

# The Annual Quality Assurance Report (AQAR) of the IQAC

## Part A

**AQAR for the year: 2017-18**

### 1. Details of the Institution

1.1	Name of the Institution	<b>Regional Institute of English</b>					
1.2	Address Line 1	<b>Regional Institute of English</b>					
	Address Line 2	<b>Sector - 32 C, Chandigarh</b>					
	City/ town	<b>Chandigarh</b>					
	State	<b>UT-Chandigarh</b>					
	Pin Code	<b>160031</b>					
	Institution e-mail address	<b>drie32chd@gmail.com</b>					
	Contact Nos	<b>0172-2676008</b>					
	Name of the Head of the Institution:	<b>Dr Vandana Lunyal</b>					
	Tel. No. with STD Code:	<b>0172-2676008</b>					
	Mobile:	<b>9888870780</b>					
	Name of the IQAC Co-ordinator	<b>Dr Jyoti Singh</b>					
	Mobile:	<b>9915780883</b>					
	IQAC e-mail address:	<b>jyo_sing441@yahoo.in, drie32chd@gmail.com</b>					
1.3	NAAC Track ID(For ex. MHCOGN 18879)	<b>CGCOGN21285</b>					
	OR						
1.4	NAAC Executive Committee No. & Date: (For Example EC/32/A&A1143 dated 3-5-2004. This EC no. is available in the right corner- bottom of y our institution's Accreditation Certificate	<b>F.19.26/EC(SC-15)/D0/2016/86.1 dated 25 May 2016</b>					
1.5	Website address:	<b>www.rieni.org</b>					
	Web-link of the AQAR:	<b>http://www.rieni.org/naac-iqac/</b>					
<u>1.6</u>	Accreditation Details	Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
		<b>1</b>	<b>1<sup>st</sup> Cycle</b>	<b>B</b>	<b>2.76</b>	<b>2016</b>	<b>May 24, 2021</b>
1.7	Date of Establishment of IQAC :	<b>12/08/2014</b>					
1.8	AQAR for the year	<b>2017-18</b>					
1.9	Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to	<b>1</b>		<b>AQAR</b>		<b>11.8.2016</b>	

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

## **2. IQAC Composition and Activities**

2.1	No. of Teachers	<b>05</b>
2.2	No. of Administrative/Technical staff	<b>02</b>
2.3	No. of students	<b>02</b>
2.4	No. of Management representatives	<b>Nil</b>
2.5	No. of Alumni	<b>01</b>
2.6	No. of any other stakeholder and community representatives	<b>01</b>
2.7	No. of Employers/Industrialists	<b>Nil</b>
2.8	No. of other External Experts	<b>NIL</b>
2.9	Total No. of members	<b>12</b>
2.10	No. of IQAC meetings held	<b>5</b>
2.11	No. of meetings with various stakeholders:	<b>5</b>
2.12	Has IQAC received any funding from UGC during the year?	<b>No</b>
2.13	Seminars and Conferences (only quality related)	<b>Total No: 01</b>
	(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC	<ul style="list-style-type: none"> <li>• <b>International</b></li> <li>• <b>National</b></li> <li>• <b>State: 01 (Librarians)</b></li> <li>• <b>Institutional: 15</b></li> </ul>
	(ii) Themes	<ol style="list-style-type: none"> <li><b>1. Two day workshop on Digital Libraries</b></li> <li><b>2. One Day Seminar on “Emerging Careers in 21<sup>st</sup> Century”</b></li> </ol>
2.14	Significant Activities and contributions made by IQAC	<ul style="list-style-type: none"> <li>• <b>Motivating teachers on quality improvement through workshops.</b></li> <li>• <b>Encouraging research based work culture in the PGCTE on the syllabus and Curriculum in schools</b></li> <li>• <b>Encouraging faculty to write research articles for the institute’s Journal FELT</b></li> <li>• <b>Recommending student centric core procedures</b></li> </ul>
2.15	Plan of Action by	<ul style="list-style-type: none"> <li>• <b>Regular meeting of IQAC is arranged.</b></li> </ul>

	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 *	<ul style="list-style-type: none"> <li>• <b>Timely submission of AQAR to NAAC</b></li> <li>• <b>Feedback from students</b></li> <li>• <b>Organizing two day workshop on Digital Libraries</b></li> <li>• <b>Workshop on Carrier Counselling by Jayanti Ghosh</b></li> <li>• <b>Initiate 107-110 PGCTE</b></li> <li>• <b>Initiate PSDM 2017-18</b></li> <li>• <b>Initiate MA (English) 2017-18</b></li> <li>• <b>Initiate RIECPD 2017-18</b></li> <li>• <b>Organize Workshops and Seminar</b></li> <li>• <b>Carry out activities under Community Outreach Programme</b></li> </ul>
2.16	Whether the AQAR was placed in statutory body	<b>Yes</b>

