are over), one lounge of 6'×10' (feet), and one IT zone for accessing e-resources of 6'×10' (feet).

#### 4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

##### Previous Answer:

OPAC of Lipsys software

##### Additional Information:

OPAC of Libsys software

##### Previous Answer:

Electronic Resource management package for e-journals	N.A.
---	------

##### Additional Information:

Electronic Resource management package for e-journals	Institutional membership of INFLIBNET/DELNET/British Council
---	--

##### Previous Answer:

Library automation	One through lipsys software
--------------------	-----------------------------

##### Additional Information:

Library automation	One through Libsys software
--------------------	-----------------------------

#### 4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

##### Previous Answer:

Special facilities offered by the library to the visually/physically challenged persons; since the library is located at the ground floor, it becomes easy for the physically challenged persons to access the library.

**Additional Information:**

Special facilities offered by the library to the visually/physically challenged persons; since the library is located on the ground floor, it becomes easy for the physically challenged persons to access the library. If required, we use the services of two state libraries of Chandigarh-*T.S. Central State Library, Sector -17, Chandigarh* and *Divisional Library (South), Sector -34, Chandigarh*, which have special centres for visually challenged users.

**4.3.1 Give details on the computing facility available (hardware and software) at the institution.**

**Previous Answer:**

**Wi-Fi Facility:** The Institute has Internet WiFi available throughout the campus.

**Additional Information:**

**Wi-Fi Facility:** The Institute has the INTERNET Wi-Fi available in the campus.

**4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?**

**Previous Answer:** PWD Department, Chandigarh Administration maintains the infrastructure and equipment's

**Additional Information:** Internal maintenance committee aided by Central Public Works Department, Chandigarh Administration, Chandigarh maintains the infrastructure and equipment.

### *Criterion-V: Student Support and Progression*

#### **5.1.2 Specify the type, number and amount of institutional scholarships given to the students during the last four years and whether the financial aid was available and disbursed on time?**

##### **Previous Answer:**

The Institute started the Department of Postgraduate Studies in the session 2010- 11and is still planning to set up a committee for financial aid to students. As of now, there is no provision of scholarships to students of MA. For other courses such as PGCTE, the Institute offers stipend to the trainees as follows:

For Government school teachers (for “on-campus” part of the course):

- Rupees 2400 per month to all participants from all states under GOI scheme.
- Additional Rupees 190 per month for participants from Chandigarh.
- Additional Rupees 300 per month for participants from Punjab, Haryana, Himachal Pradesh, and Jammu & Kashmir by Chandigarh Administration.
- Most SSA/RMSA and other courses are funded.

For all course trainees including “teachers-to-be”:

- Book-kit and e-connectivity allowance of Rupees 500 under the GOI scheme.

##### **Additional Information:**

There is provision of scholarships to students of MA as per the norms of Panjab University and Chandigarh Administration. For other courses such as PGCTE, the Institute offers stipend to the trainees as follows:

For Government school teachers (for “on-campus” part of the course):

- Rupees 190 per month for participants from Chandigarh.
- Rupees 300 per month for participants from Punjab, Haryana, Himachal Pradesh, and Jammu & Kashmir by Chandigarh Administration.
- Rupees 2400 per month to all participants from all states under GOI scheme.
- Most SSA/RMSA and other courses are funded.

But the provisions for Book-kit and e-connectivity allowance of Rupees 500 under GOI scheme have been withdrawn since 2014.

#### **5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?**

##### **Previous Answer:**

The Institute started the Department of Postgraduate Studies in the session 2010-11. The Institute has small intakes and is still planning to set up a committee for financial aid to students. As of now, there is no provision of scholarships to students. For other courses like PGCTE, the respective state education departments are responsible for the financial assistance to students/trainees. Till 2012,

government of India funded PGCTE program.

### **Additional Information:**

The Institute started the Department of Postgraduate Studies in the session 2010-11. There is provision of scholarships to students of MA as per the norms and eligibility conditions of the University and Chandigarh Administration. For other courses like PGCTE, the respective state education departments are responsible for the financial assistance to students/trainees. As of now, both GOI and Chandigarh Administration have been financially supporting the RIE PGCTE program.

