



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	ARMY INSTITUTE OF EDUCATION
• Name of the Head of the institution	Dr. Abhilasha Gautam
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01202343741
• Mobile No:	9953925354
• Registered e-mail ID (Principal)	principal.aie@awesindia.edu.in
• Alternate Email ID	aie@awesindia.edu.in
• Address	Plot M-1, Pocket P-5
• City/Town	Greater NOIDA
• State/UT	Uttar Pradesh
• Pin Code	201306
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Guru Gobind Singh Indraprastha University, New Delhi</b>				
• Name of the IQAC Co-ordinator/Director	<b>Ms Kriti Guleria</b>				
• Phone No.	<b>01202343742</b>				
• Alternate phone No.(IQAC)	<b>01202343742</b>				
• Mobile (IQAC)	<b>9463793811</b>				
• IQAC e-mail address	<b>aieiqac2016@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>registrar.aie@awesindia.edu.in</b>				
<b>3.Website address</b>	<a href="https://www.aie.ac.in/index.html">https://www.aie.ac.in/index.html</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.aie.ac.in/Documents/AQAR/AQAR%202020-21.pdf">https://www.aie.ac.in/Documents/AQAR/AQAR%202020-21.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.aie.ac.in/Academic%20Calendar.html">https://www.aie.ac.in/Academic%20Calendar.html</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.86</b>	<b>2016</b>	<b>29/03/2016</b>	<b>28/03/2021</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.14</b>	<b>2023</b>	<b>10/06/2023</b>	<b>09/06/2028</b>
<b>6.Date of Establishment of IQAC</b>			<b>21/12/2015</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>0</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		

<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
* National Seminar * Education Conclave * Workshops and Awareness Programmes *Audits & Inspections * Provide multiple ICT platforms for Online Teaching, Assessment & Evaluation.	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	
Plan of Action	Achievements/Outcomes
National Seminar	The Institute organized an Online National Seminar on 01-02 Apr 2022
<b>13.Whether the AQAR was placed before statutory body?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2021	21/01/2022

**15. Multidisciplinary / interdisciplinary**

A stand-alone interdisciplinary institution, the Army Institute of Education offers the B.Ed. and B.Ed. Special Education in Learning Disability programs. GGSIPU is connected with the institute. AIE intends to add more degree programs to become a multifunctional institution. The introduction of a new degree program in AIE has been the subject of a survey. Army personnel children attending Army Public Schools were the subject of a demand survey. Only Army Personnel wards are permitted to enroll at the college, hence the survey was only done on a chosen sample. The institution, which is affiliated with GGSIPU, is getting ready to launch its graduate program in the upcoming session.

**16. Academic bank of credits (ABC):**

GGSIPU oriented the colleges to introduce ABC in the affiliated HEIs. Faculty members attended the program, on the received directions students were oriented about the use and benefit of registering ABC in the morning assembly. All students of AIE were instructed to register ABC. Faculty members motivated students to ensure maximum number of registration. ABC ID was collected from students using Google Form. 59 students have shared their ABC ID.

**17. Skill development:**

Various programs are planned as per the academic schedule of GGSIPU for ensuring skill development among students, staff and non teaching staff of AIE.

1. Student skill development: To ensure their overall growth, students actively participate in practice-based teaching and learning methods. Students' communication and presenting abilities will be developed through organized presentations in the classroom. The instructional methods chosen by all teachers to foster the development of analytical skills in the pupils include organizing discussions, role plays, turn the coat, and more. Students are given the chance to plan numerous extracurricular and curricular activities both individually and in-house. For various events including seminars, FDPs, and conferences that focus on developing management skills, language skills, collaboration skills, and problem-solving skills, they serve as the presenter, anchor, and

script writer.

Two weeks of Personality development programs are organised every year to develop multiple skills in them like table manners, emotional skills, psn. skills, resilliency etc. Training of micro teaching skills is given to the studens with individual focus ln the studennts for giving skilling them for using various skills in the classroom while teaching.To develop teaching skills in them practice of simulated teaching and lesson plan writing is provided in a planned manner.

2. Skill Development for Teaching and non teaching staff : Institute organises various professional evelopment programs fo r teaching and non teaching staff. E.g. Natinal Seminars, International Conference, FDP, Skill based orientation program etc. to keep them abreast with lates development in the field of education.

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

Instructions are given in two languages i.e. in English and Hindi. Institute has the intake of students from PAN India

Teaching of contemporary Indian Education system is one of the most important part of curriculum structure. Indian Education system, knowledge base, value system and ethos are taught under the subject code BED103, BED104, BEDSE103 . Students reflect upon the thought of various Indian and western philosophers and explore the implications of the concepts involved in educational practice. Students are taught Epistemological basis of the society and its integration in their daily practice.

2. Socio Cultural contexts of Indian Education system is taught to the students and they are given opportunities to reflect upon the social and cultural issues of Indian Education.

3. Inculcation of Indian Ethos and values is imbibed in the curriculum structure. At the same time Indian cultural festivals are celebrated in the institution with a secular feeling students are encouraged to take participation in all the festivals and a feeling of integration and brotherhood is generated among all.

4.To celebrate Indian Art and Music various competitions are organised, students participate and describe various art formations.

### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

The outcome-based approach is closely adhered to in teaching and learning practices. The planning of the curriculum takes into account the goals established by the university. Each topic has certain objectives that are outlined and communicated to the students at the beginning of the unit. Several actions are planned in accordance with these goals. Some instances include:

#### Microteaching abilities

1. The curriculum places a strong emphasis on outcome-based education. GGSIPU has organized learning outcomes for its B.Ed. program, and learning outcomes for its B.Ed. specialization program have been created using the suggested syllabus and curriculum.
2. It goes without saying that a teacher should be involved in all of these activities that make the learning environment in the classroom vibrant and interesting. Only theoretical ideas can never meet the demands of the teaching profession. An aspiring teacher should be exposed to all curricular and extracurricular activities by giving him firsthand experiences of all the activities that are expected of him in the classroom in order to be an engaging and dynamic educator. The projected academic calendar of GGSIPU for a certain session informs the planning of the academic calendar. Each session's opening activity is planned for timely completion.
3. To guarantee that subject-specific objectives and Learning Outcomes are met, the individual subject teachers conduct subject-specific activities both within and outside the classroom. Each idea begins with established goals for the students, and lessons and associated activities are arranged in accordance with those goals. The involvement of all pupils is guaranteed. The faculty members use a variety of instructional techniques to ensure the complete growth of students. The use of multimedia in presentations, group and individual discussions with students, ICT-based teaching and learning strategies, written assignment submission, and experiential learning tasks are all included in classroom instruction. Think Tank exercises, pair sharing, concept mapping, mind maps, book analyses, and debates are some cutting-edge instructional techniques that guarantee teachers follow OBE.Role
4. In addition to the aforementioned activities, students are always involved in the planning of extracurricular activities to help them strengthen their communication abilities. They are not only encouraged to take part in extracurricular activities on stage, but they are also given backstage tasks like designing the event's brochure and certificate, decorating the stage, anchoring, writing reports, maintaining discipline, etc., all while taking into account

the individual differences, interests, and preferences of the students.

5. The students receive timely, relevant feedback in addition to presentations, internal assignments, and internal written exams as part of continuous evaluation. Additionally, remedial instruction is developed for the students in accordance with their needs and recognized weak points.

## **20.Distance education/online education:**

Since AIE is an affiliated institution from GGSIPU, it does not provide any distance programs and hence there is no provision of distance education program in AIE. However AIE provides classes to the students in online mode during 2nd and 4th Saturday or need based.