### 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	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
PG	<b>MA (English)</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
UG	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
PG Diploma	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
Advanced Diploma	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
Diploma	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
Certificate	<b>PGCTE</b>	<b>2</b>	<b>Grant-in Aid</b>	<b>2</b>
Others	<b>PD</b>	<b>NIL</b>	<b>Grant-in Aid</b>	<b>NIL</b>
	<b>CPD (Need Based)</b>	<b>1</b>	<b>NIL</b>	<b>1</b>
	<b>RUSA</b>	<b>1</b>	<b>Grant-in Aid</b>	<b>1</b>
Total				
Interdisciplinary				
Innovative	<b>PSDM</b>	<b>1</b>	<b>Grant-in Aid</b>	<b>1</b>

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

##### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	<b>MA (English) 1</b>

Trimester	<b>PGCTE (1)</b>
Annual	<b>PD (1)</b>
Need Based Short Courses	<b>CPD (Need Based) ( 2 )</b>
PSDM (TOT)	<b>4</b>

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

**(On all aspects)**

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

\*Please provide an analysis of the feedback in the Annexure

The critical evaluation of ideas, arguments, and points of view is important for the development of students as autonomous thinkers. It is only through this critical evaluation and feedback that teachers can distinguish among competing claims for truth and determine which arguments and points of views they can trust and those of which they should be sceptical. This work lays the foundation for students' progressing to staking their own claims in an intellectually rigorous fashion. Learning how to analyse and critically evaluate arguments thus helps them to develop a sound framework to test their own arguments and advance their own points of view. And Regional Institute of English is pioneer in receiving feedback and also working on it. All the courses being conducted and executed at RIE have a platform for feedback. This feedback is closely monitored and the subsequent training of the participants is often shaped by the healthy inputs received in the feedback.. This pertains to regular courses at RIE like M.A, PGCTE . Even short term courses like PSDM, DM are shaped by feedback.

### **Feedback Forms are attached as annexure 1**

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

#### **PD:**

The programme aims to condition the skills of the would-be graduates, and at the same time provides impetus to the reflection on seeking the true knowledge of one's self. To make the teaching sessions more efficient, distinct activities were carried out to instruct and keep the participants engaged and encouraged. The participants were made self-efficient by boosting the confidence through the well-structured lesson plans covering myriad topics such as goal setting, time management, and using creative and critical techniques to overcome any barriers in the path of success. Effective Presentation in Interviews along with Public Speaking Skills was polished through familiarisation with the correct pronunciation and usage of stress and voice modulation, and body language as per the requirement of time.

From attire to presenting one's CV or Resume and answering the questions effectively, along with building up of teams, leadership skills and social skills such as –paying and receiving compliments, asking questions and directions etc. were also given attention to encourage and motivate the participants.

#### **PSDM:**

The aim of the programme is to train master trainers for advanced and basic level who will further be allocated centres for training students enrolled in those centres. The master trainers are empaneled only after facing written test and interview by a panel. The training for the non-domain skill takes place at the Institute for 5 days. More than 5 training of teachers (TOTs) have taken place till date. Once the trainers complete the training, the institute certifies that they are eligible for training students at various centres of PSDM across Punjab. The institute has designed the teaching learning material (TLM) for the master trainers and trainees.

The commencement of training at the allocated centre is followed up by a visit to see the cascading effect of training. The visit by the faculty is organized by the Institute and following topics are covered:

1. Introduction to Communication Skills
2. Self-management
3. Pronunciation
4. Vocabulary
5. Grammar
6. Listening
7. Speaking
  - 7.1.1 Social Skills
  - 7.1.2 Politeness
8. Reading comprehension
9. Writing
10. Integrated Communication Skills

**RIE CPD:**

The Eight Week Certificate Course is in continuation to the aforesaid programme towards capacity building of teachers in teaching English. The Eight Weeks are divided into informational sessions, Proficiency Sessions, Methodology: Activity based and demonstration, Designing Units & Technology. The last day of every week is devoted to practical sessions of Teaching Practice at Government Model Senior Secondary School-32. The Programme is aimed at improving ELT skills of English teachers. In the session 2017-18, the institute trained primary teachers of classes III and IV. This programme runs every year for different levels.