#### **5.1.4 What are the specific support services/facilities available for?**

- **Students from SC/ST, OBC and economically weaker sections**
- **Students with physical disabilities**
- **Overseas students**
- **Students to participate in various competitions/National and International**
- **Medical assistance to students: health centre, health insurance etc.**
- **Organizing coaching classes for competitive exams**
- **Skill development (spoken English, computer literacy, etc.,)**
- **Support for “slow learners”**
- **Exposures of students to other institution of higher learning/ corporate/business house etc.**
- **Publication of student magazines**

#### **Previous Answer:**

The institution is committed to provide the students every possible help and support they need in their pursuit to become civilized and worthy citizens. The institution, for this purpose, provides the following support facilities to its students:

- **Students from SC/ST, OBC and economically weaker sections:** The students who belong to SC/ST, OBC and the economic weaker sections are identified during the process of the admission. The Institute maintains a detailed record of the same. These students are provided every possible help during their stay in the college. The Institute offers liberal concessions to such students as per the instructions of the government. They are given financial waivers in fees as per the government rules and instructions.
- **Students with physical disabilities:** There is reservation for students belonging to differently-abled category or physically challenged students as per UGC notifications. Their requirements and needs are given a special care and attention. The college ensures that infrastructure facilities meet the requirement of the students with physical disabilities. For differently-abled students, it is ensured that they don't have any physical obstruction. The institution is committed to accommodate them on the ground-floor for their classes. To facilitate their entry to the Institute, a ramp has been constructed so that there is no obstruction. They are also provided with front-seating arrangement, comfortable furniture and attendant facility. The library is located at the ground floor so that they can use it freely and easily. The need of the help from the supporting staff, if required, is fulfilled on the request of physically challenged students. The students are given extra attention during the college midterm examinations as well as the final examinations conducted at the Institute.

- **Overseas students:** The institution believes in the idea of making its students global citizens. It welcomes students of all ethnicities, races, cultures, and nationalities. It extends its services to overseas aspirants. Admission is given to them as per the university guidelines and security clearance. Other than this, the Institute has successfully run programs like AUSEP (Afghan University Students Exchange Program) in 4 batches from 2011 to 2013. The Institute plans to keep organizing such programs in the coming future in order to expand its horizons and also take learning beyond the national boundaries.
- **Students to participate in various competitions/National and International:** Various academic and cultural competitions are organized within the campus to inculcate healthy competition amongst the students. The students have also participated in the Panjab University Zonal Youth Festival. The Institute encourages its students to participate in such events. For the trainees of PGCTE, the Institute organises various competitions of academic nature.
- **Medical assistance to students: health centre, health insurance etc.** The Institute has a very special concern for the health and hygiene of the college students, staff and other members. Proper arrangement of purified drinking water is present on the campus at two different locations. The institution is located at less than a kilometre from Government Medical College and Hospital (GMCH), Sector 32, Chandigarh. This makes it fairly convenient to rush to the hospital in case of an emergency.
- **Organizing coaching classes for competitive exams:** There is a provision for providing coaching for the UGC-NET exam to all the interested students in the campus itself by the faculty. The campus aims at utilizing all the resources to their fullest for the benefit of the students.
- **Skill development (Spoken English, computer literacy, etc.):** The Institute regularly conducts Personality Development Programs which enhance the IQ level and communication skills of the participants. The Institute also invites Guest speakers from the industry which provides regional and global employment opportunities for the students. Special classes of communication skills are organised for the students. The Institute also boasts of the state-of-the-art language lab equipped with the latest language software for the development of the language skills of the students.
- **Support for “slow learners” or dyslexic learners:** The Institute understands the needs of slow learners. RIE makes use of the latest techniques to facilitate learning. The use of technology makes it easier for the students to grasp concepts which make learning easier for slow learners as well. The students who are slow in their learning or if their grasping power is not up to the mark, are identified at the beginning of the session and paid a lot of attention. For these students the institution also conducts special/extra classes to enhance their skills and competence. Teaching faculty at the Institute motivates such students and tries to increase their confidence through counseling outside the classroom as well.
- **Exposure of students to other institution of higher learning/ corporate/business house etc.:** The Institute organizes special lectures by the experts from varied fields. The Institute has organized special lectures/workshops by professionals from Law (Chandigarh Legal Literary Society), Print media (Tribune), Film Studies (FTII, Pune), to name a few. This helps in the holistic development of students and also gives them a taste of professional and Industrial world so that the students, after completing their studies, are as job-ready as possible.
- **Publication of student magazines:** The Institute publishes its bi-annual journal FELT which invites papers and articles from teachers, students and contributors from outside to encourage aptitude towards research and writing. The students of the college have contributed in the current issue of FELT with teacher mentors and have shown great enthusiasm towards it. The journal is printed in the supervision of the Institute’s editorial board. The staff is always there to help the students polish their writing and research aptitude.



