YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution   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

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution   Co-education

- Location   Urban

- Financial Status   **Self-financing**

- Name of the Affiliating University   **Guru Gobind Singh Indraprastha University, New Delhi**

- Name of the IQAC Co-ordinator/Director   **Ms Kriti Guleria**

- Phone No.   **01202343742**

- Alternate phone No.(IQAC)   **01202343742**

- Mobile (IQAC)   **9463793811**

- IQAC e-mail address   **aieiqac2016@gmail.com**

- Alternate e-mail address (IQAC)   **registrar.aie@awesindia.edu.in**

3.Website address   https://www.aie.ac.in/index.html

- Web-link of the AQAR: (Previous Academic Year)   https://www.aie.ac.in/naac.html

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://www.aie.ac.in/Documents/Students%20Corner/Academic%20Calendar/GGSIPU%20ACADEMIC%20CALENDAR/Academic%20Session%202022-23/GGSIPU%20Acadmic%20Session%202022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.56**	**2016**	**29/03/2016**	**28/03/2021**
Cycle 2	**A**	**3.14**	**2023**	**10/06/2023**	**09/06/2028**

6.Date of Establishment of IQAC   **21/12/2015**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines   Yes

- Upload latest notification of formation of IQAC   View File

9.No. of IQAC meetings held during the year   4

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   Yes

- (Please upload, minutes of meetings and action taken report)   View File

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   No

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Successful NAAC Peer Team Inspection held on 24 and 25 May 2023. The Institute received 'A' Grade. 2. Focus on Academic Excellence- Following events were organized- a. Panel Discussion on 'NEP 2020' held on 18 Jun 2022). b. Education Conclave held on 30 Nov 2023. c. Student Faculty Development Programme 3. International Conference held on 21 Feb 2023. 4. Enriching Activities- a. Workshop on 'IPR' held on 20 Jul 2023. b. Inter collegiate Debate Competition held on 26 Jul 2022. c. Workshop on 'EBSCO' held on 20 Oct 2022. d. Workshop on 'Blood Cancer Awareness' held on 31 Oct 2022. e. Workshop on 'Epilepsy' held on 21 Nov 2022. f. Orientation on 'SEE Learning' held on 28 Nov 2022. g. Workshop on 'Women Hygiene and First Aid' held on 3 Dec 2022. h. Workshop on 'Understanding HIV/Aids; Lets Break the Stigma' held on 5 Dec 2022. 5. Kalautsav- Week-long Art Integration cum cultural event was held from 17-21 Jan 2023.

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).

Plan of Action	Achievements/Outcomes
NAAC Inspection- Cycle B	NAAC Inspection- Cycle B held on 24-25 May 2023. Institute was awarded Grade 'A' with 3.14 CGPA.
International Conference	International Conference on the topic 'Reinventing and Reimagining Post Pandemic Society: In Perspective of Education, Economy & Health'on Tuesday, 23 Feb 2023"
Student Faculty Development Programme (SFDP)	Army Institute of Education, Greater Noida in collaboration with Kasturba Institute of Psychology & Behavioral Medicine(KIPBM) organized a one week Student Faculty Development Program(SFDP) in blended mode from Ist May 2023 to 7th May 2023 on the topic 'Mental Health and Emotional Wellbeing for Happy Living Among Teaching Learning Fraternity'
Induction Training/Orientation Programme for Faculty	AIE organized Induction Training/Orientation Programme for Faculty in collaboration with Ramanujan College, University of Delhi from 23 May-21 Jun 2023.
Orientation to Faculty and Induction of Students	Faculty Orientation being undertaken at the beginning of the session and Student Orientation was held from 26-30 Sep 2022.
Workshops/ Guest Lectures	Multiple Guest Lectures and Workshops were conducted on following dates- 20 Jul 2022, 20 Oct 2022, 31 Oct 2022, 3 Nov 2022, 21 Nov 2022, 28 Nov 2022,