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

No

**Criterion – II**

**2. Teaching, Learning and Evaluation**

2.1 Total No. of Permanent Faculty

Total	Asst. Professors	Associate Professors	Professors	Others
<b>09</b>	<b>04</b>	<b>01</b>	<b>02</b>	<b>I (School Lecturer)</b> <b>1 (Librarian)</b>

2.2 No. of permanent faculty with Ph.D.: **06**

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: **22**

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	<b>0</b>	<b>1</b>	<b>20</b>

Presented papers	<b>0</b>	<b>1</b>	<b>0</b>
Resource Persons	0	4	35

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

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

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

<b>PGCTE</b>	<b>Face to Face-180 days a year</b> <b>Online Mode-60 days a year</b>
<b>PD</b>	<b>100 hours</b>
<b>RIE CPD</b>	<b>8 Weeks</b>
<b>CPD (Need Based)</b>	<b>The duration is need based that varies from course to course (1-10 Days)</b>
<b>MA (English)</b>	<b>90 in each Semester</b>
<b>PSDM - TOT</b>	<b>5 days each course</b>

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

<b>PGCTE</b>	<b>Internal Evaluation, often MCQ1s/ objective type questions</b>
<b>PD</b>	<b>Diagnostic/Needs Analysis Testing followed by Test after the completion</b>
<b>RIE CPD</b>	<b>Feedback from the participants</b>
<b>CPD (Need Based)</b>	<b>Feedback from the participants for need based programmes</b>
<b>MA (English)</b>	<b>Class Test, Presentations, House Test, Quiz</b>
<b>PSDM- TOT</b>	<b>Diagnostic/Needs Analysis Testing followed by Presentation</b>

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

**4**

2.10 Average percentage of attendance of students

<b>PGCTE</b>	<b>90-95%</b>
<b>PD</b>	<b>75%</b>
<b>RIE CPD</b>	<b>100% (As per registration)</b>
<b>CPD (Need Based)</b>	<b>100% (As per registration)</b>
<b>MA (English)</b>	<b>75%</b>
<b>PSDM</b>	

2.11 Course/Programme wise distribution of pass percentage:

Name of the Programme	Total Number of Students	Division				
		Distinction %	I %	II %	III %	Pass %
PGCTE	46			-	-	100
PD	3697					100
RIE CPD	18	-	-	-	-	100
CPD (SSA)	80	-	-	-	-	100
MA (English) May 2017	24	-				
PSDM	70					100

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

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

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	1
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	-
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	20
Summer / Winter schools, Workshops, etc.	
Others	-

2.14 Details of Administrative and Technical staff

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

### Criterion — III

#### Research, Consultancy and Extension

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

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

e) Faculty members are encouraged to attend Workshops/Seminar/ Conferences.

### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

**NIL**

### 3.2 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

**NIL**

### 3.4 Details on research publications:

	International	National	Others
Peer Review Journals		3	
Non-Peer Review Journals			
e-Journals			
Conference proceedings		1	

### 3.5 Details on Impact factor of publications:

Range          Average          h-index          Nos, in SCOPUS

**NIL**

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

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

**NIL**



3.7 No. of books published i) With ISBN NO: **6** Chapters in Edited Books: **1**  
 ii) Without ISBN No.: **NIL**

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

3.9 For colleges: **NIL**

3.10 Revenue generated through consultancy: **NIL**

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

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

3.13 No. of collaborations International: National: Any other **03 (PD, PSDM, CPD)**

3.14 No of linkages created during this year: 02

<b>1.</b>	<b>Content Development , Teacher Training and assessment</b>	<b>Panjab Skill Development Mission</b>	<b>2017-2019</b>	<b>Teachers and students enrolled in PSDM in 22 districts of Panjab.</b>
<b>2.</b>	<b>100 hour Personal Development Program</b>	<b>5 Govt. Colleges of UT Chandigarh</b>	<b>2017-18</b>	<b>All final year students</b>

3.15 Total budget for research for current year in lakhs:

From Funding agency	From Management of University/College	Total
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**No budget earmarked or allocated for Research**

3.16 No of patents received this year

Type of Patent		Number
National	Applied	
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

**NIL**

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

Total	International	National	State	University	Dist	College

NIL

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

3.19 No. of Ph.D. awarded by faculty from the Institution: **1**

NIL

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

JRF      SRF      Project Fellows      Any other

NIL

3.21 No. of students Participated in NSS events:

University level	State level	National level	International level
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NIL

3.22 No. of students participated in NCC events:

University level	State level	National level	International level
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NIL

3.23 No. of Awards won in NSS

University level	State level	National level	International level
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NIL

3.24 No. of Awards won in NCC

University level	State level	National level	International level
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NIL