## **Additional Information:**

The institution is committed to provide the students every possible help and support they need in their pursuit to become civilized and worthy citizens. The institution, for this purpose, provides the following support facilities to its students:

- **Students from SC/ST, OBC and economically weaker sections:** The students who belong to SC/ST, OBC and the economic weaker sections are identified during the process of the admission. The Institute maintains a detailed record of the same. These students are provided every possible help during their stay in the college. The Institute offers liberal concessions to such students as per the instructions of the government. They are given financial waivers in fees as per the government rules and instructions.
- **Students with physical disabilities:** There is reservation for students belonging to differently-abled category or physically challenged students as per UGC notifications. Their requirements and needs are given a special care and attention. The college ensures that infrastructure facilities meet the requirement of the students with physical disabilities. For differently-abled students, it is ensured that they don't have any physical obstruction. The institution is committed to accommodate them on the ground-floor for their classes. To facilitate their entry to the Institute, a ramp has been constructed so that there is no obstruction. They are also provided with front-seating arrangement, comfortable furniture and attendant facility. The library is located at the ground floor so that they can use it freely and easily. The need of the help from the supporting staff, if required, is fulfilled on the request of physically challenged students. The students are given extra attention during the college midterm examinations as well as the final examinations conducted at the Institute.
- **Overseas students:** The institution believes in the idea of making its students global citizens. It welcomes students of all ethnicities, races, cultures, and nationalities. It extends its services to overseas aspirants. Admission is given to them as per the university guidelines and security clearance. Other than this, the Institute has successfully run programs like AUSEP (Afghan University Students Exchange Program) in 4 batches from 2011 to 2013. The Institute plans to keep organizing such programs in the near future in order to expand its horizons and also take learning beyond the national boundaries.
- **Students to participate in various competitions/National and International:** Various academic and cultural competitions are organized within the campus to inculcate healthy competition amongst the students. The students have also participated in the Panjab University Zonal Youth Festival. The Institute encourages its students to participate in such events. For the trainees of PGCTE, the Institute organises various competitions of academic nature.
- **Medical assistance to students: health centre, health insurance etc.** The Institute has a very special concern for the health and hygiene of the college students, staff and other members. Proper arrangement of purified drinking water is present on the campus at two different locations. The institution is located at less than a kilometre from Government Medical College and Hospital (GMCH), Sector 32, Chandigarh. This makes it fairly convenient to rush to the hospital in case of an emergency.
- **Organizing coaching classes for competitive exams:** There is a provision for providing coaching for the UGC-NET exam to all the interested students in the campus itself by the faculty. The campus aims at utilizes all the resources to their fullest for the benefit of the students.
- **Skill development (Spoken English, computer literacy, etc.):** The Institute regularly conducts Personality Development Programs which enhance the IQ level and communication skills of the participants. The Institute also invites Guest speakers from the industry which provides regional

and global employment opportunities for the students. Special classes of communication skills are organised for the students. The Institute also boasts of the state-of-the-art language lab equipped with the latest language software for the development of the language skills of the students.

- **Support for “slow learners” or dyslexic learners:** There may be some weak students in C-TOSS, P.D. and M.A. and the policy of the Institute is to give them proper counseling and more time so that their studies do not suffer.
- **Exposure of students to other institution of higher learning/ corporate/business house etc.:** The Institute organizes special lectures by the experts from varied fields. The Institute has organized special lectures/workshops by professionals from Law (Chandigarh Legal Literary Society), Print media (Tribune), Film Studies (FTII, Pune), to name a few. This helps in the holistic development of students and also gives them a taste of professional and Industrial world so that the students, after completing their studies, are as job-ready as possible.
- **Publication of student magazines:** The Institute publishes its bi-annual journal FELT which invites papers and articles from teachers, students and contributors from outside to encourage aptitude towards research and writing. The students of the college have contributed in the current issue of FELT with teacher mentors and have shown great enthusiasm towards it. The journal is printed in the supervision of the Institute’s editorial board. The staff is always there to help the students polish their writing and research aptitude. the following articles in FELT bear testimony to the participation of students:

1. Analyzing and Addressing English Grammar Competence of Non-Native Students  
Author: Gunbir Kaur  
Research Assistants: Jasreen Grewal and **Neha Bhatia (MA Student)**
2. Exploring and Creating the Language of Poetry with Children: A Comparative Assessment of Different Methodologies  
Author: Pooja Sharma  
Research Assistants: **Apurva Sharma & Ritu Malik (MA Students)**
3. Working with words: Teaching vocabulary through Literature  
Author: Geetanjali Bhagat  
Research Assistants: Namrata Parmar and **Deepak Verma (MA Student)**

## *Criterion VI: Governance, Leadership and Management*

### **6.1 Institutional vision and Leadership**

**6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's directive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc. ?**

#### **Previous Answer:**

The Institute aims to be an institution of excellence, dedicated to producing quality and highly efficient leaders of the future. In order to live up to its missions, the Institute provides an environment in which every student/ teacher discovers and realizes his/her full potential. It attracts the best talent - students, teachers and facilitators - from all parts of India and the world, without distinction of race, religion, caste, or social status. It maintains a sharp focus on the pursuit of knowledge and skill. In particular, it aims at attaining the highest academic standards. In terms of higher education (M.A English) and teacher training course, the Institute is dedicated to exclusive up gradation of the respective courses from time to time

#### **Additional Information**

The conducive environment provided to the students includes various innovative strategies (academic and cultural) like exposure to well - stocked library, media center, language labs, smart classrooms and resource persons within and outside the Institute.