	7 Nov 2022, 3 Dec 2022, 5 Dec 2022, 6 Jan 2023, 13 Feb 2023, 13 Mar 2023, 23-26 Mar 2023, 10-11 Apr 2023, 12 Apr 2023, 21 Apr 2023, 18 May 2023.
Celebration of Various Days	Various days of National and cultural importance were celebrated with students and staff.
Educational Trips	Educational Trips were organised to India International Education Expo on 29 Apr 2023 and Agra on 11 Mar 2023.
Audits & Inspections	Various Audits and Inspections were held during the session like AAT Inspection on 27 Aug 2022, ISO Audit on 4 Mar 2023, RCI Video Inspection 20 May 2023, JAC Inspection- 15 May 2023.
Students Result	Students passed with good grades in Internal and End Term Examination during the session
Placement	Institute achieved 100% placement of the outgoing Batch 2021-23.

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**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**
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• State/UT	**Uttar Pradesh**
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• if yes, whether it is uploaded in the Institutional website Web link:	https://www.aie.ac.in/Documents/Students%20Corner/Academic%20Calendar/GGSIPU%20ACADEMIC%20CALENDAR/Academic%20Session%202022-23/GGSIPU%20Acadmic%20Session%202022-23.pdf

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Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	19/01/2023

15.Multidisciplinary / interdisciplinary

1. AIE is an interdisciplinary institution that offers the education disciplines' B.Ed. and B.Ed.Spl. Ed (LD) degrees.

2. A study was conducted to launch the graduation program in AIE. A demand study was done for the Army. Army Public Schools are attended by personnel wards. A chosen sample was used for the survey. only Army Personnel Wards are permitted to take admission in the Institute.

3. The institution is preparing to introduce the graduation program in the upcoming session under the affiliation of GGSIPU. Action for the same is in hand.

4. The point was also discussed in the Academic Advisory Committee (AAC) Meeting also, in which invited experts and committee Page 17/132 17-12-2022 05:33:48 Self Study Report of ARMY INSTITUTE OF EDUCATION members also favored introduction of graduation program in AIE.

16. Academic bank of credits (ABC):

GGSIPU has sent notice for registering in ABC, the notice has been conveyed to the students and action is in process.

17. Skill development:

1. AIE is a teacher Education Institution in which skill development is given due importance. Various skills like Teaching Skills, communication skills, ICT skills, Life Skills, Negotiation Skills, Arts and Craft skills, Dance and Drama skills are developed in the students by conducting multiple activities.

2. Communication Skills: AIE's language lab consists of Wordsworth English Language software in which students can practice of English language skills. Students are motivated to organize engaging assemblies in which all students come forward with their presentations as it is mandatory for them all to participate. Students are given multiple opportunities to perform on and backstage during academic and co-curricular activities. All the domains of verbal and non-verbal communication are catered. Students are taught to do reflective writing, Report writing, Creative writing, etc.

3. ICT Skill: ICT skills are developed under subject codes BED109 and BEDSE111. Application of ICT in the classroom is taught to the students. Students learn to develop multimedia lesson plans and use of online Evaluation tools in the classroom. Microsoft

training program is also organized for the students in which MS word training is given to them and certificate is also provided.
4. Life Skills: Life skills cell of the institution engages students in various such activities which help them to develop soft skills in them. 15 days of Personality development is also organised for the students.

4. Organizational, managerial and Interpersonal skills- Students are part of various active Committees where they participate in organizing multiple events like Sports Meet, Cultural events, Literary and Academic events, Conferences, Seminars, Club activities, House activities etc.

5. Entrepreneurial Skills- Orientation towards Entrepreneurial Skills are given through paper code BED110. Students are encouraged for Educational Startups through an assignment of bringing their own business plans.