3.25 No. of Extension activities organized

University FORUM	College Forum:	NCC	NSS	Any Other
				<b>2</b>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Name of the scheme	Organising unit/ agency/ collaborating agency	Name of the activity	Number of teachers coordinated such activities	Number of students participated in such activities
<b>Swatch Bharat</b>	<b>Regional Institute of English</b>	<b>Cleanliness Drive</b>	<b>2</b>	20
<b>SLSA Club</b>	<b>RIE and SLSA</b>	<b>Lecture on Gender</b>	<b>2</b>	More than 40

		<b>Sensitivity</b>		
<b>Two Day Training Programme</b>	<b>Regional Institute of English and RUSA</b>	<b>Digital Library and Information Management' for the Library Professionals working in College/State</b>	<b>3</b>	<b>46</b>

**Criterion — IV**

**Infrastructure and Learning Resources**

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	8944 Sq.ft	0	-	8944 Sq.ft
Class rooms	4	0	-	4
Laboratories	2	0	-	2
Seminar Halls	2	0	-	2
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	-	Digital Camera E-bike	-	49900 41832
Value of the equipment purchased during the year (Rs. in Lakhs)	-	4k LED Commercial Elliptical Trainer Commercial Treadmill Digital Camera Digital Display Board Equipment for Studio Library Kiosk SPSS Software Strength Machine All In one PC	-	1739928

## 4.2 Computerization of administration and library

### Library is RFID enabled with LIBSYS software

## 4.3 Library services:

4.2.1 Library Services:						
	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	<b>23527</b>		<b>1550</b>	<b>211703</b>	<b>25103</b>	
Reference Books						
e-Books	<b>3437</b>		<b>17</b>	<b>173000</b>	<b>3451</b>	<b>173000</b>
Journals	<b>23</b>	<b>36000</b>	<b>23</b>	<b>36000</b>	<b>23</b>	
e-Journals	<b>N-List Infflibnet</b>		<b>N-List Infflibnet</b>		<b>N-List Infflibnet</b>	
Digital Database						
CD & Video	<b>307</b>				<b>307</b>	
Others (specify)						

## 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others/ Laptops
Existing	90	2 (31/15)	2	In Computer Labs only	In Computer Labs only	5	15	14+10
Added	2	-	-	-	-	1	-	-
Total	92	2 (31/15)	2	In Computer Labs only	In Computer Labs only	6	15	14+10

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

### Already computerized and networked

## 4.6 Amount spent on maintenance in lakhs:

i) ICT	<b>400000</b>
ii Campus Infrastructure and facilities	<b>7300000</b>
iii) Equipment	<b>3500000</b>
iv) Others	<b>0</b>
Total :	<b>11200000</b>

## Criterion — V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

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

- **Updation of faculty qualifications**

## 5.2 Efforts made by the institution for tracking the progression

- **Planning**
- **Periodic Meetings**
- **Feedback and evaluation of action plan**
- **Ensuring quality in promoting culture of excellence**
- **Ensuring smooth functioning of career guidance cell/placement cell**
- **Ensuring participation of students in co-curricular/extra-curricular activities**
- **Presentations by faculty after completing a particular course**

## 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others				
			PSDM	PGCTE	PD	RIE CPD	CPD (Need Based)
-	24	-	70	46	3697	18	

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

(c) No. of international students

**NIL**

	PSDM		PGCTE		PD		MA		RIE CPD		CPD (Need Based)	
<b>Male</b>												
<b>Female</b>												
<b>Total</b>	<b>70</b>	<b>100%</b>	<b>46</b>	<b>100%</b>	<b>3697</b>	<b>31%</b>	<b>24</b>	<b>100%</b>	<b>18</b>	<b>100%</b>		<b>100%</b>

Last Year							This Year						
	General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total	
<b>MA</b>												<b>24</b>	
<b>PGCTE</b>												<b>46</b>	
<b>PD</b>												<b>3697</b>	
<b>PSDM TOT</b>												<b>70</b>	
<b>RIE CPD</b>												<b>18</b>	
<b>CPD (Need Based)SSA</b>												<b>80</b>	

Demand ratio **150 % (MA)**

Dropout % **17% (MA)**

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

**NIL**

5.5 No. of students qualified in these examinations

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

**None**

5.6 Details of student counselling and career guidance

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

**No. of students benefitted: 3797**

5.7 Details of campus placement:

**NIL**

5.8 Details of gender sensitization programmes

International Women’s Day celebrated	08.03.2018
Lecture on sexual harassment at work place and Vishakha guidelines	27.03.2018

5.9 Students Activities

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

<u>State/ University level</u>	<u>National level</u>	<u>International level</u>
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**None**

No. of students participated in cultural events

<u>State University level: 10 students in 16 events</u>	<u>National level:</u>	<u>International level</u>
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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 1	State/ University level:	National level	01 International level

2018	Panjab University Colour	National		Yes		Khushdev Arora
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5.10 Scholarships and Financial Support