**6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?**

#### **Previous Answer:**

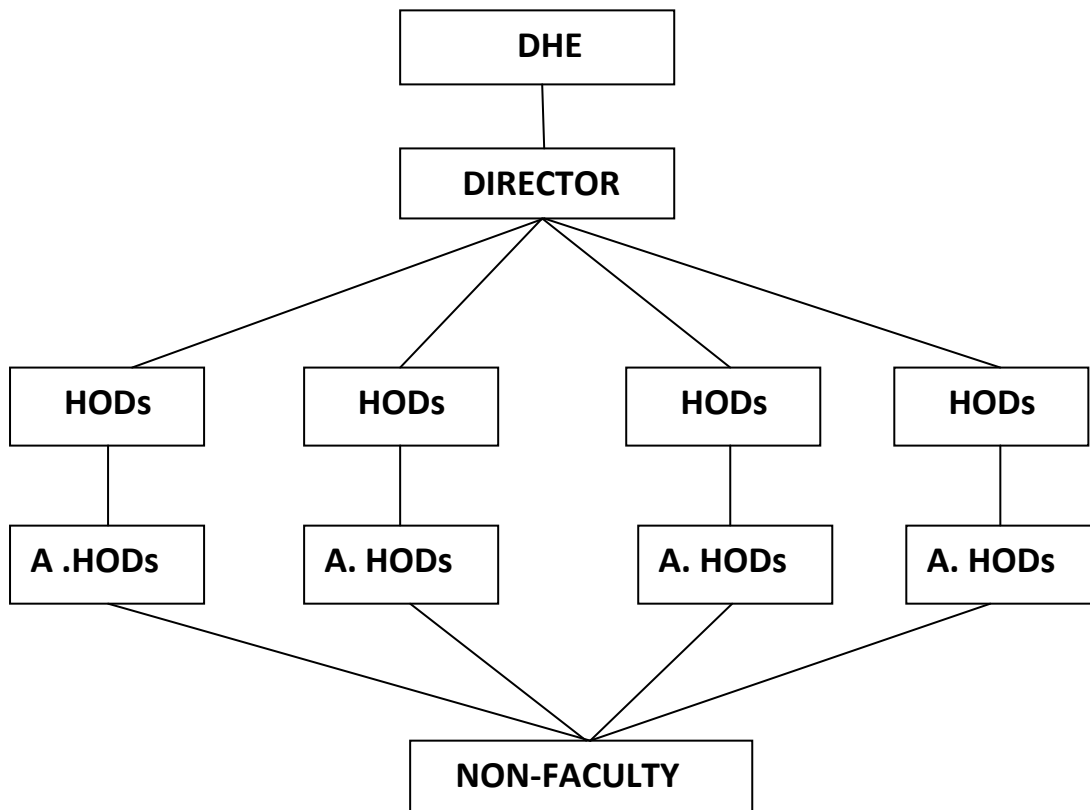
RIE is an institute of its own kind as it caters to English language teaching needs at primary, secondary and tertiary levels of education. It provides leadership and guidance in teacher training course, curriculum testing and evaluation in different forums. The Institute has a well-organised management. The Institute works on the principle of delegation wherein everyone is actively involved in the pursuit and execution of quality policy and plans. The duties and responsibilities of the various departments are clearly laid down. The director is the overall coordinator. However the role of office staff and other faculty members remains primary in the design and implementation of policies and plans.

The Institute's Director has been representing the institute at various policy-framing sessions:

1. Panjab Government
2. Navodaya Vidyalaya
3. Kendriya Vidyalaya
4. M P (Bhopal)
5. Rajasthan

6. AUSEP
7. Haryana Government
8. Panjab University
9. NITTER
10. UT Administration
11. NPE
12. Vision Document in 2009-10

**Additional Information**



**6.1.3. What is the involvement of the leadership in ensuring?**

**The policy statements and action plan for fulfillment of the stated mission:  
(Action Plans?)**

**Previous Answer:**

**The policy statements and action plan for fulfillment of the stated mission:**

The action plans for various courses are well-laid. The action plan for M.A (English) is to achieve distinction and outstanding academic performance for the students. The aim is not only to make them sound students and perspective teachers but also good human beings. In the similar manner the action plan of other courses like PGCTE, PD and CTOSS is grounded on the premise that a student/trainee emerges as a well-rounded human being. The aim of all the courses like 100-Hour RIE Certificate Course in Personality Development and other student-oriented courses is to facilitate

research and innovation at institutional level. The emphasis is on the promotion of inter-disciplinary and trans-disciplinary research.