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

Even before the emphasis on the Indian Education System under NEP, AIE had undertaken teaching of contemporary Indian Education system as one of the most important parts of the curriculum structure. Indian Education system, knowledge base, value system and ethos are taught under the subject code BED103, BED104, and BEDSE103. Students reflect upon the thoughts of various Indian and Western philosophers and explore the implications of the concepts involved in educational practice. Students are taught the Epistemological basis of society and its integration into their daily practice. 2. Socio-cultural contexts of the Indian Education system are 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 participate 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 organized, and students participate and describe various art formations.

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

1. The curriculum places an emphasis on outcome-based education, and GGSIPU has set learning outcomes for its B.Ed. program. of B.Ed. Special Education has been created based on the proposed

curriculum's and syllabus's foundation.

2. It is obvious that a teacher is involved in all of these activities that construct classroom environments vibrant and captivating. Theoretical ideas alone can never satisfy the demands of the teaching profession. An aspirant should be an enthusiastic and engaging teacher. due to the exposure to curricular and extracurricular activities operations by providing him with firsthand knowledge of all the actions that are anticipated of him in the schools. The academic year is organized in accordance with the GGSIPU's proposed academic schedule for a specific session. 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 submissions, 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-playing exercises, group discussions, case study authoring, etc. Students gain the ability to work both individually and in groups.

4. In addition to the aforementioned activities, students are constantly active in the organization of cocurricular events to foster interpersonal communication skills. 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:
Both programs of AIE are regular and full-time since GGSIPU does not offer distance learning. According to university standards and the curriculum's framework, classes are held in a face-to-face format. 2. Classes were offered online during the COVID-19 pandemic. Classes were delivered online from March 2020 to March 2022. Classes were conducted online using platforms including Zoom, Google Meet, Google Classrooms, and MS Teams, and a variety of extracurricular activities were planned. Numerous events were streamed live on the college's YouTube account as well. 3. The AIE YouTube Channel currently has 20,000 followers, and faculty and students generated OERs. 4. An Online National Level Seminar was also held to accommodate paper presenters and researchers who were located elsewhere. 5. It is common practice to hold online classes on the weekends. Students can access notes and study materials through the MS Teams platform. 6. According to the revised B.Ed. curriculum framework, MOOCs constitute a crucial component of the curriculum. Throughout the two years of the B.Ed. program, students are required to participate in five MOOCs. Students are also urged to participate in similar online programs. 7. Students are encouraged to participate in various events organized by other Institutes and present research papers in both online and offline modes to enhance learning.

Extended Profile

1.Student

2.1   **166**

Number of students on roll during the year

File Description	Documents
Data Template	[View File](#)

2.2   **130**

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File](#)

2.3   **0**

Number of seats earmarked for reserved categories as per
GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4   **71**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **69**

File Description	Documents
Data Template	View File

2.6   **93**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **5162960**

Total expenditure, excluding salary, during the year (INR in
Lakhs):

4.2   **73**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **14**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1 Number of students on roll during the year	166

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	130

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	71

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	69

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	93

File Description	Documents
Data Template	View File

2.Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		**5162960**
4.2 Total number of computers on campus for academic purposes		**73**
3.Teacher		
5.1 Number of full-time teachers during the year:		**14**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

| 5.2

 Number of sanctioned posts for the year: | | **21** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The working approach of the Army Institute of Education heavily emphasizes meticulous and thorough curriculum design.The curriculum is designed as per GGSIPU and regulatory bodies i.e., NCTE & RCI Norms. IQAC helms the charge of maintaining quality of education in the organisation. To name a few strategies that the institute adopted to appropriate curricular planning, are faculty induction, laying the roadmap for the entire session during faculty meetings, subject & other duties allocation, with workload being decided as per UGC Regulations 2018, and Orienting the students with the syllabus at the start of the session about curriculum and institution. Advisory Committee Meetings are helpful in planning and upgrading its plan of

action. The academic calendar gives an overview of the course with reference to time. Unit plans are made at the beginning of each semester to plan the completion of the syllabus. AIE also maintains a culture where each faculty member must submit a monthly report on the status of their syllabi.Principal, Faculty and overall feedback taken from the stakeholders. On regular intervals Seminars, Conferences, and Workshops are organized. Additionally, internal assignments and practice exams are given which periodically check on the student's academic progress.