AIE also organises seminars, webinars, workshops etc in the hybrid/online mode for ensuring the maximum outreach of the programs.

1. Both programs in AIE are affiliated to GGSIPU. Both programs are regular and full time as there is no provision of distance education in GGSIPU. Classes are conducted in face to face mode as per university norms and curriculum structure.

2. Online classes were held during Covid-19 Pandemic situation. From March 2020 to March 2022 classes were held in the online mode. Online platforms like Zoom, Google meet, Google Classrooms and MS Teams were used for the conduction of classes and for organisation of various co curricular activities. Many activities were also streamlined live on the You Tube channel of the college.

3. Faculty and Students developed OER's at present there are 20000 subscribers of AIE You Tube Channel.

4. National Level Seminar was also conducted in Hybrid mode to cater the needs of distant research scholars and paper presenters.

5. There is a regular practice of conducting online classes during weekends. MS Teams platform is used to share notes and study material with students. 6. MOOCs are the integral part of curriculum as per the updated curriculum structure of B.Ed. Students have to appear in five MOOCs courses during two years of B.Ed. Program.

Students are also encouraged to attend more such programs available in the online mode.

## Extended Profile

### 1.Student

2.1 Number of students on roll during the year	<b>172</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.2 Number of seats sanctioned during the year	<b>130</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>130</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.4 Number of outgoing / final year students during the year:	<b>97</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year	<b>168</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.6 Number of students enrolled during the year	<b>75</b>
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File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	153.799
4.2 Total number of computers on campus for academic purposes	57
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	20
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	21
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Scrupulous and conscientious planning of curriculum is very much inherent in the working strategy of Army Institute of Education, because only a well-planned action can achieve its completion with all its objectives. To mention a few strategies, which the institute adapts in proper curriculum planning, are Induction of faculty towards the course objectives in the faculty Meetings, laying the roadmap for the entire session, Orientation Programme at the beginning of the session to orient the students with syllabus, institute and curriculum. Advisory committee reports help to be on</p>	

track with planning and upgrade its plan of action. Academic calendar gives an overview of the course with reference to time. Unit plan is made at the beginning of each semester to plan the completion of syllabus well in time keeping in the preparatory holidays and exam timings. AIE also has a practice of making syllabus completion report every month by each faculty to keep a track on time and proper distribution of syllabus over the semester. Seminars and workshops on relevant topics are organised from time to time. Internal assignments and mock tests are also conducted time to time to check on the learning outcomes of the students.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://aie.ac.in/programmes.html">https://aie.ac.in/programmes.html</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://aie.ac.in/programmes.html">https://aie.ac.in/programmes.html</a>

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

4

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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

63

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

63

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

AIE has a wide range of clubs and committees which organises different curricular and co- curricular activities through out the year to develop the competencies & skills such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others.

Knowledge- The learning student-teachers are getting through curricular transaction is further utilised and demonstrated through their active participation in various Webinars, Paper presentations in Seminar/Conferences with diverse themes which enable them to be a cognitively intelligent as well as emotionally responsible and competent being, clearing of competitive exams like CTET, CSB etc.

Student-teachers also created various OERs in the courses which are uploaded on the Institute's website.

Skills- AIE conducts morning assembly which comprise of prayer, meditation, news, special activity and national anthem every day. ICT skills (by preparation of digital notes & assignments, incorporation of audio, video, animations, Jamboard, PPT etc), interpersonal skills.

Values & Attitude- Students being part of the Organising Committee of various events help them to develop the positive work culture,

positive attitude towards their roles and responsibilities, strengthens interpersonal bonding, collaborative skills and respect for others perspective.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

#### Action Plan Indicating the Way Students are Familiarised with the Diversities in Indian School System

AIE also has Internship Programme spread over the various semesters where students are familiarized with the diversity in school system in India with respect to: Development of school system, Functioning of various Boards of School Education Functional differences among them Assessment Systems Norms and standards. Curriculum is planned in such a way that students are given chance to know about various school systems through preliminary engagement in school Phase I & Phase II and also by inducting them under various schools in School Internship Programmes. Time to time Alumni Talk Series and Principal Talk Series by the Principals of renowned schools of the country are organised to help students learn from real life experiences and gain maximum from these talks. Suggestions and advises given during these sessions help students to learn the nuances of teaching and learning in simple, understandable and interpretable manner. Guest lectures are also timely and regularly organised which are related to the trending topics and as per the demands of New Education Policy.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### Students Derive Professionally Relevant Understandings and Consolidate these into their Professional Acumen

AIE offers its students a wide range of exposure and learning through Personality development programmes relating to development of personality aspects, ranging from communication skills, Resume Writing, Portfolio Development, Interviewing Skills, and other related areas to develop understanding of the interconnectedness of the various learning engagements and to make them professionally ready. Experts from varied fields are being invited to take workshops & Guest Lectures on the theme specific for Personality Development.

AIE also take CTET Preparatory classes on regular basis for all its students to prepare them for the National level Competitive exam.

Internship programmes spread over the semesters also provide students with real life experience of teaching in the school and class management which is very much required for any teacher.

Students are also given timely feedback about their performance in school internship programmes.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System



<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>All of the above</b>
<b>File Description</b>	<b>Documents</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed, action taken and available on website</b>
<b>File Description</b>	<b>Documents</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
<b>130</b>	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
<b>75</b>	

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

AIE organised Induction programme at the commencement of the session 2021-22 to identify the students' needs, their interest areas. In this programme various activities were conducted to find out and assess the strength and weakness of newly enrolled students. During the induction programme self-Introduction, ice-breaking session, quizzes, games, and talent hunt were conducted. Oxford Happiness Assessment Scale applied to assess mental satisfaction. ICT Test conducted to enhance ICT Knowledge. Microsoft certification course, Digital story sessions were conducted. Students got representation in various houses, clubs, and committees/ cells through election. Each newly enrolled student gets allotted mentors to cater their diverse needs. Mentor-mentee meeting held weekly. Constant support and proper guidance are provided to the students by the SGRC and Guidance Cell.

Workshops, seminars, and talks were organised for addressing students' needs and to enhance necessary skills. Opportunities provided to students to anchor in various events, and to organise events under the guidance of Principal and Faculty. Value education sessions were conducted to inculcate moral value and personality development. Apart from that life skills training provided in the form of Elective Courses, guest lectures etc. During school internship programmes students received practical and field experience. Extra or remedial classes were provided to those students who lagged in internal assessments.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>Six/Five of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	<b>Four of the above</b>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.2.4 - Student-Mentor ratio for the academic year

12:1

#### 2.2.4.1 - Number of mentors in the Institution

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

AIE faculty adopted innovative teaching-learning methods such as experiential learning, brainstorming, problem solving, group discussions, and participative learning to enhance all round and holistic development of the students. Experiential forms of learning include culminating experiences such as school internships programme, community service, role plays, research studies, etc. Exposure has been provided to the student teachers to manifest their skills by execution of lesson plans, micro teaching, designing Individualised Educational Plans (IEPs) at school internship. Students are encouraged to participate in the discussions, exploring material from different sources & sites. For developing problem

solving skills & brainstorming skills among the student teachers different activities are planned to cater the needs of every student. Exposure to design real case studies of Children with Special Needs have been provided, E-portfolios designing ,making presentation, IEPs case studies ,critical reviews, quizzes to answer the situational based questions for developing better understanding, etc. are enhancing skills among the students. Conducting experiments in their pedagogy subjects adds opportunity for learning in problem solving methods. Group discussion activities are regularly organised for student teachers for improving their communication skills. Student teachers are encouraged to enrol themselves on MOOCs learning and other online/hybrid courses.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://teams.microsoft.com/_#/school/conversations/General?ctx=teamsGrid">https://teams.microsoft.com/_#/school/conversations/General?ctx=teamsGrid</a>
Any other relevant information	<a href="#">View File</a>

### 2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

171

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	<b>Five/Six of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

**AIE provide continual mentoring for developing professional attributes in students in the following respects:**

**Working in Teams: Four Houses-Pragya, Pratishtha, Pragyanam, andPratigya -provides opportunities to the students work as team, monitored by faculty. Morning assembly, annual sport and cultural**

events are conducted house wise. Cells and committees also provide platforms to work in group.

