

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

AQAR for the year: 2014-15

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 Sharda Kaushik
	Tel. No. with STD Code:	0172-2676008
	Mobile:	9872046600
	Name of the IQAC Co-ordinator:	Dr Jyoti Singh
	Mobile:	9417376948
IQAC e-mail address:	drie32chd@gmail.com jyo_sing441@yahoo.com	
1.3	NAAC Track ID(For ex. MHC0GN 18879)	CGCOGN21285
OR		
1.4	NAAC Executive Committee No. & Date: (For Example EC/32/A&A/143 dated 3-5-2004. This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)	F.19.26/EC (SC-15)/DO/2016/86.1 dated 25 May 2016
1.5	Website address:	www.rieni.org
	Web-link of the AQAR:	www.rieni.org/iqac
1.6	Accreditation Details	B
1.7	Date of Establishment of IQAC :	12/08/2014
1.8	Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC	This is the first AQAR submitted to NAAC
1.9	Institutional Status	
	University	State
	Affiliated College	Yes
	Constituent College	No
	Autonomous college of UGC	No
	Regulatory Agency approved Institution	Yes (PU, Chandigarh)
1.10	Type of Faculty/Programme	Arts and Teacher Training Institute
	Type of Institution	Co-education Urban
	Financial Status	Grant-in-aid + Self Financing
1.11	Name of the Affiliating University (for the Colleges)	Panjab University, Chandigarh
1.12	Special status conferred by Central/ State Government	None

2. IQAC Composition and Activities

2.1	No. of Teachers	12
2.2	No. of Administrative/Technical staff	04
2.3	No. of students	01
2.4	No. of Management representatives	-
2.5	No. of Alumni	01
2.6	No. of any other stakeholder and community representatives	-
2.7	No. of Employers/ Industrialists	-
2.8	No. of other External Experts	-
2.9	Total No. of members	19
2.10	No. of IQAC meetings held	09
2.11	No. of meetings with various stakeholders:	No.- 06 Faculty- 06 Non-Teaching Staff - 06 Students- 06 Alumni - 03 Others- 0
2.12	Has IQAC received any funding from UGC during the year?	No
2.13	Seminars and Conferences (only quality related)	Total Nos. 14
	(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC	International: 0 National: 1 State: 7 Institution Level: 6
	(ii) Themes	<ul style="list-style-type: none"> • Pedagogy • Communicative Competence • Material Development • Rashtriya Madhyamik Shiksha Abhiyan • Child Friendly Teaching Techniques • Mediation Techniques • Feminism, Fiction
2.14	Significant Activities and contributions made by IQAC	<ul style="list-style-type: none"> • Enhancement in teaching-learning process and research work • See annexure 2
2.15	Plan of Action by IQAC/Outcome 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	Plan of Action/Achievements: Annexure: 1
2.15	Whether the AQAR was placed in statutory body	No

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 ¹	NIL	NIL	NIL
PG	MA English	NIL	NIL	NIL
UG	RIE Certificate Course in Personal Development (PD)	NIL	01 (PD)	01 (PD)
PG Diploma	NIL	NIL	NIL	NIL
Advanced Diploma	NIL	NIL	NIL	NIL
Diploma	NIL	NIL	NIL	NIL
Certificate	PGCTE	0	Grant in aid	NIL
Others	1. Chandigarh - Training on Soft Skills (C-TOSS) 2. Short Courses	NIL RMSA In-Service Workshops (5) Material Development of practice sheets based on Marigold & Training in using the worksheets (20)	Grant in aid Grant in aid Grant in aid	NIL NIL NIL
Total	05	25	01	01

Interdisciplinary	NIL	NIL	NIL	NIL
Innovative	Academic Writing for Post Graduate Students (50 hour)	NIL	NIL	NIL

¹ Faculty guiding Phd scholars independently:

Dr. Sharda kaushik: 02

Dr. Jyoti Singh: 01

Dr. Vijaya Singh: 03

- 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options - No
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	01 (MA)
Trimester	1 (PGCTE)
Annual	02 (PD &C-TOSS)
Need Based Short Courses	01 (SHORT COURSES - S&C)

1.3 Feedback from stakeholders: Alumni: Yes Parents: Yes Employers: Yes
Students: Yes

Mode of feedback: Online: Yes Manual: Yes Co-operating schools (for PEI): No

**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 Short Courses, feedback is taken from various stakeholders, that is, principals, teachers and students. In accordance with the feedback, changes in the course curriculum and teaching methodology are made.