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	[View File](#)
Plan developed for the academic year	[View File](#)
Plans for mid- course correction wherever needed for the academic year	[View File](#)
Any other relevant information	[View File](#)

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	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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	View File
URL to the page on website where the PLOs and CLOs are listed	https://aie.ac.in/programmes.html
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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

15

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

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

35

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

35

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

63

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

63

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

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.

In order to foster the development of competencies and skills like emotional intelligence, critical thinking, negotiation and communication skills, and collaboration with others, AIE has a large variety of clubs and committees that plan various extracurricular and curricular activities throughout the year. Knowledge- The learning that student-teachers are gaining through curricular transactions is further utilized and demonstrated through their active participation in numerous Webinars, Paper presentations in Seminar/Conferences with diverse themes, and passing of competitive exams like CTET, CSB, etc. In the courses, student-teachers also produced a variety of OERs that were posted on the Institute's website.

Skills-AIE undertakes Microteaching Skills, ICT Skill Training and Workshops, student's participation in Inter college events,holds morning assemblies every day that include prayer, meditation, news, a special activity, and the national anthem. Interpersonal skills, ICT skills (by creating digital notes and assignments, incorporating audio, video, animations, Jamboard, PPT, etc.).

Values & Attitude: Participating in organizing committees for various intra-college and inter-college events allows students

to develop a positive work environment. Positive attitude toward their roles and responsibilities, strengthened interpersonal ties, collaborative abilities, and respect for others' perspective

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Through AIE's internship program, which is spread out over several semesters, students can become familiar with the diversity of the Indian educational system, including its development and the functional differences between its various boards of school education. They can also learn about assessment methods and norms and standards. The curriculum is structured so that students have the opportunity to learn about various school systems through their initial involvement in school Phase I and Phase II as well as through their induction into school internship programs at various institutions. As part of syllabus of BED234 and Pedagogy papers, orientation to various boards is given and comparative study assignments are also given. To help students learn from real-world experiences and get the most out of these talks, Alumni Talk Series and Principal Talk Series by the principals of renowned schools in the nation are occasionally organized.Advice and suggestions offered during these sessions assist students in picking up on the nuances of instruction and learning in a manner that is clear, understandable, and comprehensible. Guest lectures are also organized in a manner that is timely and consistent and relate to current events and in line with NationalEducation Policy requirements.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

AIE provides its students with a wide range of exposure and learning through Personality Development Programs relating to the development of personality aspects, including 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 prepare them for teachingcareer. Experts from a range of disciplines are invited to participate in Workshops and Guest Lectures on the topic of personal development. Students are required to prepare self createdOERs(which are uploaded on the Institute's website) on various topics, enabling them to be tech ready for schools and other avenues. All of AIE's students participate in CTET & CSB Preparatory classes on a regular basis to get them ready for the National level Competitive exam. Students can also gain practical experience in teaching in a school setting and class management through School Internship Programs spread out over semesters, which are essential skills for any teacher. Mock Interviews are taken to give the first hand feeling of facing

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

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

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	All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

130

2.1.1.1 - Number of students enrolled during the year

93

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

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	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

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	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

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.

GGSIPU conducted a CET, or Common Entrance Test, encompassing English & Comprehension, General Awareness, Mental Ability and Reasoning, and Aptitude for Teaching. Successful completion granted entry into AIE, signifying readiness for Teacher Education. Subsequently, counselling sessions commenced.

In the 2022-23 session, AIE conducted Induction Programme for newly admittted students. Activities like self-introductions, ice breaking, quizzes, games, and talent assessments were employed to gauge the strengths and weaknesses. Students were appointed to various houses, clubs, committees, and cells. In welcome party students were given oppertunity to show their talents and on the basis of various activiotes Mr & Ms Freshers were selected. Intelligent test of "g" applied.