**Dealing with Student diversity:** AIE has mechanism to deal students diversity in curricular and cocurricular areas. AIE provides optional and elective courses. For those students lagging in academic remedial classes, and retest are provided. Clubs are working to enhance cocurricular skills of students.

**Conduct of self with colleagues and authorities:** AIE maintains a well-disciplined morale among staff, students, authorities, and management. The Institute follows the blue and yellow books for its academic and administrative ruling.

**Balancing home and work stress:** Mentors sanctions students "Out pass" for their outside works. Mentor do recommend to the HoI/ Principal for students' short leave after contacting their parents. For reducing work stress, assignment works are informed at beginning of each semester.

**Keeping oneself abreast with recent development in education and life:** Students are allotted Faculty as their mentor, and they meet weekly basis.

Morning Assembly helps in keeping them updated with the current affairs.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Five/Six of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

#### Teaching learning process in AIE nurtures-

(a) creativity and innovativeness: As the part of the school internship programme the student teachers of B.Ed. and B.Ed. Spl Ed (LD) have conducted case studies. Students performed their talents in the Ullas2022, annual cultural fest of AIE. ULLAS was organized from 11-13 May 2022 at Intercollegiate and Inter house with the theme of Azadi Ka Amrit Mahotsav . The objectives of the event were to showcase the students' talents, learning to work in group, learn to organize event, learn to and to appreciate cultural heritage of India . Various competitions like Debate, Poem recitation, poster making, photography, creative writing, solo dance, group dance, singing, decorative planter, nukkadnatak, and fashion show were organized

(b) intellectual and thinking skills: workshops and brain storming sessions were organized to enhance thinking skill and IQ test also conducted.

(c) empathy: Inclusive education workshops and sessions were organized by Dept of Spl Ed, AIE. (d) life skills: life skill club conducted activities to enhance soft skills among the students- teachers.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

<p><b>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</b></p>	<p><b>All of the above</b></p>										
<table border="1"> <thead> <tr> <th data-bbox="86 660 550 712">File Description</th> <th data-bbox="557 660 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 721 550 779">Data as per Data Template</td> <td data-bbox="557 721 1471 779"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 788 550 884">Documentary evidence in support of the selected response/s</td> <td data-bbox="557 788 1471 884"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 893 550 990">Reports of activities with video graphic support wherever possibl</td> <td data-bbox="557 893 1471 990"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 999 550 1055">Any other relevant information</td> <td data-bbox="557 999 1471 1055"><b>No File Uploaded</b></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Documentary evidence in support of the selected response/s	<a href="#">View File</a>	Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>	Any other relevant information	<b>No File Uploaded</b>	
File Description	Documents										
Data as per Data Template	<a href="#">View File</a>										
Documentary evidence in support of the selected response/s	<a href="#">View File</a>										
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>										
Any other relevant information	<b>No File Uploaded</b>										
<p><b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b></p>	<p><b>Ten/All of the above</b></p>										

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

**Internship programme is planned systematically with respect to the following:**

- 1. Selection/identification of schools for internship (participative/on request): For internship in reputed School including APSS are selected by considering feasibility.**
- 2. Orientation to school principal/teachers: A letter/ email with details of Internship activities were sent to all School Principal.**
- 3. Orientation to students going for internship: They were**

oriented about Internship (PSE1&2 and SIP) in the beginning as well as before Internship. students were instructed to prepare reflective journals about the school internship experience.

4. **Defining role of teachers of the institution:** One faculty was allotted to each school to look after the internship, and it progressed. The role of faculty is to maintain attendance records, checking files, and reporting the internship coordinator and the principal.
5. **Streamlining mode/s of assessment of student performance:** During internship students performance was assessed at school by external experts as well as concerned faculty. Feedback were collected from school principal, coordinator, and students.
6. **Exposure to a variety of school set ups:** During PSE 1&2 student-teachers familiarised with school functioning, observing classes, visiting labs, finding school records, and conducting co curricular activities. During the SIP they taught lessons with the help of TLMS, and models.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### **2.4.9 - Number of students attached to each school for internship during the academic year**

##### **2.4.9.1 - Number of final year students during the academic year**

96

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student**

Nine/All of the above

**counseling PTA meetings Assessment of student learning – home assignments & tests  
Organizing academic and cultural events  
Maintaining documents Administrative responsibilities- experience/exposure  
Preparation of progress reports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

AIE applied effective monitoring mechanisms during internship programme. During PSE 1&2 students were engaged in observing classes and conducting co-curricular activities. Students were asked to prepare reflective journals about their PSE experiences. Students were also allotted field assignments during PSEs. Both tasks were monitored by school coordinators and faculty in charge. Attendance was maintained in school as well as by Faculty. Faculty coordinator visit school frequently to see the progress. Feedback was collected from school teachers, coordinator, and school principal. As preparation for SIP students were trained through micro-teaching, simulated teaching, and discussion lessons. They were taught about innovative pedagogical practices, blooms, and constructivist models. They also taught about achievement tests, text book review, TLM, model making, Multimedia LP.

- Role of teacher educators is to school visits and supervise classes of student-teachers and give feedback.
- Role of school principal is to gives direction to the school coordinator to do all necessary arrangements including class

allocation.

- Role of school teachers is to provide instant guidance to the students-teachers.
- Role of peers is to observe classes and give feedback, especially during discussion lessons.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

Five of the above



File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

14

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

14

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

42

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Teachers keep themselves updated professionally : 1) Inhouse Discussion: AIE provides opportunity to the Faculty to coordinate events such as national seminar, international conference, FDPs, workshop, guest lecture, and to be editor of research journal, college magazine, newsletter, conference proceedings etc. Faculty is exempted from fee for attending any inhouse events.

2) Share Information with Other Institutions: Institute support and fund for attending seminars, conferences, and FDPs and publishing research papers outside. There is a professional environment where all can discuss ideas freely. AIE Principal and faculty are invited by other schools/ institutions as resource persons.