Feedback Forms are attached as annexure

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

PGCTE Last revised for 101 (2014). PGCTE- Autonomous

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

PGCTE converted to blended course and therefore Online Mode has been introduced since 101 PGCTE course.

Criterion – II

Teaching, Learning and Evaluation

2.1 Total No. of Permanent Faculty

Total	Assistant Professors	Associate Professors	Professors	Others
08	2	5	-	1 (School Lecturer) 1 (Librarian)

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

6

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:

Guest	122
Visiting	1
Temporary	1
Total	124

2.5 Faculty participation in conferences and symposia:

Name of the Faculty & Deptt	International level	National level	State level
Ms Vandana Lunyal	<ul style="list-style-type: none">Conducted a workshop and chaired a session at Amity Conference at LucknowAttended the TEC 2014, Hyderabad.		
Dr Gunbir Kaur	<ul style="list-style-type: none">Presented a paper and chaired a session at Amity Conference at Lucknow		
Mr Steve DiGulio (ELF at RIE)	<ul style="list-style-type: none">Conducted a workshop at NELTA Conference, Kathmandu in January 2015		
Claire Bradin Siskin	<ul style="list-style-type: none">Attended TEC 2014 and presented a paper at Hyderabad.		
Dr Bindu Bajwa	<ul style="list-style-type: none">Attended the TEC 2014, Hyderabad.		

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

M.A	Academic Writing classes conducted
PGCTE	Online Mode of PGCTE introduced (8 Weeks)
PD	Activity Based Learning, PPT's, Using Technology in Classrooms
C-TOSS	Revised existing curriculum to make Teaching Material Student Friendly
Short Courses	Designed Petals: Marigold Practice Sheets (Classes 1 to 5) focusing on task based learning.

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

M.A	90 (approx) in each Semester
PGCTE	Face to Face-60 days a year Online Mode-120 days a year
PD	100 Hours
C-TOSS	75 Hours
Short Courses	The duration is need based that varies from course to course (1-10 Days)

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

M.A	Class Tests, Presentations, House Tests.
PGCTE	Internal Evaluation, often MCQ's/ objective type questions
PD	Diagnostic/Needs Analysis Testing followed by 1 st Test after the completion
C-TOSS	Monthly Feedback is taken from the Principals and Students.
Short Courses	Feedback from the participants for need based programmes

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

07

2.10 Average percentage of attendance of students

M.A	75%
PGCTE	90-95%
PD	75%
C-TOSS	75 % As per attendance in school
Short Courses	100% (As per registration)

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
M.A	26	-	4	17	5	-
PGCTE	31 teachers of		23	-	8	

	102 PGCTE					
PD	3103					3103
C-TOSS	13000					13000

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

IQAC ensures compliance of all the statements, practices, proposals and facts mentioned in SSR are duly and effectively executed.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher Courses	2 (PS)
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	
Others	1 (VS)

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	5	-	-	-
Technical Staff	1	-	-	-

Criterion – III
Research, Consultancy and Extension

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

1. 10 Day Residential Course in Pedagogy for Teachers of Adarsh Schools of Punjab

Two 10 day residential courses were organised in Pedagogy for Teachers of Adarsh Schools of Punjab at the Institute in collaboration with Government of Punjab from 22nd September to 1st October and 27th October – 5th November 2014 to enhancing the pedagogical skills. Forty-one teachers participated in these courses.