Mentors were allotted to each students for personalized support. Weekly mentor-mentee meetings held. Awareness again stragging, awarenesses about student welfare schemes and provision of medical and guidance & counselling were given. Workshops, seminars, and talks were organized to address student needs and enhance their skills. Students were given opportunities to coordinate various events under the guidance of the Principal and Faculty. Value education sessions instilled moral values and fostered personal development. Elective courses and guest lectures provided to develop life skills. Internship programs provided hands-on field experience, and extra classes were provided for needy students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	[View File](#)

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

Six/Five of the above

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the activities to address the student diversities	[View File](#)
Reports with seal and signature of Principal	[View File](#)
Photographs with caption and date, if any	[View File](#)
Any other relevant information	[View File](#)

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

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

The faculty at AIE implemented innovative teaching-learning approaches, including experiential learning, brainstorming, problem-solving, group discussions, and participative learning, aiming to foster comprehensive and holistic student development. Experiential learning took various forms such as school internships, community service, role plays, and research studies. During school internships, student teachers demonstrated their skills through activities like executing lesson plans, engaging in microteaching, and designing Individualized Educational Plans (IEPs).Students were actively

involved in discussions, exploring materials from diverse sources and sites. To cultivate problem-solving and brainstorming skills, tailored activities were designed to meet the individual needs of each student. Exposure to creating real case studies for Children with Special Needs, designing E-portfolios, making presentations, conducting IEP case studies, critical reviews, and quizzes addressing situational-based questions contributed to enhancing skills among the students. Experimentation in pedagogy subjects provided opportunities for learning problem-solving methods.Regularly organized group discussion activities aimed to improve communication skills among student teachers. Encouragement was given for student teachers to enroll in MOOCs (Massive Open Online Courses) and other online/hybrid courses to further their education.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	[View File](#)

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

16

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://teams.microsoft.com/_#/school/teams-grid/General?ctx=teamsGrid
Any other relevant information	[View File](#)

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

167

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://teams.microsoft.com/_#/school/teams-grid/General?ctx=teamsGrid
Any other relevant information	View File

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 is dedicated to providing holistic mentoring for students' professional development through various channels. In fostering teamwork, students collaborate within the four Houses—Pragya, Pratishtha, Pragyanam, and Pratigya—under faculty supervision. Specific activities like morning assemblies and annual events

are tailored to enhance teamwork, while additional collaboration opportunities are provided through cells and committees. The institute addresses student diversity with mechanisms in both curricular and co-curricular realms, offering optional courses, remedial classes, and retests for academic support. Clubs actively boost co-curricular skills. Emphasizing professional conduct, AIE maintains a disciplined environment, adhering to academic regulations. To manage stress, mentors can grant "Outpasses" for external commitments, and short leaves can be recommended. Assignment schedules are communicated early to reduce stress. Faculty-student weekly meetings and morning assemblies keep students informed on recent developments, aligning with AIE's commitment to comprehensive student growth.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View File](#)
Any other relevant information	[View File](#)

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. SplEd (LD) have conducted case studies. Students performed their talents in the Ullas 2022, annual cultural fest of AIE. ULLAS wasorganized in 2023. The objectives of the event were to showcase the students' talents, learning to work in group, learn to organize event, learn to appreciate cultural heritage of India .The theme was G20 Vasudeva kutumbakam.Various competitions like onlline Debate competition, inter collegiatesanskrit slogan uccharan competition, inter collegiate online Hindi poem reciatation competition, nukkad natak 'Halla', inter collegiate online creative writting competition, Inter house solo dance and group dance competition, inter house solon song and group song competition, digital poster making competiontion, photography competition, rangoli competition, wall painting, folder disgning, fashion show, best out of waste and yoga competitionwere 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	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

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	All of the above

and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	

File Description	Documents
Data as per Data Template	[View File]()
Documentary evidence in support of the selected response/s	[View File]()
Reports of activities with video graphic support wherever possibl	[View File]()
Any other relevant information	[View File]()