The Research and Development cell of AIE organised research oriented programs for students and Faculty members. Suggestion is taken from all faculty members for the topic on which such programs are conducted. An open platform is also given to them to discuss their research activities in which suggestions are given to them related to the respective topics. The Faculty Development Research Cell of AWES also invited AIE faculty members to give special guest lectures to faculty members and Principal of Army Public Schools. Expert faculty members are also invited by organisations like NIOS for online lectures

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

AIE conducts Continuous Internal Evaluation (CIE) of student learning by considering curricular and co-curricular components:

1. Assignments - In each theory course one written assignment.
2. Internal Examinations - In each theory course minimum one Internal examination.
3. Reflective Journal- In internship duration students reflect their school experience in the form of a journal.
4. TLM and Working Model- For practice teaching (Micro Teaching, Simulation, Discussion, and Internship) students prepare TLMs and models.
5. Inter house / Inter collegiate competitions: Students are evaluated on the basis of their performance in competition at college level, inter college level, and university level activities in arts and sports. AIE conducts one cultural fest "Ullas" and one sports meet annually. The students participate in AWES Youth festivals and GGSIP University's cultural and sports events. Debate, poem recitation, essay writing, Mandala / Warli art painting, dance, music, etc are the major competitions in cultural events. In sports Basketball, Volleyball, Kabadi, Race, Relay, Badminton, Table Tennis, Chess, Discus throw competitions are held.
6. Seminar/ Research Papers- Seminar papers and research paper publications of students are counted for overall assessment of students achievements. AIE conducts one national and one international seminar annually. Seminar papers published in the form of proceedings with an ISBN.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

AIE Students grievance redressal cell (SGRC) looks after the complaints received from the students. SGRC meets within 24 hours of receiving grievances. Grievances are forwarded through the channel-mentor, coordinator to the principal. Students can contact SGRC convener or member in case of urgency. SGRC contact numbers are displayed in the campus also on the Institute website. SGRC deals with exam related grievances as well. In academic session 2021-22, a complaint was received against a student who carried an Internal exam answer sheet to the hostel room. The Principal AIE & chairperson of CGRC took an immediate action by cancelling her exam and asked to reappear for the same paper. Guru Gobind Singh Indraprastha University, the affiliated university has been conducting University external Examination in proctored mode since 2020 due to COVID19 pandemic. As it was a new experience for students, therefore two students faced problems in uploading their answer sheets on time in the end semester proctored examination conducted by GGSIPU on the provided portal. The Institute immediately took necessary action to forward the grievance to the university examination conduct branch also done the followup activities.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

AIE adheres to the academic calendar for the conduct of Internal Evaluation as per the rules of GGSIP University. Following the directions given in the University calendar as well as the suggestions received from experts of the Academic Advisory Committee (AAC) the academic calendar is prepared at the beginning of each semester. It is uploaded on Institute website and displayed in Notice board, also shared in students and faculty Groups. Programme further makes the time table. Faculty prepare unit plans for their respective courses. Faculty keep record of the monthly progress of the syllabus completion. The students of B.Ed. and B.Ed Spl Ed are given orientation regarding Internal examinations and practicals in the beginning of each semester. Tentative dates of internal examination are mentioned in academic calendars. Date sheets for internal examinations, question pattern, marks, assignment submission and other relevant information are provided in advance. For practical examinations students are informed about the record to be maintained. Mock viva, retest and resubmission of assignment are and remedial classes are conducted. Students are provided question banks, discussion sessions, remedial classes, study materials etc. Question papers are set both English and Hindi medium.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

AIE Faculty are engaged with the teaching-learning process by keeping PLOs and CLOs. PLO of B.Ed. programme is to provide education to the teacher aspirant at schools level. It includes the development of skills related to the teaching profession as well as their scholastic ability. PLO of B.Ed. Spl Ed (LD) programmes is to train special educators for teaching children with learning difficulties in an inclusive classroom setup. PLOs are effective in enhancing different skills of the students in the field of modern education and education based on ICT. It helps student teachers to

practise new teaching methods, understanding paradigm shift in conceptualising disciplinary knowledge, use of appropriate strategies for facilitating learning and to analyse the content and syllabus. It also improves pedagogical skills, effective communication, teamwork etc.

CLO are mentioned in the syllabus as the expected goal of each course. Faculty prepare the unit plan by keeping the CLO in mind. The Academic Calendar of the institute has been designed at the commencement of each semester to plan out every activity related to PLOs & CLOs. Assessment techniques also designed in such a manner to fulfil the PLOs and CLOs.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Student achievement indicates the progression of attaining the PLOs and CLOs. Teaching learning activities are conducted to internalise the knowledge, competencies and attitude required for the teaching profession. Each course comprises theoretical and practical components. Teaching Learning activities are planned based on the course objectives. The concerned faculty prepares unit plans by realising the objectives. Faculty following the AAC recommendations, IQAC plans for the judicious curriculum delivery, academic calendar incorporated the curricular activities suggested by university. Innovative pedagogical practices are integrated to ensure

achievement of PLOs and CLOs. Faculty members prepared OER on YouTube and Facebook live. Individualised pedagogical practices have followed. Classroom discussion takes place on a regular basis to discuss the progress reports and achievements of the students. Every month students and faculty are updated about their. Workshops, seminars, and lectures are conducted to apprise the students and teachers with the recent trends in education. Life skills are inculcated in them, through provision of the elective courses, special lectures etc. During SIP students learn micro teaching, lesson plan writing, case study etc. All the PLOs & CLOs are planned as per the instructions & academic calendar proposed by GGSIPU in the beginning of each semester.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.7.4 - Performance of outgoing students in internal assessment

##### 2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

97

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The level of performance of students changes with time through effective scholastic and co scholastic activities and experiences.

The process of identification of students strengths and areas of improvement starts with the orientation programme. AIE organised one week orientation programs for each batch to identify the student's needs and their interest areas. Their participation in various activities like Ice-breaking session, Quizzes, Games & Talent hunt etc. helps in assessing their self-confidence, communication skill, voice modulation, motivation and adjustment ability. Constant support & proper guidance are provided to the student teachers by their mentors. To address the further concern, Guidance - Counselling sessions are planned by experts & faculties to focus on nurturing life skills among students. Different workshops, seminars are planned for student teachers on various topics to enhance their knowledge. Student teachers also get the chance to anchor the events, organised the events. Teachers integrate innovative pedagogical practices like web designing, think tank activity, brainstorming activities, reflections on newspaper articles, journal reflections; presentations etc. to assess the learning outcomes of the students. Remedial classes are provided to the students who need more support and assistance. Result of internal examination is analysed.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0



File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

All of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 3.2 - Research Publications

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

18

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

#### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

82

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

78

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

78

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Army Institute of Education sensitize students to social issues and contribute to community development through well planned activities. Community is a group of people who follow a social structure within a society (culture, norms, values, status). They may work together to organize social life within a particular place, or they may be bound by a sense of belonging sustained across time and space.

Community is a very important pillar in the system of education & AIE through its endeavour's makes sure that the aspect of community work is carried forward by all the future teachers. The NSS cell of AIE took command & organized various events like "Clean India Campaign", "National Girl Child Day", "Virtual Surya Namaskar", "Yoga Asanas and Postures", "Yoga Competitions" and others. AIE also organised other events like "Panel discussion on "empowering & including women & girls with disabilities", "Live Yoga Class", "Yoga Workshop" and "International Yoga Day". All students & faculty members also participated in the event.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>3.4 - Collaboration and Linkages</b>	
<b>3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year</b>	
0	
<b>3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year</b>	
0	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</b>	
14	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation</b>	All of the above

Clinics Linkages with general colleges	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

  

INFRASTRUCTURE AND LEARNING RESOURCES
<b>4.1 - Physical Facilities</b>
<p>4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words</p> <p>The Institute has adequate facilities for teaching learning process. The Institute, receives grant from Army Welfare Education Society for development of resources which is being put to maximise benefit and welfare of the students in B.Ed and B.Ed Spl Ed Programme. Regular Audits and Inspections ensure transparency and proper functioning and utilisation of the available resources. AIE has state of the art infrastructure, as per NCTE and RCI norms, including spacious ICT enabled classrooms for B.Ed &amp; B.Ed Spl ED programmes, labs, library, playground, gym etc. The fully wifi enabled Institute has various Labs like, Science Lab, Maths Lab, Art &amp; Craft Lab, Teaching Learning Resource Centre, Psychology Lab, ICT Lab, Language Lab, Health and Physical Resource Centre, separate Common Rooms for boys &amp; girls, Seminar Hall, Amphitheatre. Library is updated with new purchase of new books, Journals, Magazines, subscription of e-resources and renewal of available one. Classrooms are equipped with projectors, well lighted and elevated classrooms, notices being put up on Notice Boards of Academic Block and Hostel. Outsourcing is done for maintenance of the campus and repairing of infrastructural facilities. Regular cleaning of water tanks, Pest Control, Garbage management, arboriculture, landscaping adding environmental sustainability along with aesthetics beauty of the infrastructure.</p>

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

##### 4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.aie.ac.in/facilities.html">https://www.aie.ac.in/facilities.html</a>
Any other relevant information	<a href="#">View File</a>

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

30.39592

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 4.2 - Library as a Learning Resource

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

The Institute has adopted ILMS LibGuru Nature: Version: 5.0 Year of automation: 2015 to till date.