2. Practice-Sheets for Material Development

Practice-Sheets based on NCERT Textbook- ‘Marigold’ (Class 1-5) were developed, reviewed, edited and digitalized. Thirteen teachers from Government Schools of Chandigarh were deputed to develop the materials. Six books containing practice sheets, entitled “PETALS” were completed by a team of school teachers and members of RIE faculty.

Title	Date	Class	No. of Participants
Material Development	7/07/14 to 4/08/14	Practice sheets Class 1 - 5	13
1 st review of Material Development	3/09/14 to 25/09/14	Practice sheets Class 1 - 5	13
Final Material Development	13/12/14 to 15/01/15	Practice sheets Class 1 - 5	9

3.2 Details regarding major projects

Number				
Outlay in Rs. Lakhs				

No

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

No

3.4 Details on research publications

	International	National	Others
Peer Review Journals	1	7	
Non-Peer Review Journals			
e-Journals			
Conference proceedings			

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 (<i>other than compulsory by the University</i>)				
Any other(Specify)				
Total				

NIL

3.7 No. of books published i) With ISBN No. : 01 and with ISSN No. 02(RIE Bi-Annual Journal) **Chapters in Edited Books:** NIL

ii) Without ISBN No.: NIL

3.8 No. of University Departments receiving funds from

NA

3.9 For colleges

Autonomy	CPE	DBT Star Scheme	INSPIRE	CE	Other (specify)
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NIL

3.10 Revenue generated through consultancy

Level	International	National	State	University	College
Number					
Sponsoring agencies					

NIL

3.11 No. of conferences organized by the Institution

NIL

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

02

3.13 No. of collaborations International: 01 National Any other:
02 (PD, C-TOSS)

3.14 No. of linkages created during this year

NIL

3.15 Total budget for research for current year in lakhs:

From Funding agency	From Management of University/College	Total

No budget is 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	

NA

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

NIL

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

3 Faculty Members guiding 6 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

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 : 13	NCC	NSS	Any other
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3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Remedial Classes for Students' of Madarsas:

In order to bring the students of Madarsa into mainstream, Chandigarh Administration has adopted four Madarsas which are:

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

Apart from conducting C-TOSS training at these Madarsas, 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.

Voluntary Contribution by Staff and Students of Regional Institute of English during Jammu & Kashmir Floods: September 2014

The RIE staff and faculty members gave voluntary assistance to the Jammu and Kashmir flood affected victims. The relief camp was organized at the Air Force Station and RIE volunteers arranged food, clothing and supply of daily essentials for the victims. The affected families were also given emotional support in the form of counselling.

One Month Computer Aided Language Learning Programme

A comprehensive one month Computer Aided Language Learning programme was conducted for the students of Govt. Schools of Class 9 and 10 for one month. The programme was conducted at the Institute's Language Labs with 2 batches of 30 students in each batch. The first batch was from Govt. Model Sr. Sec. School, Sector 33 D and other from Govt. High School, Sector 32 D. The focus of the programme was to introduce the students to Computer

Skills, i.e. Microsoft Word, Microsoft Power Point and Internet and basic Communication Skills.

MA Students Extension Activities

Date	Event	Highlights
25 th April, 2014	Lecture cum interactive session of 3 hours on Indian Writing in English	Resource person: Dr Tejinder Kaur Director, Centre for Diaspora Studies, Panjabi University Patiala
30 th July, 2014	Special Lecture on Mathew Arnold	Resource person: Prof. Akshaya Kumar Panjab University
27 th August, 2014	Art of Living workshop	Resource person: Ms Amina Beri
29 th August, 2014	Student Legal Literacy Club Talk	Resource person: Ms Savita Saxena
29 th September, 2014	Lecture on Resistance in Indian Writing in English.	By Dr Usha Bande, Retired Principal, Fellow Indian Institute of Advanced Studies, Shimla
14 th November, 2014	Student Legal Literacy Club Talk	Resource person: Ms Sakshi (SLSA)
4 th February, 2015	Intra Institute Declamation Contest on “The Author is dead – Censorship and freedom of Expression”	10 students participated
16 th February, 2015	Group Discussion	3 groups of 10 students each participated.
18 th February, 2015	Job linkers lecture on placement prospects for MA students	Phase 5, Sector 59, Sahibzada Ajit Singh Nagar, Punjab 140308