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

**NONE**

5.11 Student organised / initiatives

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

**NONE**

5.12 No. of social initiatives undertaken by the students:

<b>International Women's Day celebrated</b>
<b>Lecture on sexual harassment at work place and Vishakha guidelines</b>
<b>Hindi Diwas</b>

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

### Criterion — VI

#### Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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

6.2 Does the Institution has a management information System

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

- 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 Entails)**

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

#### **6.3.1 Curriculum Development**

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

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

**2. PGCTE Course**

**3. PSDM Course**

**4. RIE Continuous Professional development Courses for school teachers.**

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

#### **6.3.2 Teaching and Learning**

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

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

#### **6.3.3 Examination and Evaluation**

- 1. M.A. Examination-Internal (Conducted by M.A department) and External (By university for which the Department receives the intimation)**
- 2. PGCTE-Internal Evaluation (During Face to Face and Online Mode)**
- 3. PSDM-Internal Evaluation ( A written exam of the Students)**
- 4. PD-Internal Evaluation (A written exam of the Students/Group discussion)**



#### 6.3.4 Research and Development

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

#### 6.3.5 Library, ICT and physical infrastructure/instrumentation

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

#### 6.3.6 Human Resource Management

**The Institute aims at employing and also retaining efficient teachers. The Institute has number of teachers/trainers on temporary basis as well. In 2017 under PD programme 21 staff members were appointed which include trainers, associate coordinators and material facilitators. Human resource management is a key to success for the efficient running of the various courses at the Institute and the Institute believes in this mantra.**

#### 6.3.7 Faculty and Staff recruitment

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

#### 6.3.8 Industry Interaction / Collaboration

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

#### 6.3.9 Admission of Students

**Total number of students in M.A: 24**

**Total number of participants in RIE CPD: 18**

**Total number of participants in CPD (need based): 80**

**Total number of participants in PGCTE: 46 (107 and 108 batches)**

**Total number of students trained in PD program: 3697**

**Total number of teachers trained in PSDM: 70**

UG	PG	Ph. D.	Others				
			PSDM	PGCTE	PD	RIE CPD	CPD (Need Based)
-	24	-	70	46	3697	18	80

6.4 Welfare schemes for-

**Teaching: Library membership of British Council was given to the faculty for their reading and research.**

**Non teaching: The steno Ms. Poonam is a national level TT player. She has been provided facility for practise in the institute.**

**Students: A lot of recreational and outreach programs are organised. One day trip to Kasauli was organised with 50 % contribution from the college side for MA students**

6.5 Total corpus fund generated

**In the year 2017-18 Rupees 2538970 out of PLA fund/PD/ was generated**

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

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	<b>NO</b>	<b>Internal</b>	<b>YES</b>	<b>HODs</b> <b>Like workload reports and monthly reports</b>
Administrative	<b>YES</b>	<b>Audit Deptt.</b>	<b>YES</b>	<b>HODs write reports on various administrative responsibilities of the faculty</b>

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes: **NA** For PG Programmes: **NA**

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

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

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

**The Punjab University provides autonomy to conduct internal evaluation.**

6.11 Activities and support from the Alumni Association

**Alumni Association formation is under process.**

6.12 Activities and support from the Parent-- Teacher Association

**Parent — Teacher Association registration is under process**

6.13 Development programmes for support staff

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

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

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

### **Criterion — VII**

#### **Innovations and User Practices**

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

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

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

Plan of Action	Achievements/Outcomes
<b>Changing PGCTE course form 3 months to 4 Months course</b>	<b>Changed</b>
<b>Planning of Staggered Continuous Professional course</b>	<b>Course was initiated</b>
<b>Planning the workshop for Librarians</b>	<b>Two day workshop was organised in July 2017</b>
<b>Celebration of Yoga Diwas</b>	<b>Yoga Diwas was celebrated with students (Lecture and Poster Making Competition)</b>
<b>Planning the workshop for Students for Swatch Bharat</b>	<b>Cleanliness Drive was initiated with students</b>
<b>Planning the summer workshop for Students on Computer Literacy</b>	<b>One-month summer workshop for government school Students on Computer Literacy was conducted in the month of June 2017</b>

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

## **Best Practice: 1**

### **Eight Week Certificate Course in Teaching English to Young Learners 2017-18(July 2017-February 2018)**

Eight Week Certificate Course in Teaching English to Young Learners was introduced at RIE in the year 2016-17. The Eight Week Certificate Course is in continuation to the aforesaid programme towards capacity building of teachers in teaching English. The Eight Weeks are divided into informational sessions, Proficiency Sessions, Methodology: Activity based and demonstration, Designing Units & Technology. The last day of every week is devoted to practical sessions of Teaching Practice at Government Model Senior Secondary School-32. The Programme is aimed at improving ELT skills of English teachers. In the session 2017-18, the institute trained primary teachers of classes III and IV. This programme runs every year for different levels.