### **Formulation of action plan for all operations and incorporation of the same into the institutional strategic plan:**

The formulation of action plan takes place with the consent of all stakeholders. The action plan of various courses varies. However all merge to the view that arrangement suits particular conditions, and for this purpose committees are formed to look into day to day matters of various courses interested in educational, scientific and cultural matters and they will work for the betterment of the Institute.

### **Interaction with the stakeholders:**

Stakeholders in interaction, where they exist, act in an advisory capacity to their respective course coordinators in course related matters keeping in view the welfare of the Institute and function as delegates in all matters of interest to it. The stakeholders include principals of other colleges and schools, parents, RELO, CII and EFLU.

### **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:**

By collaborating with members and stakeholders concerned, in the development of educational activities and by instituting collaboration among the various courses in order to promote a healthy environment; the Institute extends encouragement to all stakeholders in need analysis and research inputs. With CII i) PD syllabus was evaluated and suggestions incorporated ii) PGCTE online course initiated.

### **Reinforcing the culture of excellence:**

The students need to develop SWOC skills which also encompass critical thinking, problem solving and communicative competence. Education is the top priority in the Institute. The Institute can flourish only when network of learners/teachers get strengthened and they learn best practices critical to the sustainability and vitality of the education profession. The stress is on positive climate that give students hope for the next day.

### **Champion organizational change:**

Organizations of all types are engaged almost constantly in the process of change. Change to system, processes, and leadership organizational realignment and a degree of transformation is ensured. The change the Institute sets out to achieve in the organizational set -up aims at ensuring that faculty/office are able to work in new ways, use new methods, implement new system or technology.

### **Additional Information:**

#### **Policy statements and Action Plans of M.A**

1. To run it in a holistic and comprehensive manner.
2. To facilitate students in presentation of research papers at state/national/international level.
3. Better networking with alumni.

4. Improving language skills among students
5. To initiate 3 year integrated Honors Program
6. Encourage more research work

#### Policy statements and Action Plans of PGCTE

1. To facilitate teacher trainees in presentation of research papers at state/national/international level.
2. Improving language skills among students.
3. Better networking with trainees from different northern states.
4. To introduce more PGCTE courses per year.
5. To enhance the quality of online PGCTE course.
6. To encourage and motivate trainees to engage in research work.

#### Refers to Inter and Tran disciplinary research (As examples)

- RIE Publications
- PGCTE research papers of the participants
- FELT Journals
- Various publications by the staff.
- Research articles based on AUSEP (students assisted teachers)

#### **6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?**

The concerned authorities in the Institute furnish information related to implementation and improvement of the plan weekly to the director. The annual reports are also consolidated keeping in mind the progress of the course with cooperation of the people concerned. This is important to enable everyone concerned to be aware of progress. The concerned authority also uses the Monitoring Report to provide up-to-date information on the implementation of any policy or plan that has been made, and to determine whether there is a need to undertake a partial or full review of the Plan.

#### **Additional Information:**

##### **As Examples**

- C-TOSS feedback forms (Programme reports which are compiled, circulated and are given to the DRIE)
- Midterm Evaluation of M.A
- Annual Reports of the institute
- PGCTE feedback form
- Periodic meetings of the DRIE and students

#### **6.1.5. Give details of the academic leadership provided to the faculty by the top management?**

#### **Previous Answer:**

The strength of any organization is measured by the capacity of its faculty/office staff to be leaders at many levels. The Institute is pleased to offer faculty and professional staff the opportunity to develop their leadership skills through various online leadership courses, so that they are in a position to identify and prioritize challenges and leadership opportunities in realms such as academic, research, economic development, and social justice.