Lib Guru is a library management software that provides automation for everyday operations with circulation, acquisition, cataloguing, serials and more to help us manage our library.

LIB GURU helps to manage the entire library operations from maintaining book records to issue a book. In addition, it allows streamlined management of fine details of books such as author name, edition, and many other important details.

So, it is easier to search for books and find the right materials for students and the librarian.

Other features are:

1. EBSCO - E-Resource Database for full text database, providing full text, indexing and abstracts for hundreds of periodical, books and year books, this database covers a board range of subjects pertaining to education and is invaluable for education students, professionals.

2. DELNET- DELNET provides facility of resources sharing among the libraries through the development of network besides offering computerized service to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible.

3. Drilbit- Antiplagiarism Software

4. ONLINE JOURNALS & E-BOOKS

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.aie.ac.in/Documents/Facilities/Library%20Services_updated.pdf">https://www.aie.ac.in/Documents/Facilities/Library%20Services_updated.pdf</a>
Any other relevant information	<a href="#">View File</a>

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

AIE has a detailed plan of approach for remote access to library resources by all concerned. The physical and remote usage was in practice even before the pandemic hit. Language Lab, LAN,

## Residential facility, Undermentioned are few Online Library resources

1. LIBGURU- LibGuru Nature: Version: 5.0 Year of automation: 2015 to till date. LIB GURU helps to manage the entire library operations from maintaining book records to issue a book. In addition, it allows streamlined management of fine details of books such as author name, edition, and many other important details. So, it is easier to search for books and find the right materials for students and the librarian.

1. EBSCO - E-Resource Database for full text database, providing full text, indexing and abstracts for hundreds of periodical, books and year books, this database covers a board range of subjects pertaining to education and is invaluable for education students, professionals.

2. DELNET- DELNET provides facility of resources sharing among the libraries through the development of network besides offering computerized service to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible.

3. Drilbit- Antiplagiarism Software

4. ONLINE JOURNALS & E-BOOKS

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

Three of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

5.48382

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.2.5 - Per day usage of library by teachers and students during the academic year

##### 4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

314

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://www.aie.ac.in/Documents/Facilities/Library%20Services_updated.pdf">https://www.aie.ac.in/Documents/Facilities/Library%20Services_updated.pdf</a>
Any other relevant information	<a href="#">View File</a>

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution has a well-furnished and fully functional Computer and Educational Technology Lab. The college has 53 computers of which 31 are in the computer lab and the rest 22 are spread across in the campus like in the educational technology lab, psychology lab, library and the various offices. These computers are branded having latest technology & software i3Processors with 3GB RAM and

320 GB HDD, all computers are Multimedia enabled. All the computers are connected over LAN and the internet facility is thus provided. The Educational Technology lab has two televisions, one music system, an audio mixer and over 115 educational CDs that the students can make use of. The wi-fi facility upgraded with 100 mbps has been updated in the year 2021. Computers, Printers, Laptop 413CNF, Lenovo Intel PC, Smart Interactive Board, Amplifier, Projectors, Microphones, Studio Air 6U Mixer with MIC support, Hard Discs, Camcorder HXR, Tripod stand, Speakers, Antivirus, Words Wordsworth Language Lab etc.

Softwares under Spl Ed are JAWS-Home ILP-Talking Screen Reader for the Blind, Quick Talker-7, Open Book Scanner & Reading Software

The Institute is also equipped with Wordsworth Language Lab to provide language improvement facilities

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.3.2 - Student – Computer ratio during the academic year

**2:1**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

**D. 50 MBPS - 250MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/watch?v=sE5HLLLC0Zw">https://www.youtube.com/watch?v=sE5HLLLC0Zw</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="http://aie.ac.in/Documents/Facilities/EContent%20Developed%20by%20Faculty.pdf">http://aie.ac.in/Documents/Facilities/EContent% 20Developed%20by%20Faculty.pdf</a>
Any other relevant information	<a href="#">View File</a>

#### **4.4 - Maintenance of Campus and Infrastructure**

**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

69.01034

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

AIE follows the procedure in procuring, maintaining and utilising physical, academic and support facilities. Requisition for the material required is taken from the concerned, Call for Quotation is being put up from the open vendors, Board of Officers (BOO) is being appointed, Supply Order been taken, Inspecting Committee framed to check the stuff purchased.

AIE, being the residential Institute, students can utilize the services during extended hours beyond the academic hours. Various resources like sports ground, games & sports equipment, laboratory, library and ICT resources, Gym can be fully utilized. They can utilize the evening hours for group practice for various group events like Morning Assembly, celebration of events, activities, competitions are done in Institute Amphitheatre or common rooms are utilized for the practice. Institute is providing Medical Facility by the registered Medical Practitioner. Grant is received from AWES for student benefit. Equipment are also maintained on regular basis, through AMCs. Repairs and maintenance of IT equipment, Sports equipment, Laboratory equipment, Water RO filters, maintenance of landscape, plantation, green cover is regularly up kept. Paint work of the building is done on regular basis. The condemned items are duly taken off the record with proper procedure under duly appointed Board.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://aie.ac.in/facilities.html">http://aie.ac.in/facilities.html</a>
Any other relevant information	<a href="#">View File</a>

STUDENT SUPPORT AND PROGRESSION	
<b>5.1 - Student Support</b>	
<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	<b>All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>	<b>Nine or more of the above</b>
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student</b>	<b>A. All of the above</b>



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

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.2 - Student Progression****5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>81</b>	<b>96</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.2.2 - Number of student progression to higher education during the academic year****5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****01**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)****36**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

During the induction programme the batch coordinator orients the newly admitted student teachers on various clubs and committees. Student members are nominated and elected to various clubs and committees. The nominated members participate in the meetings of IQAC NSS, Institutional Management Committee Meeting and various other meetings of all the committees. Their participation is encouraged so that there is transparency and students are also aware of the working of the committees. By keeping the democratic pattern, nominations are invited and through voting the representatives are elected. Clubs and committees under their umbrella organize various activities and work in tandem when it comes to organizing major events. Programs of national importance, seminars, workshops all are organized by different clubs and committees all through the year and the students are entrusted with the responsibility of carrying out the activities. We have zero tolerance mechanism for Ragging and any issue pertaining to such incidents are brought under the purview of the related committee and needful course of action is taken. Guidance and Counselling cell active address the issues faced by the students. Mentor Mentee meetings are held on regular basis to provide individual attention to the students to address academic or personal issues.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