Career Counselling Session

In 2014-15 seminars and workshops were conducted for the PD Students. The highlight was the Career Counselling session conducted by Ms Pervin Malhotra, Executive Director, Career Guidance India (CARING), New Delhi. A total of **3103** students of BA final year enrolled themselves for the course.

Total	90	02	02	02	02	05	15	14
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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	1 Lakh
ii) Campus Infrastructure and facilities	1 Lakh
iii) Equipment	4 Lakhs
iv) Others	4.5 Lakhs
Total :	10.5 Lakhs

Criterion – V
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
- Upgradation of existing infrastructure
- Updation of faculty qualification

5.2 Efforts made by the institution for tracking the progression

- Planning
- Periodic Meetings
- Feedback and evaluation of the 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
- Presentations by faculty after completing a particular course

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others			
			PGCTE	C-TOSS	PD	SHORT COURSES
-	25	-	49	13000	3103	1261

(b) No. of students outside the state

15% (MA)

(c) No. of international students

0

Gender	MA		PGCTE		PD		C-TOSS		SHORT COURSES	
	No	%	No	%	No	%	No	%	No	%
Men	4	16	23	47	3103		8452	65	1261	
Women	22	84	26	53			4548	35		

Course/ Category	Last Year						This Year					
	Gen	SC	ST	OBC	Physically Challenged	Total	Gen	SC	ST	OBC	Physically Challenged	Total
MA	22	2	0	0	0	24	21	2	1	2	0	26
PGCTE						77						49
PD						3115						3107

C-TOSS						2229						13000
SHORT COURSES						471						1261

Demand ratio

Dropout %

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

- Career guidance cell/placement cell
- Conducted UGC-NET classes

No. of students beneficiaries

26

5.5 No. of students qualified in these examinations

NET	SET/SLET	GATE	CAT	IAS/IPS etc	State PSC	UPSC	Others
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Data not available

5.6 Details of student counselling and career guidance

- Annual orientation for students with regard to career guidance
- Weekly counseling
- Communication Skills Program
- Employability Skills Program

No. of students benefitted

25

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
-	-	-	656

5.8 Details of gender sensitization programmes

- Gender sensitization workshops for PGCTE trainees and MA Students
- Women's Day celebration for MA Students

5.9 Students Activities

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

State/ University level	National level	International level
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NIL

No. of students participated in cultural events

State/ University level: 07	National level	International level
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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	National level	International level

NIL

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-	-
Financial support from government	49	104603
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs	State/ University level	National level	International level
Exhibition:	State/ University level	National level	International level

NIL

5.12 No. of social initiatives undertaken by the students

02

5.13 Major grievances of students (if any) redressed:

Criterion – VI

Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The Institute aims to be an institution of excellence, devoted to producing quality work and highly efficient leaders of the future. In order to live up to its mission, the Institute provides a healthy 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. It aims at becoming an Institute with distinction and uniqueness. 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 upgradation of the respective courses from time to time. The healthy environment provided to the students includes various facilities available to the students like exposure to well-stocked library, media centre, language labs, smart classrooms and resource persons within and outside the Institute.

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:

1. Internal official correspondence (Intra-departmental and inter-departmental)
2. External official correspondence
3. Website of the Institute
4. Informal means of communication (Messages and Emails)
5. Accountability of Faculty to the Director
6. Accountability of Associate Coordinators to the HODs

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, and Assistant coordinator)
2. PGCTE Course (In consultation with DRIE, HOD and associated Faculty Members)
3. CTOSS Course (In consultation with DRIE and Coordinator)
4. Whereas M.A (English) syllabus is decided by the affiliated University

6.3.2 Teaching and Learning

It takes place under conducive and effective environment. Teaching and Learning are considered to be a collaborative work. The idea is to promote healthy interaction between a teacher and a learner, to act more of a guide and mentor to a learner. Keeping all these aspects the institution identifies teaching and learning needs to be encouraged in a streamlined manner. Therefore, the Institute provides students with various facilities at various stages like organizing seminars, special sessions, UGC /NET Classes, encouragement to be part of conferences and academies organized by RIE.