### **Additional Information:**

#### **As Example**

- RELO sponsored 10 week online courses by Universities of US to various faculty members. The faculty members who have benefitted from these are: Dr. Sharda Kaushik, Dr Vandana Lunyal, Dr Bindu Bajwa, Namrata Parmar, Tulika Kakkar, Shivinder Kang, Aarti Joshi, Jasreen Grewal
- ESP Course by Dr Vandana Lunyal
- TESOL core certificate course by Namrata Parmar
- Course on Web Tools by Dr Tulika Kakkar,
- Dr. Bindu Bajwa and Dr.Vandana Lunyal selected to represent India in a three week, Leadership Programme at UMBC, US in 2011 to 2012 respectively.
- FTII courses (workshop conducted -7 days)
- Nominations sent for TESOL Academy in April 2015 for all faculty members

#### **6.1.6. How does the college groom leadership at various levels?**

##### **Previous Answer:**

The Institute works as a learning community in which the participants and facilitators meet time to time to take certain decisions. Also the Institute takes an initiative to invite speakers (academic, motivational, grooming or personality development speakers) which help them in working together through leadership, discuss specific situations in which leadership skills are used and develop, implement, and troubleshoot leadership projects. Participants benefit greatly from both the program and the wisdom of the facilitators and invited speakers. The Institute makes it a point to gather everyone weekly for the purpose of empowerment of faculty and professional staff.

### **Additional Information:**

- Invitation to faculty from other universities. Recently Prof. Julu Sen was invited to give sessions on Lesson Planning. The sessions were attended by the faculty also.
- Invitation to Parveen Malhotra for career counseling under PD programme
- Weekly meetings of M.A and PGCTE Departments
- Various capacity building workshops
- Regular Cascade workshops based on TESOL Academy attended by faculty, to school teachers
- C-TOSS Trainers trained at Institute in handling everyday matters in their schools and visits to school by Faculty of RIE

#### **6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?**

**Previous Answer:**

Delegation of authority and operational autonomy is aimed at decentralizing governance system that is vital for organizational process. It is inevitable along with the expansion and growth of an Institute. In delegation, an attempt is being made to have meaningful participation and cooperation from the subordinates for achieving certain well-defined results. The various programs/ 92 courses (PGCTE, M.A, CTOSS, and PD) are run independently by the seniors (Associate professors) in coordination with junior staff of the Institute (Guest Faculty, Contractual staff). Delegation acts as a tool which a senior uses for sharing his/her work with the subordinates and thereby raising their efficiency. Giving a certain amount of operational autonomy to various departments enables the subordinates to perform the duties assigned and also an obligation on the part of subordinates to perform duties in an orderly manner.

**Additional Information:**

Delegation of authority and operational autonomy is aimed at decentralizing governance system that is vital for organizational process. It is inevitable along with the expansion and growth of an Institute. In delegation, an attempt is being made to have meaningful participation and cooperation from the subordinates for achieving certain well-defined results.

**Formulation of action plan for all operations and incorporation of the same into the institutional strategic plan:**

- PD programs (To enhance employability skills, to increase the number availing this course, to promote industry collaboration)
- PGCTE online program( To make technology accessible to the participants, to focus on those areas which have poor internet connectivity, to increase the participation in technology driven programme)
- Committees (Formation of various committees like; sanction committee, selection committee/interview panel, purchase committee)
- Formulation of plans based on Students Feedback

**Interaction with stakeholders:**

- PD programs is designed keeping in mind the needs of colleges in consultation with principals
- CTOSS program designed keeping in mind the needs of schools in consultation with stakeholders
- RELO-TESOL Academy in collaboration with RIE wherein Alumni of RIE, school teachers of Chandigarh Administration were also given an opportunity to participate under the RIE CPD Programme.
- EFLU-Grant for PGCTE programs

**Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:**

- Needs Analysis for various programmes like the recent one on PGCTE syllabi.
- Parents-Teachers Meet under PTA association



### **Reinforcing the culture of excellence:**

- Communicative competence-Classes on Communication Skills under PGCTE, PD, CTOSS
- Staggered Proficiency Building/Communication Building Skills courses under UT Administration.
- SWOC Skills-Sessions of SWOC skills under PGCTE and PD
- Special Interest Groups (SIGs) - Like a Group on encouraging Critical Thinking Skills in students studying literature, Group on promoting Creative Writing Skills and Academic Skills, Group on Developing ICT skills

### **Champion organizational change:**

#### **How to be taken care of resistance**

- Things are taken care of by arriving at the solution amicably
- Sense of ownership
- PILOT study is conducted on introduction of new program (PGCTE 101 Batch).