#### **The key features of the RIE CPD**

- Be self-directed: driven by the teacher and not the resource person
- Focus on learning from experience, reflective learning and review
- To help the teachers in the development of goals and objectives
- To help them become autonomous learners themselves
- To improve classroom instruction and classroom language
- To help teachers build professional relationships, sharing and learning from each other and improve communicative competency:

#### **Evidence of Success & Feedback:**

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

- Enhancing listening and speaking skills
- Planning lessons and courses
- Understanding learners
- Managing the lesson
- Knowing the subject
- Managing resources
- Assessing learning
- Integrating ICT
- Taking responsibility for professional development
- Using inclusive practices
- Using multilingual approaches
- Understanding educational policies and practice

#### **Feedback**

- Teachers felt that CPD courses were useful, relevant and appropriate.
- Teachers were able to take the activities back to their classrooms.
- They felt that it has enhanced their experience, and improved their skills and school-level outcomes.
- The use of data, both quantitative and qualitative was well used during the sessions. It helped them in terms of learning about their practice and drawing conclusions.
- The course helped them in increasing their confidence. Affective outcomes are short-lived, but a short term increase in confidence helped them to embed their knowledge and skills into practice.

- Teachers after attending the Continuous Professional Development programme appreciated the importance of English teaching to the students and the immense pressure that the RIE was under to deliver results.
- The Resource persons were highly motivated that at the heart of every course they strive to work to enable every student to enjoy and achieve in their English lessons whether this was through effective departmental leadership or the development of specific teaching practice.
- The participants enjoyed planning of units and designing lesson plans.

## **Best Practice: 2 –**

### **RIE Certificate Course in Personal Development**

RIE Certificate in Personal Development (PD) is a 100 hour training module to develop skilled professionals for the industry. The course aims at imparting training in English Communication Skills, Interpersonal Skills, and Computer Skills to job seekers thereby enhancing their employability skills. At this stage, doorstep education model has been adopted.

#### **General Objectives:**

- To enhance students' employability skills for placement in job sectors
- To provide job sectors with well-trained human resource
- To groom student' personality for better social integration

#### **Specific Objective:**

- To impart training to students to improve communication skills
- To give exposure to students in soft skills
- To provide career counseling and guidance to students
- To extend training to students on computer skills

The 'RIE Certificate Course in Personal Development' commenced on 7 September 2017 with the joining of Trainers for the session 2017-18. Various topics under the programme were discussed between September 7 and 15, 2017, after which the trainers reported to the allocated colleges under Chandigarh Administration.

A total number of 3697 students enrolled in the programme from the five government colleges of Chandigarh.

Sr. No.	Name of the College	Number of enrolments
1.	Post Graduate Govt. College for Girls, Sector-42	1075
2.	Post Graduate Govt. College for Girls, Sector-11	1084
3.	Post Graduate Govt. College, Sector-46	548
4.	Post Graduate Govt. College, Sector-11	890
5.	Government College of Commerce and Business Administration, Sector-50	100

The programme aims to condition the skills of the would-be graduates, and at the same time provides impetus to the reflection on seeking the true knowledge of one's self. To make the teaching sessions more efficient, distinct activities were carried out to instruct and keep the participants engaged and encouraged. The participants were made self-efficient by boosting the confidence through the well-structured lesson plans covering myriad topics such as goal setting, time management, and using creative and critical techniques to overcome any barriers in the path of success. Effective Presentation in Interviews along with Public Speaking Skills was polished through familiarisation with the correct pronunciation and usage of stress and voice modulation, and body language as per the requirement of time.

From attire to presenting one's CV or Resume and answering the questions effectively, along with building up of teams, leadership skills and social skills such as –paying and receiving compliments, asking questions and directions etc. were also given attention to encourage and motivate the participants.

The examination was conducted on 6<sup>th</sup> April in PGGCG-42, PGGCG-11 and PGGC-46, 11<sup>th</sup> April in GCCBA-50, and 16<sup>th</sup> April in PGGC-11 and results were announced on 27<sup>th</sup> April 2018 in all the colleges.

The members under the programme were officially relieved on 27 April 2018.