6.3.3 Examination and Evaluation

1. M.A Examination-Internal (Conducted by the department at RIE) and External (By P U 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)

6.3.4 Research and Development

1. The Institute publishes an ELT journal bi-annually bearing the ISSN no 0976-1306. It is devoted to English language teaching from the primary to the university level. 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 and book reviews.
2. The Institute released FELT exclusively on literature in March 2015 during the TESOL Academy.
3. Petals: Practice Sheets based on MARIGOLD series for class I-V were developed to help teachers in handling the books.

6.3.5 Library, ICT and physical infrastructure / instrumentation

1. RIFD technology was installed in the Library.
2. The Institute has a facility for computers and hi-tech software to enhance Communication Skills. Another language lab with 20 Computers and internet facility has been established for MA (The Institute is a pioneer in establishing a computerized multimedia language lab with English) Students.
3. The Institute has air-conditioned classrooms with comfortable furniture and modern gadgets to facilitate the teaching learning experience. All of the classrooms are equipped with LCD Projectors/LCD Screens.
4. The Institute has a film production centre which is well equipped with a complete unit. It has a high definition camera, studio lights and editing suite essential for film making.
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 facility.

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 2014, under PD programme 20 candidates including trainers, associate coordinators and material facilitators were recruited and for CTOSS programme 89 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 members including the Post of Director. However in order to run the programmes like PD and CTOSS, staff is recruited on temporary basis. Guest faculty is also invited to conduct sessions on periodical basis or as and when required (Currently we have guest faculty for M.A Course, PGCTE, PD and CTOSS)

6.3.8 Industry Interaction / Collaboration

RIE has been an integral part of the Industry in providing human resources to the companies in the region. It has collaborated with CII, Chandigarh for curriculum validation of some of its programs. The Institute has collaborated with Industry experts, including Ms Pervin Malhotra and Mr Zubin Malhotra of CARING, New Delhi and organized seminars and workshops for the students of all the government colleges of Chandigarh.

6.3.9 Admission of Students

- Total number of students in M.A.Programme (2014-15) were 25
- Total number of participants in PGCTE Programme were 49 (101 and 102 batches)
- Total number of students trained under PD Programme were 3107
- Total number of students trained under CTOSS programme were 13000

6.4 Welfare schemes for-

1. Teaching Faculty: Provision of childcare leave, study leave, duty leave, special casual leave etc.

2. Non-Teaching-

Technical Assistant is pursuing Post Graduation in English.

3. For the Students we have following welfare schemes:

- a. Some M.A. students are absorbed as trainers in programmes like CTOSS and PD once they complete their degrees.
- b. The Institute has introduced a new course on “Academic Writing” for MA Students and classes for which are conducted by RIE faculty at the Institute.

6.5 Total corpus fund generated

In the year 2014-15, Rs 1305040 generated out of PLA fund.

6.6 Whether annual financial audit has been done:

Yes

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	NO	-	Yes	HODs
Administrative	Yes	Audit Department	Yes	Director

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 the programmes like PGCTE, PD, SHORT COURSES and CTOSS, grading system/ completion certificate is adapted. However for M.A English PU norms are followed.

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

The affiliating University (PU) has provided autonomy to conduct internal evaluation

6.11 Activities and support from the Alumni Association

NIL

6.12 Activities and support from the Parent – Teacher Association

NIL

6.13 Development programmes for support staff

- Counselling as and when required.
- Monetary help extended in time of need from staff fund.