### **Strategy Development and Deployment**

#### **6.2 Strategy Development and Deployment**

##### **6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?**

#### **Previous Answer:**

The stated quality policy of the Institute is expressed in the form of commitment to imparting quality education. The Institute aims at fulfilling global aspirations through continual improvement of its pedagogical and scholastic ability and also the effectiveness of the quality system. The policy is understood and appreciated by all stakeholders within the Institute and is also reviewed from time to time. The objectives of the quality policy are as such:

1. Conformity to the regulatory requirements of affiliating university (EFLU University, Hyderabad and Panjab University, Chandigarh).
2. Up-gradation of teaching and non-teaching facilities through addition of teaching aids and related paraphernalia.
3. Up-gradation of faculty through enhancement of their knowledge and skills by enhancing their academic qualification, interaction with all the stakeholders, involvement with related industry through seminars, conferences, events, lectures, and educational tours.
4. To measure the performance of the staff on periodical basis through student feedback and students placements.
5. Non-conformity of any type is seriously taken into consideration and corrective measures are put in place.

The management of the Institute is committed to these quality objectives and also to ensure that they are known, understood and implemented by all the stakeholders of the Institute.

#### **Additional Information**

The stated quality policy of the Institute is expressed in the form of commitment to imparting quality education. The Institute aims at fulfilling global aspirations through continual improvement of its pedagogical and scholastic ability and also the effectiveness of the quality system. The policy is

understood and appreciated by all stakeholders within the Institute and is also reviewed from time to time. The objectives of the quality policy are as such:

- EFLU grant for PGCTE program.
- Related paraphernalia-Smart classrooms & various software installed.
- PhD holders providing dedicated guidance to scholars enrolled under them
- Symposiums such as one on Functional English at the Institute
- All India 33<sup>rd</sup> Linguistics conference at RIE in October 2012
- Various talks and lectures organized under different departments, educational tours of M.A and PGCTE
- Feedback form of PD, C-Toss, PGCTE, M.A.
- Corrective measures are put in place but it is done only at an individual level.

**6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan**

**Previous Answer:**

The outline of perspective plan is as follows:

1. Striving for academic excellence
2. Development and retention of Human resources
3. Up-gradation and building of Infrastructure
4. Research and Development
5. Social responsibility

**Additional Information**

Under the “RUSA Innovative Plan 2014” the Institute has forwarded various proposals in this regard (Record with Dr Jyoti Singh)

**6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following:**

**Additional Information:**

**Teaching & Learning**

Example:-

- A stall was set up by RIE at Book fair in August 2013 to showcase its contribution in ELT field
- All India 33<sup>rd</sup> Linguistic Conference at RIE in October 2011
- A symposium on ‘Two decades of Functional English and Its Significance’ for College Lecturers was organized on 29 August 2013.

1. It provides a national and international exposure to RIE faculty members
2. It aims at achieving holistic growth of the Institute
3. It encourages competitive spirit in the Institute

## Research & Development:

The Institute organizes the following programs & workshops for schools, colleges and other educational bodies in the northern region:

- Lesson Planning, material production and paper setting.
- Short need-based courses for the 5 states of the northern region
- Department of Education-examples.

Sr. No	Name	Launched	Financing
1.	RIE Certificate in Personal Development (PD) (Co-Educational)( 100-hour training module)	2009	UT Government
2.	Sarva Siksha Abhiyan (SSA) courses	2005 (46 Courses Done)	UT Government
3.	CTOSS: Chandigarh Training on Soft Skills.	2010	UT Government
4.	Primary ELT Project for Primary School Teachers of Govt. Model and Non-Model Schools	2005-2007	UT Government
5.	Reading and English Acquisition Programme-REAP	2007-2008	UT Government
6.	English Language Improvement Programme in schools-ELIPS	2008	UT Government
7.	Speaking in English Programme- SIEP	2009-2011	UT Government
8.	Multimedia Learning Lab: Computer Assisted Learning Laboratory	2010-2013	UT Government
9.	Dyslexia: Teaching Strategies	2005	UT Government
10.	Autism: Intervention Strategies	2005	UT Government
11.	Afghan University Students Exchange Programme (AUSEP)	April 2011- March 2013 (4 Courses)	U.S Department of State, through their embassy in Kabul

## Community engagement:

Community engagement of the Institute involves the use of particular key concepts relevant to the community benefit sector such as:

As Examples:

- a) Community impact planning: Specious well laid out lush surroundings, without harming environmental interests (Like pruning of trees)
- b) Community-driven Governance/Administration: Students and parents are involved in welfare activities and library membership is open to outsiders as well.

- c) Organizational wellness planning: Aiming at the wellness of the staff, Ergonomically designed equipment such as comfortable furniture, independent cabins for the faculty and non-faculty members.
- d) Community Outreach Programmes: Refer to point 3.6.8 of supplement.