Under Personal Development Programme a seminar was organized called '**Seminar on 'Careers in the 21<sup>st</sup> Century'**' by Regional Institute of English in collaboration with the Govt. Colleges across Chandigarh to build Professional and Academic Job Opportunities in India and abroad' between 10<sup>th</sup> and 12<sup>th</sup> January 2018. DRIE- Dr. Vandana Lunyal along with HOD-PD, Dr. Jyoti Singh welcomed the chief speakers Dr. Jayanti Ghose and Mr. Sandip Ghose to enlighten the students of 'RIE 100 Hour Certificate Course in Personal Development' about the infinite positions available to choose from, after earning the undergraduate, post-graduate and vocational degrees and diplomas. The participants from humanities, commerce, science, computer applications and other disciplines, exhibited outstanding enthusiasm and alacrity throughout the talk to shape it into an engaging and thought provoking session. The speakers also briefed the participants regarding the statistics calibrated in terms of viability as per the increasing demand and growth of specific positions in the job-market. Few activities were conducted to apprise and test specific skills employers look for in the job-seekers. The sessions were concluded by motivating and addressing the doubts and queries of the participants.

#### 7.4 Contribution to environmental awareness/protection

##### • **Herbal Garden**

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

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

The objectives of the club are:

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

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

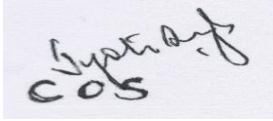
#### 7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

#### 8. Plans of institution for next year

1. **English Pedagogy Programme for College Teachers**
2. **Adding more Option like American Literature in PG Department.**
3. **Establishment of Multi purpose hall with equipments like Video Wall**
4. **Initiate Courses like Disaster Management and Professional Development for School teachers.**

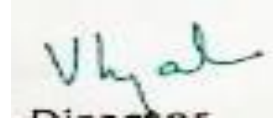
## 5. Making Studio Fully functional

Name: Dr Jyoti Singh

A handwritten signature in black ink on a light blue background. The signature is written in a cursive style and appears to read "Jyoti Singh" with "COS" written below it.

Signature of the Coordinator, IQAC

Name Dr Vandana Lunyal

A handwritten signature in green ink on a light green background. The signature is written in a cursive style and appears to read "Vandana Lunyal".

Signature of the Chairperson, IQAC

# Annexure 1 FEEDBACK

## Feedback form for MA English

**1.** What do you feel about the content of the course in terms of its structure?

.....  
 .....  
 .....  
 .....

**2.** How do you rate the teaching faculty at the institute? (tick any one)

Excellent Good Satisfactory

Comments (if any):.....  
 .....

**3.** Your views about the integration of Communication Skills within the programme:.....  
 .....  
 .....

**4.** How do you rate the technical support (labs, and other facilities) at the institute?.....  
 .....  
 .....

**5.** How do you rate the library in terms of infrastructure and availability of books and other study material? (Tick any one)

Excellent Good Satisfactory

Comments (if any):.....  
 .....  
 .....

**6.** Any additional comments or views:.....  
 .....  
 .....

Name (optional):

### PGCTE Feedback Performa

Date

Rating Scale: 4 = Always, 3 = Often, 2 = Sometime, 1 = Never

Name	Area	Punctuality	Teaching of Subject Matter	Enthusiasm / Keenness to teach	Classes were met	General Remarks
Mr Ashutosh Sharma	Grammar and Usage	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	



Ms Amrita Singh	Phonetics and Phonology	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Mr Ashutosh Sharma	Linguistics	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Dr Tulika kakkar	Communication skills	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Dr Tulika Kakkar	CALL classes	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Ms Namrata Parmar	Methods	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Ms Sarita Tiwari	Lesson Planning	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Mr Gopal Nayak	Research and Methodology	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Mr Randeep Rana	Computer skills	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
Dr Preeti Sharda and Ms Mandeep Kaur	Library classes	1 2 3 4	1 2 3 4	1 2 3 5	1 2 3 4	

### 1. Academic

- What do you feel about the course-content? Do you want any additions/deletions in the course content?

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- What are your views about the integrated Communication Skills?

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- How far has the course improved your ability to speak and write in English?

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### 2. Training

- How much exposure do you think you got being here in context of technology like Computer Lab, PowerPoint presentations and Practice software's etc?

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### 3. Recreational

<b>Sports</b>	<b>Kits and other facilities</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>unsatisfactory</b>
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- Suggestions:

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- Did you have any difficulty regarding physical facilities /arrangements provided to you in hostel? Are you satisfied with the quality of food and hygiene?

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**Feedback for the non-teaching staff:**

<b>Office Staff</b>	<b>Office</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>unsatisfactory</b>
<b>Mess and Hostel</b>	<b>Cleanliness and accommodation</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>unsatisfactory</b>

**Feedback on extracurricular activities:**

**Your experience at the institute:**

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**Suggestions to make the course better. Kindly stick to the space provided:**

**1.** \_\_\_\_\_

**2.** \_\_\_\_\_

☺ Thank you for your cooperation  
PGCTE Staff

**RIE Certificate Course in Personal Development  
FEEDBACK FORM**

Name of the College:

Number of Trainers: \_\_\_\_\_

Number of Students: \_\_\_\_\_

**ACADEMICS:**

1. List of topics covered :

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2. How effective and practical were the worksheets used for the programme?