27

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.4 - Alumni Engagement

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

**Alumni Association:** Army Institute of Education has a non-registered but functional Alumni Association . All student teachers of the batches that have passed out, are members of this association. Till date the association has alumni from the very first batch i.e. 2003 and since then the numbers are increasing. The Alumni have been contributing to the development of the Institution by actively participating in the Alumni Talk Series and providing leads for placement. Since most of them are placed in institutions of repute, they are quite helpful in providing insight to our student teachers about the developments and nuances of the teaching profession. Every year there is an annual program, 'ANUSMARAN', where our Alumni are

felicitated with Chief of Army Staff Award and Awards of Academic Excellence. It was held on 23 Oct 2021 and then after two years of pandemic it was conducted in offline mode on 24 June 2022. The Alumni have also made significant contributions by participating in Alumni Talk Series and also being judges in events like Infographics & Poster Making Competition, Debates, Essay Writing Competition and cultural events. The Alumni also have been instrumental in spreading awareness on various social platforms like YouTube, Facebook, Whatsapp etc.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

**5.4.3 - Number of meetings of Alumni Association held during the year**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association acts as an effective support system to any Institute. They are the edifice of any institution and on them rests the laurels. Alumni are an institution's most loyal supporters. Alumni are fundraising prospects. Alumni generate invaluable word-of-mouth marketing among their social and professional networks. By engaging alumni, an institution can continue to benefit from their skills and experience. Our Alumni helps in the smooth functioning of the institute in every way. Some of the contribution by our Alumni is :- Alumni Talk series: 1. Beyond the classroom teaching 2. Hybrid Teaching 3. Being a Fresher: Is it a Challenge? 4. Teaching is a dynamic profession 5. Lesson planning is crucial. Alumni Meet: There is an annual event called "ANUSMARAN" that honors our alumni with the Chief of Army Staff Award and Awards of Academic Excellence. Alumni in Placement: An engaged alumni network allows the Institute to benefit from the skills and experience of its graduates, by offering their support to current Batch students of the institution.

Alumni as Judges: In a number of the college's programmes, our alumni serve as a judge.

Institution Support to Alumni- In strengthening their CPD: Our college is always working for the continuous professional development of the alumni.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**GOVERNANCE, LEADERSHIP AND MANAGEMENT****6.1 - Institutional Vision and Leadership**

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The governance of the institution is reflective of and in tune with the vision and mission of the institution:

**Governance of the Institution:** The Army Welfare Education Society (AWES) directs the Institute. According to the discussions held in Institute Managing Committee (IMC) and IQAC Meetings, a future plan aligned with the Institute's vision and goal is created.

**Decision-Making Process:** The faculty and other participants are crucial to the decision-making process. Every three months, the Institute Managing Committee (IMC) meets. The institute's management adheres to the decentralization policy by providing opportunities for participation to all institution stakeholders. All the academic and administrative work is done in an organized manner. Faculty, NTS, and student representation are ensured in various committees and boards. The Institute Management Committee is composed of the Chairman of the institute, Principal, Registrar, Faculty rep, and Student Rep. Staff representatives are a part of IQAC, the Academic Advisory Committee, the purchase committee Board of Officers, etc. Regular meetings are held to take the opinion of faculty members for the improvement of academics and infrastructural facilities.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

words

The Army Institute of Education follows the Rule books (Bluebook and yellow book) of AWES for its institutional practices. The rule books clearly mention the various leadership and administrative roles, decentralized and participative management regarding academics and administration. Various committees, cells, and boards are formed to distribute the workload among the staff.

### Management

Top management consists of the three-tier command as follows:

- Board of Governors and its Executive Committee at Army Headquarters
- Board of Administration at Headquarters Western Command
- Institute Management Committee with a proper functional hierarchy.

### Institute Management Committee

Institute Management Committee (IMC) constitutes COS Delhi Area as Chairman, BGS Delhi Area, SO Col, and Principal AIE as Members, One Univ Rep, Faculty Reps in rotation, and Registrar AIE as Member Secy. Institute Management Committee (IMC) Meetings which will be held quarterly include representatives from faculty, where apart from their presence, agenda points for the meeting are taken from them.

The decentralized approach is also evident through the involvement of staff in various Boards like Purchase, Destruction, Appointment, Audit, COAS Trophy, etc. to name a few.

The decisions are taken at various levels as follows:

- Patron in Chief (GOC-in-C, Western Command), Chandimandir
- Patron (GOC, Headquarters', Delhi Area)
- Chairman (COS, Headquarters' Delhi Area)
- Principal



- Registrar
- Academic Coordinator
- Faculty Members
- Office staff

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

**Financial Affairs:** Army Institute of Education is a Self-finance institution. Using ICT in accounting and financial management and all the transactions are documented as softcopy and hardcopy. Tally software is being used for accounting. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques/ NEFT/ UPI modes. Multi-layered inspections of the financial documents like audit by a CA (quarterly), Book inspection by HQ (annually) are regularly held. Most importantly the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions.

**Academic Affairs:** The college offers B. Ed and B. Ed Special Education courses. Admission is taken based on the Common Entrance Test (CET) conducted by the Guru Gobind Singh Indraprastha University, Delhi. Only CET-qualified applicants shall be considered for admission, through University counseling, subject to fulfillment of eligibility and admission criteria.

**Administration Transparency:** The Institute maintains transparency in its administration by uploading the Minutes of Governing council meeting on the website, and circulating the minutes of the meeting with the institute's website provides access to disclosure documents like the Minutes of various meetings. There are committees both administrative and academic which ensure accountability and adequate autonomy in decision-making.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The Army Institute of Education has a comprehensive Energy Usage Policy to manage energy in a methodical manner, reduce environmental impact, explore renewable energy, identify natural alternatives, and raise awareness about energy conservation. The Eco Club will play a significant role in this effort, encouraging individuals to integrate energy efficiency and environmental consciousness into daily activities

The Army Institute of Education has implemented an action plan to conserve energy, water and promote ecological balance. Measures such as using environment-friendly vehicles, solar panels, and LED bulbs have been adopted to conserve energy, while water conservation efforts involve reusing RO water, rainwater harvesting, and using water sprinklers. The institution has a comprehensive waste management system in place, segregating dry, wet, and e-waste, which is collected and disposed of by a cycle rickshaw. The institution also focuses on promoting environmental sustainability by organizing tree plantation drives, herbal garden development, and vermicomposting. The Eco Club plays a significant role in raising awareness about energy conservation. The institution encourages staff and faculty to use bicycles and shared vehicles for commuting and minimize paper usage through e-management. Overall, the institution focuses on reducing landfill waste and encourages reuse and recycling practices to maintain ecological balance.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://aie.ac.in/Documents/Declarations/INSTITUTIONAL%20ENVIRONMENT%20SUSTENANCE/Green%20Audit%20Report%20Army%20Institute%20of%20Education.pdf">https://aie.ac.in/Documents/Declarations/INSTITUTIONAL%20ENVIRONMENT%20SUSTENANCE/Green%20Audit%20Report%20Army%20Institute%20of%20Education.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

With a proper decentralized structure in place, various decisions like approval of agenda points for academic and AG Meetings for financial matters, IMC, etc are done at various levels

- Patron-in-Chief (GOC-in-C, Western Command, Chand mandir.
- Patron (GOC Headquarters Delhi Area).
- Chairman (COS Headquarters Delhi Area).
- Principal.
- Registrar.
- Academic Coordinators.
- Faculty Members.
- Office staff including the student-teachers of the AIE

Implementation of the discussions and decisions is done with equal collaboration at each of the above levels mentioned. The roles and functioning of the Institutional bodies of the institution consist of framing policies, recruiting faculty members/ NTS as per the regulations of the University, and Monitoring, and Inspecting Academic and Administrative functions of the college.