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

1. Plantation Drive
2. Plastic bag usage discouraged

Criterion – VII

Innovations and Best Practices

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

- a. Student Legal Literacy Club (MA Students)
- b. Workshops for Material Development

Worksheets based on NCERT Textbook- Marigold (Class 1-5) were developed at the Regional Institute of English. Teachers further reviewed the material produced and the final material in the form of 5 books containing practice sheets, titled “PETALS” were completed by a team of school teachers and members of RIE faculty. 13 teachers teaching elementary classes in Government Schools of Chandigarh participated.

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 2014-15
- Annexure 2: Annual Report 2014-15

7.3 Give two Best Practices of the institution

7.3.1 Best Practice: 1

PGCTE Dept.

1. Introduction of Online Course as a Pilot Project in 101 PGCTE Batch 2014-15, 2015-16
2. Introduction of micro-teaching sessions to provide hands on teaching experience 2014-16
3. Incorporation of motivational sessions (Life skills and soft skills)

Objectives:

- To provide participants a global perspective on technological changes
- To provide a virtual platform to participants for professional communication

The Context: Moodle Platform for Online Mode and for micro teaching (face to face mode) used

Evidence of Success:

- Micro teaching cent percent successful, good feedback, generated enthusiasm
- In online mode attrition rate or dropout rate experienced (By and large successful)

Problem encountered:

- Lack of Interest in Micro teaching and for Online Mode,

- Inaccessibility to Internet either due to lack of connection or remote areas accessibility issue and therefore attrition in online mode

7.3.2 Best Practice: 2

50 HOUR ACADEMIC WRITING COURSE

The Dept of Postgraduate Studies offers a 50 hour academic writing course.

OBJECTIVE: Providing personalized attention to enhance proficiency in writing and speaking skills amongst students through a mentor system.

Course participants will:

- critically reflect on what is valued in writing in their own discipline
- contextualize and adapt frameworks for writing development
- give and receive feedback on writing.

NEED ADDRESSED AND THE CONTEXT:

The module combines theoretical perspectives on academic writing with practical activities that increase the participants' own writing output. There is a strong emphasis on contextualizing writing in participants' academic disciplines, while recognizing current trends towards interdisciplinary and multidisciplinary requirements for writing.

THE PRACTICE:

The main aim is to provide a forum for participants to analyze and discuss writing in their own and other disciplines and to write.

The sessions are designed to foster a Writers' Group. Participants may have a range of personal aims: for example, writing a journal article, a grant proposal, or creating a curriculum intervention to support student writing.

EVIDENCE OF SUCCESS:

Enhanced improvement in the writing skills and confidence in wielding the language.

RESOURCES:

- Library resources and handouts self-prepared by the concerned teachers are used.

7.4 Contribution to environmental awareness / protection

- Design of the Building - all the rooms are well ventilated and well lit with the natural light
- lush green lawns and herbal plants in the campus
- traditional lighting system is replaced with CFL lighting system
- Solar street lights are used outside the campus
- Plantation drive
- Proper Waste disposal system (Bio-degradable and non-biodegradable waste as separate items)

- Use of plastic bags is discouraged in the campus

7.5 Whether environmental audit was conducted?

No

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

- Strength: The Institute is centrally located and fully government funded.
- Weakness: Full of floating faculty members
- Opportunities: Scope for strengthening outreach programme.
- Threat: Students intake is less.

8. Plans of institution for next year

- Formation of PTA
- Formation of Alumni Association
- Organizing TESOL: Academy
- Organizing workshops under RUSA
- Planning for NAAC Peer Team visit
- Planning community outreach programmes
- Conducting workshops of teachers of government schools of Chandigarh to share the problems related to implementation of **PETALS: Practice Sheets**
- organizing workshop on creative writing for MA and PGCTE students
- Organizing Extension lectures for MA students.

Name JYOTI SINGH

Jyoti Singh

Signature of the Coordinator, IQAC

Name VANDANA LUNYAL

Vandana Lunyal

Signature of the Chairperson, IQAC