Very Effective   Just Fine   Less than effective

Elaborate: \_\_\_\_\_

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3. How was the Environment in the classroom with respect to the physical setting?

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4. Do you think that the current study material needs revision? If yes, kindly elaborate.

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**STUDENTS**

1. At the end of the programme, did the students become aware about the objectives of the programme?

**Yes    No    Can't say**

**Why:** \_\_\_\_\_

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**2. Was there an acceptance of the need of such a programme by the students.**

**Yes    No    Can't say**

**3. Did the students feel motivated?**

**Yes    No    Can't say**

**4. Did the programme help the students transcend the social boundaries within a class in terms of communication? How.**

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**5. Was there a development in the language competence of the trained students? Discuss.**

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**6. Give an approximation of the percentage of students on following aspects:**

**Punctuality:** \_\_\_\_\_

**Attendance:** \_\_\_\_\_

**Regularity:** \_\_\_\_\_

## ADMINISTRATION

1. How was the experience with respect to the co-operation by the college staff?

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2. Was the timetable allotted by the college comfortable? Elaborate.

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**Continuous Professional Development Program  
Evaluation Performa**

**1. Put a tick mark in the box that comes closest to your assessment:**

S. No	Topic and date	Very Useful	Useful	Not Useful	Reviews
01.					
02.					
03.					
04.					
05.					
06.					
07.					
08.					
09.					
10.					
11.					
12.					
13.					

14.					
15.					
17.					
18.					

### Organization of the Programme

1.	The quality of the support materials was	Excellent	Good	Satisfactory
2.	Arrangement of Tea/Refreshment	Excellent	Good	Satisfactory
3.	Sitting arrangement was	Comfortable	-	Not Comfortable
4.	Course Timings	Very convenient	Just Convenient	Convenient

### Content of the Programme

5.	Selection of the topic	Appropriate	Not Appropriate	Just Appropriate
6.	Adequacy of content	Good	Average	Satisfactory
7.	Accuracy of the Content	Satisfactory	Some Errors	Quite a few errors
8.	Input, preparation and presentation of resource person	Excellent	Good	Satisfactory
9.	Appropriate of the method	Excellent	Good	Satisfactory

## 2. Suggestions:

Mention strengths of the training programme.

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What are your suggestions for its improvement? Please write briefly?

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What you will like to be included to the next training programme?

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Date:

**Regional Institute of English  
Sector 32 C, Chandigarh  
U.T Administration**

**Skill Development Programme  
Feedback Performa**

Name (Optional) \_\_\_\_\_

Place of Empanelment \_\_\_\_\_

1. Put a tick mark in the box that comes closest to your assessment. How useful & relevant were the topics taught?

S.No	Topics	Very Useful	Useful	Not Useful	Write your comments, if any
01.	Self-Management				
02.	Phonetics Workshop				
03.	Clauses				
04.	Social Skills				
05.	Tenses				
06.	Fallacious Writing				
07.	Presentation				
08.	Reading Practice				
09.	Telephoning				
10.	Prepositions				
11.	Teaching Vocabulary				
12.	Social Skills at the Restaurant				
13.	Interactive Skills				



14.	Employability				
15.	Discourse Markers				
16.	Formal Writing Email, Report Notices with Samples NP				

**2.**

<b>Organization of the Programme- Put a tick mark against the option.</b>				
1.	The quality of the support materials was	Excellent ( )	Good ( )	Satisfactory ( )
2.	Arrangement of Tea/Refreshment	Excellent ( )	Good ( )	Satisfactory ( )
3.	Sitting arrangement was	Comfortable ( )	Reasonable ( )	Not Comfortable ( )
4.	Course Timings	Very convenient ( )	Just Convenient ( )	Convenient ( )
<b>Content of the Programme</b>				
5.	Selection of the topics	Appropriate ( )	Not Appropriate ( )	Just Appropriate ( )
6.	Adequacy of content	Good ( )	Average ( )	Satisfactory ( )
7.	Input, preparation and presentation of resource person	Excellent ( )	Good ( )	Satisfactory ( )
8.	Appropriacy of the used method	Excellent ( )	Good ( )	Satisfactory ( )

**3. Suggestions:**

2. In What ways, the programme has benefitted you?

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3. Will you recommend this programme to other English Teachers? Why?

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4. Will you suggest any addition to the topics in the subsequent programme? Why?

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Thank You