A few functions of the IMCare as under

- Overseeing the functioning of the Institute.
- Financial Control
- Provide local administrative support
- Constitute Boards for the purchase of stores and equipment and monitor the utilization of funds on this account.
- Laying down additional duties and responsibilities of the Director/Principal and other staff members
- To consider and approve the annual budget of the Institute as presented by the Principal including the conduct of the annual audit.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.aie.ac.in/management_committee.html">https://www.aie.ac.in/management_committee.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

We have various committees, clubs, and cells with well-defined structures and roles working for the holistic development of the children. Regular meetings are held and minutes of meetings are recorded. The functioning of one such cell is elaborated below.

A well-functional Placement Cell is one of the best features of AIE. The working of the cell is well structured and planned as per the institute's requirements. The cell provides the pre-service teachers with an orientation of the working of the placement cell and encloses each detail mentioned in the policy to be signed by the student teacher. The cell personally looks into different aspects of placement. Providing personality development classes or workshops, interaction with alumni and the principals of different schools through Alumni and Principal talk. The cell also benefits by being in touch with the alumni for placing the current students. The carefully planned mock interviews are also a part of the activities conducted by the placement cell other than just placing the students. It's an overall power-packed cell.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

The Institute has several welfare schemes for its teaching and non-teaching staff. Many staff members had availed the benefit of such schemes in the last five years. Duty leave is given to staff members, if applicable. Many teachers have availed duty leave for attending conferences/seminars/Faculty Development Programmes.

Welfare measures for both the teaching and the non-teaching staff are well communicated to both.

For teaching staff, the welfare measures provided are as follows:

- 1) Maternity Leave and Paternity leave for 180 and 15 days respectively
- 2) Child Adoption leave for 180 days
- 3) Medical Leave, Casual Leave, and Emergency Leave are other such categories of leave provided by the institution.
- 4) Medical Facilities, Gifts on Special Occasions, Subsidized Housing facilities, and Funeral Allowance are part of the perks provided to the teaching staff.
- 5) 50% amount for participation in Seminars, Workshops, FDPs Etc also provided to the teachers for their continuous improvement in both professional and personal aspects.

For Non - teaching staff the welfare measures provided are as follows.

- 1) PPF applicable to those below the salary of 15,000.
- 2) Casual Leave, Medical Leave, Emergency Leave, Subsidized Housing facilities, Funeral allowance, and Gifts on Special Occasions are part of welfare measures.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

12

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

**6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.**

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

**Part-A: Self-Appraisal by Faculty:** Annually, every faculty is required to submit their self-appraisal form comprising various elements:

- Performance in Courses Taught
- Seminars/Conferences organized/participated
- Research and Publications
- Administration
- Contribution to the growth of students and the Institute and aspirations of individuals.

**Part-B: Analysis of the Performance of Faculty** on the parameters as defined in Part-A above and remarks on strengths, weaknesses, and areas of improvement by the Director.

**Step-2 Review and Recommendation on Performance Analysis**

**Annual Confidential Report:** It is prepared based on inputs provided by individual faculty, it is further reviewed, and recommendations are done by:

- Initiating Officer (Part II)
- Reviewing Officer (Part III)
- Senior Reviewing Officer (Part-IV)

**The Annual Confidential Report (ACR) of Non-teaching staff members**



is prepared and comprises of the following:

1. Basic Information

2. Allocation of duties

3. Observations of the Initiating Officer on the following parameters:

- Intelligence
- Initiative
- Devotion to duty
- Skill in the work on which employed
- Maintenance of register
- Amenability to discipline
- Relations with superiors
- Relations with other staff
- Punctuality in attendance
- Additional responsibilities taken
- Outstanding Performance
- The overall general assessment of strengths and weaknesses

4. Grading and Recommendations of the Initiating Officer.

5. Final Remarks by the Reviewing Officer

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

**Quarterly Audit:** The columnar Cash Book/Cash accounts are audited every quarter by the quarterly audit board ordered by the Station/Formation HQ. The columnar cash book is put up to the Chairman along with the observations of the audit board and actions are taken as per the directions.

**Annual Audit:** The Annual audit of the Institute account is carried out by the Chartered Accountant nominated by the Managing Committee. The Chartered Accountant Carries out a physical check of fixed deposit receipts and reflects the same in the audit report

**Surprise Check of Accounts:** The surprise check of accounts is ordered by the Chairman Institute Managing Committee, Patron, and Chairman Board of Administrators (BOA) at any time and is carried out by a team of officials nominated by them. The Observations of the audit team along with comments and recommendations are submitted to the authority who orders the same.

**Annual Statement of Accounts:** Annual statement of Accounts is prepared every year and attached to the Annual Report of the College duly attested by auditors. Actions taken on the observations of the CA are also to be attached. Annual statement of Accounts is forwarded to HQ AWES by the Institute Concerned.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

**NIL**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The Institution has strategies for the mobilization of funds and the optimal utilization of resources. The Institute receives a Grant in Aid (GIA) from the Army Welfare Education Society (AWES). This fund is utilized for Institutional and student welfare. In this session, GIA was utilized to organize Guest Lectures, Principal Talk Series, Personality Development Programme, Workshops, and National Seminar. Institutional publications including Annual Magazine, seminar proceedings, biannual Newsletter, and Eduspectra Journal are published utilizing this fund. Purchase of Library Books, E-Journals, Campus Maintenance, Infrastructure, and ICT facilities. Besides maintenance, Infrastructural facilities also come under this category. For the organization of each event, the convener of the program gives a proposal with estimated expenditure for the approval of the Principal.

The purchase committee is reconstituted on a quarterly basis and members are selected on a rotation basis. For purchasing the items the quotations are invited from various vendors, and the Committee/ Board gives recommendations for approval from higher authority.

GIA fund is utilized in the most effective manner, for academic and infrastructural requirements. Before the commencement of the academic session, broad planning of events, activities, and infrastructural requirements are planned by the Principal after discussing with faculty members and Registrar & HoA.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The(IQAC) of AIE has contributed significantly to institutionalizing quality assurance strategies. Theory and practical classes(online/offline), unit planning, internal assessment, internship, and practical-related aspects are discussed in the meetings. Emphasis is given to research and development, placement, personality development, and ICT-enabled teaching. Seminars, Faculty Development Programmes, Orientation Sessions, and workshops are also planned.

1. Two-day National Seminar on the theme Inclusive Education for Sustainable Development: from Idea to Action
2. in collaboration with (PMMMNTT), TLC of Ramanujam College (DU) organized a Week Faculty Development Programme on "Development of MOOCs: Concepts and tools" from 10th to 16th March 2022.
3. Online National Workshop Brain Gym Activities and Exercises 04 December 2021
4. National Workshop Screening, Assessment, and Intervention of Children with Learning Disabilities 30 December 2021

5. Guest Lectures, principal talk series, alumni talk series, Personality Development Programme, etc. In this academic session, most of the events were conducted online mode due to the pandemic. National seminars, FDPs, Workshops, and Guest Lectures, were also held online mode. Participants joined online and e-certificates were provided to them. Programs were recorded and uploaded to the same at the AIE YouTube channel. National seminar papers were published in Seminar Proceedings with an ISBN

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

AIE reviews its teaching-learning process periodically through the following quality mechanism.

- Syllabus Completion Report- teachers prepare a monthly syllabus completion report mentioning the teaching topics, methods, and TLM completed during the month.
- Student Feedback: The Institute collects timely feedback from Students regarding the Teaching and Learning process.
- Mentor-Mentee Meetings: students share their problems in the weekly mentor-mentee meetings, related to Teaching and Learning issues and personal problems. Students also give suggestions for the improvement of the Teaching Learning Process.
- Peer observation: Faculty members observe classes mutually and give feedback to their colleagues. On the basis of feedback, the Principal takes necessary action which helps to improve the Teaching Learning Process.
- Internal Assessment- Internal assessment is based on students'

engagement and participation in various activities. Due importance is given to the discipline and punctuality of the students.