### **Human resource management:**

Learning Human Resource Management in the context of Education:

- Self-awareness of the Human Resource Management and its importance in the education institutions are of primary matter to all the educational Institutes and colleges. The steps initiated in the Institute for the recognition and promotion of Human resource management is:
  - C-TOSS, PD, PGCTE are aimed at enhancing employability skills of students of schools and colleges respectively
  - Human Resource Management tools
  - Enhancing and developing communication skills and leadership foundations
  - TESOL academy ( In April 2015 in collaboration with TESOL and RELO)
  - Book fair (In 2013, a stall put up by RIE to showcase its journals, books, and material production)

### **Industry interaction:**

PD course and even in PGCTE programme, sessions of Parveen Malhotra are incorporated by way of cascading the event in the institute by COS or ACOS of PD Course. However, students of MA are encouraged to attend this programme.

### **6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?**

#### **Previous Answer:**

The Institute has a well-organized management. The Institute works on the principle of delegation wherein everyone is actively involved in the pursuit and execution of quality policy and plans. The duties and responsibilities of the various departments are clearly laid down. The director is the overall coordinator. However the role of office staff and other Faculty members remains primary in the design and implementation of policy and plan. Each and every stakeholder has an ample opportunity to ensure that adequate information flows to and forth and also they have an ample time to review the activities of the Institution. The detailed information is also available on the official website of RIE and the report is sent regularly to the top management and the stakeholders.

#### **Additional Information:**

- The detailed information is also available on the official website of RIE and the report is sent regularly to the top management and the stakeholders.

### **6.3 Faculty Empowerment Strategies**

#### **6.3.2 What are the strategies adopted by the institution for faculty empowerment through**

**training, retraining and motivating the employees for the roles and responsibility they perform?**

**Previous Answer:**

Following are the Strategies to empower the faculty:

1. Organizing workshops to train the teachers
2. Refresher Courses
3. Online Courses to train them as Professional English Teachers
4. Conferences in the Institute (for e.g. National Linguistic Conference held at the Institute- November 2011)
5. Motivational lectures

**Additional Information:**

Following are the Strategies to empower the faculty:

- Sponsorships for various courses/workshops and seminars
- Opportunity to conduct, organize, facilitate all India 33rd Linguistic conference
- Presentations of Research Papers by faculty members of RIE
- Organizing workshops- TESOL academy and Cascade programmes.

**6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?**

**Previous Answer:**

To enhance the efficiency of the teachers, the Director counsels them about their performance and if the results are unsatisfactory, the higher authorities seek an explanation.

**Additional Information:**

To enhance the efficiency of the teachers, the Director counsels them about their performance and if the results are unsatisfactory, there is provision that the higher authorities may seek an explanation.

**6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?**

**Additional Information:**

The Institute is credited with having an Eminent Faculty not only from India but even from countries like U.S.A. Currently the Institute has an English Language Fellow named Stephen DeGiulio from U.S.A sponsored by Regional English language office at Delhi. He will be part of all the Language Courses being organized by the Institute. He is the fourth English Language Fellow since 2011. The aim is to expose our teachers and students to International educational and cultural standards. The Institute provides all kinds of research facilities and help to its faculty.

**Additional Information:**

Now in the sixth year of the ELF support programme by RELO, we have the fifth English language fellow Jane Hoelkar. James Havener was at RIE for 2 Years from 2011-2013. Collaboration with the British Council has also resulted in eminent faculty visiting the institute from time to time. Marie Delaney and Dr. Steve Mann from University of Warwick have visited the Institute. The Faculty from Panjab University is often invited to the institute for extension lectures and on special courses organized by the institute. The institute maintains a good rapport with them and they always act as resource person in various courses when invited. Prof Pushpinder Syal, Professor Deepti Gupta, Professor Rajneesh Arora, Mr Anil Sarwal are some eminent faculty who are part of RIE pool of important resource persons.

*Criterion VII: Innovations and Best Practices*

**7.3.1. Give details of any two best practices that have contributed to better academic and administrative functioning of the institution?**

**Corrigendum:**

**BEST PRACTICE: 1**

**3 month PGCTE Course: One Month Face to Face and two month Online PGCTE Programme.**

**THE CONTEXT:**

ELF is a profession that invents innovative ideas and keeping this aspect in mind, the Institute has bifurcated **3 month PGCTE Course as One Month Face to Face and Two month Online PGCTE Programme.** This method of teaching will help the students to compete with the world in this growing world of technology. The students will learn to have maximum use of advanced technology in their learning phase.

**THE PRACTICE:**

The first month of the course is conducted on Face to Face mode, i.e, the trainers attend the classes at the Institute premises. The next two months are conducted in the Online Mode i.e., the trainers go to their respective states and complete the course through Online Platform available at [www.reinionline.org/moodle/](http://www.reinionline.org/moodle/). After the completion of the course the trainers are given respective grades according to their performance in the Online Mode.