- Academic planning- Based on the previous year's academic planning and its implementation, the academic calendar is prepared for the next academic session.
- Weekly timetable- Weightage to theory and practical courses are given as per the university requirement and need of the learner.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

20

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic**

Four of the above

**Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.aie.ac.in/naac.html">https://www.aie.ac.in/naac.html</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.aie.ac.in/naac.html">https://www.aie.ac.in/naac.html</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

**1. Academics:**

In the last year, the notable incremental improvement is the 100% placement of desirable students.

The placement cell made incremental work by offering 100% placement. All students got placed in reputed schools except those who applied for the non-seeking placement and choose higher studies. Campus placement is also a good success. Placement cell conducted a personality development program, mock interviews, profile-making workshops, Alumni talks, a Microsoft certification course, etc.

## Administrative domains

### Library as a Learning Resource

The Institute has adopted ILMS LibGuru Nature: Version: 5.0 Year of automation: 2015 to till date.

Lib Guru is a library management software that provides automation for everyday operations with circulation, acquisition, cataloging, serials, and more to help us manage our library.

LIB GURU helps to manage the entire library operations from maintaining book records to issuing a book. In addition, it allows streamlined management of fine details of books such as author name, edition, and many other important details. So, it is easier to search for books and find the right materials for students and the librarian.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements. Energy conservation is attained by reducing usage of energy services. Following practices are adopted at AIE for energy conservation:

- Institute's Energy Policy is displayed on the college website.
- The institute achieved Energy Audit Certificate for the year 2022-25.
- Tree plantation drive is carried out in the institute annually which helps to keep the environment clean and cool.
- Air conditioners are kept at optimum temperature at or above 24-degree Celsius temperature.
- The institute is in the process of replacing normal lights



with LED lights.

- Design of the building allows maximum sunlight in the rooms.
- Switches are kept OFF when the appliance is not in use.
- Waste management is done judiciously by segregating dry and wet waste separately. The decomposable waste is taken to the compost pit for converting into organic manure. The organic manure is used in campus for plants.
- Rain (Roof) water harvesting system has been installed to reduce wastage of water.
- The institute currently uses five generator sets of total 597.5 KVA power as an alternative source to meet its power requirements.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The institution has a stated policy and procedure for implementation of waste management. The Rule Book for Army Welfare Education Society Institutes clearly states the procedure of Annual Stock Taking Board in Chapter 9. Waste managed in the campus is segregated into following ways:

**Solid Waste Management** - Solid waste material is collected in separate dustbins. The biodegradable waste including plant waste, collected from the college campus is converted into the vermi compost.

**Liquid waste Management**- The Institute is located within the jurisdiction of Greater Noida Authority and the liquid waste of the institute is connected to the drainage system provided by the municipality. The liquid waste is pumped into sewage lines of the Greater Noida Authority. The institute is having seven rain water harvesting points.

**E-Waste Management:** Students and faculty members are encouraged to use e resources. WhatsApp groups are created for each Batch and most of the information is shared on WhatsApp groups and through email to reduce e-waste. For appropriate. The unserviceable electronic waste

and computer accessories are auctioned to licensed purchasers for recycling. All hard disks are destroyed before auction and then scrap is handed over for disposal.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

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

**Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**

**Cleanliness and Sanitation -** The Institute outsources the support staff for maintenance of cleanliness and for proper sanitation on the campus. Eco friendly Sanitary Napkin Burning Machines are installed in the ladies' toilets of academic block and hostel for safe disposal of used sanitary pads. Log list is kept in all the washrooms to ensure regular monitoring of cleanliness. The institute felicitate sanitation support staff to acknowledge their contribution for the maintenance of the covered area and the green cover.

**Green Cover-** Lush green campus of AIE provides space for study, play, outdoor events, relaxation and aesthetic appreciation. The institute achieved Environment Audit Certificate for 2022-25 and Green Audit Certificate with Platinum Ranking. There are number of trees including many fruits trees and shrubs on campus along with herbal garden having many medicinal plants.

Various activities are organized in the instituteto sensitize students and staff about the importance of cleanliness, sanitation, tree plantation and pollution free environment.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

**All of the above**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	No File Uploaded

#### 7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.5

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

AIE puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. The institute collaborate with local government authorities to organize various awareness rallies in Greater NOIDA. One such rally was like Divyangjan Awareness Rally Many schools are situated near the institute; it provides an opportunity to strengthen the enduring relationship with the schools for internship and placement of the students. The institution organises awareness programmes, nukkad natak, donation of teaching aids etc in the Jaitpur village and Dankaur situated near the institute. AIE is located adjacent to Gurjinder Vihar, an Army Welfare Housing Organisation in which ECHS dispensary is available, where students can avail medical facility. In case of emergency, The institute has MoU with Yatharth hospital

where students, faculty and families of staff can avail Students can avail medical facilities at subsidised rates. The Institute in collaboration with an NGO, Human Touch Foundation organizes different events for social awareness.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

BEST PRACTICE -1

1. Title of the practice- "Institute's initiatives towards green practices"
2. The context - Lush green campus of AIE provides space for study, play, outdoor events, relaxation and aesthetic appreciation.
3. Objectives
  1. To receive Green Audit, Environment Audit and Energy Audit for the institute
1. The Practice-
  1. The institute applied to get Energy Audit Certificate, Environment Audit Certificate and Energy Audit Certificate for the year 2022-25
1. Obstacles -
  - Availability of resources
1. Impact of the practice- Energy Audit Certificate, and Environment Audit Certificate & Green College in Platinum Ranking for 2022-25 received.
2. Resources required-
  - Funds required for certification and for organising the activities,

BEST PRACTICE -2

1. Title of the practice- "Enriching Collaborations"
2. The context that required the initiation of the practice - The institute has enduring collaborations with various organisations.
  1. Objectives
    - To collaborate with different Colleges/Universities/Institutional organizers to provide help and facilitate the institute in organising academic programmes.

1. The Practice - AIE organized a Faculty Development Programme, and two Seminars.
2. Impact of the practice -

The institute successfully organised one week FDP, and

1. Resources required-

- Funds to organise the events.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

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

Army Institute of Education continued momentum of learning and imparted quality education even during pandemic and ensured to organise both curricular and co-curricular activities without any learning gap.

To fulfil this objective various activities were in online mode. Some of these activities are mentioned below:

Event

Date

Azadi Ka Amrit Mahotsav

Spread intermittently during academic session 2021-22

Guest Lecture

20 June 2022

Online Panel Discussion

18 June 2022

Online Faculty Development Programme

10th to 16th March 2022.

Personality Development Programme

01Feb 2022 -12 Feb 2022

'National Voters Day'

25th Jan 2022

Online Inter House Debate Competition

12 Jan 2022

National Workshop

30th Dec, 2021

Christmas Carnival

24 Dec 2021

National Workshop

4th Dec 2021

Online Guest Lecture

18 Dec 2021.

Online Guest Lecture

11 Dec 2021

EBSCO Training Session

30 Nov 2021

Orientation programme

24-25 Nov 2021

Alumni Meet



23 Oct 2021

Vigilance Awareness Week

26 Oct to 1 Nov 2021

Awareness Programme

10 Oct 2021

Slogan Writing Competition(Online)

2 Oct 2021

Guest Lecture

29 Jan 2022

Awareness Programme

30 Sep 2021

Online Workshop

8 Sep 2021

Guest Lecture

4 Sep 2021

Orientation of PSE

16 Aug 2021

Online Farewell

07 Aug 2021

Microsoft Specialist/ Associate Certification

Last week of Jul 2021

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>