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	`Ten/All of the above`

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the	All of the above

event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
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	View File
Samples of assessed assignments for theory courses of different programmes	View File
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

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 allSchool 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 toprepare 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 theytaught lessons with the help of TLMs, and models.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

75

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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 counseling PTA meetings	Nine/All of the above

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	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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 implemented effective monitoring strategies throughout the internship program. In PSE 1&2, students actively participated in observing classes and organizing co-curricular activities. They were required to document their PSE experiences in reflective journals and were assigned field tasks, both of which were overseen by school coordinators and faculty members. Attendance records were meticulously maintained by both the school and faculty. Faculty coordinators made regular visits to the schools to assess progress, and feedback was gathered from school teachers, coordinators, and principals.

In preparation for the SIP, students underwent training through micro-teaching, simulated teaching, and discussion lessons. They were educated on innovative pedagogical practices, Bloom's taxonomy, and constructivist models. Additionally, they learned about conducting achievement tests, reviewing textbooks, creating Teaching-Learning Materials (TLM), model making, and developing Multimedia Lesson plans. The role of teacher educators involved conducting school visits, supervising student-teacher classes, and providing constructive feedback. School

principals directed coordinators to make necessary arrangements, including class allocations. School teachers played a crucial role by offering immediate guidance to student-teachers, while peers observed classes and provided feedback, particularly during discussion lessons.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	[View File](#)

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	View File
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	View File

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	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
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

5

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
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

120

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
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

At AIE, educators actively pursue professional growth through various channels. They engage in in-house discussions, organizing and participating in events like national seminars, international conferences, Faculty Development Programs (FDPs), workshops, and guest lectures. Faculty members also take on editorial roles for research journals, college magazines, news letters, and conference proceedings. Notably, they enjoy fee exemptions for in-house events, fostering a collaborative learning environment. AIE encourages knowledge exchange with other institutions by providing support and funding for faculty to attend external seminars, conferences, and FDPs, as well as publish research papers. This professional environment cultivates open discussions, and the AIE Principal and faculty are often invited as resource persons by other educational entities. AIE's Research and Development cell actively organizes research-oriented programs, incorporating suggestions from all faculty members to promote inclusivity. An open platform is provided for faculty to discuss ongoing research, receiving valuable input on their respective topics. The Faculty Development Research Cell of AWES extends invitations for AIE faculty to deliver special guest lectures to faculty and principals of Army Public Schools. Additionally, organizations like NIOS seek expertise from AIE faculty for online lectures, expanding their influence in the broader educational community.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

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) to assess student learning, which encompasses both curricular and co-curricular elements:

1. Assignments - Each theory course requires a written assignment.
2. Internal Examinations - Each theory course includes at least one internal examination.
3. Reflective Journal - During their internship, students document their school experiences in a journal format.
4. TLM and Working Model - For practice teaching (including Micro Teaching, Simulation, Discussion, and Internship), students create Teaching-Learning Materials (TLMs) and models.
5. Inter house / Inter collegiate competitions: Students are evaluated based on their performance in competitions at college, inter-college, and university levels in arts and sports. AIE hosts an annual cultural fest called "Ullas" and a sports meet. Additionally, students participate in AWES Youth festivals and GGSIP University's cultural and sports events, engaging in activities such as debate, poem recitation, essay writing, Mandala/Warli art painting, dance, music, etc. In sports, competitions include Basketball, Volleyball, Kabadi, Race, Relay, Badminton, Table Tennis, Chess, and Discus throw.
6. Seminar/ Research Papers - Seminar papers and research paper publications by students contribute to their overall assessment. AIE organizes both national and international seminars on an annual basis.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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	Five of the above

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	

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

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 2022-23 no complaint was received.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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	[View File](#)
Any other relevant information	[View File](#)

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.

The AIE Faculty actively incorporates Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) into their teaching methodologies. The principal objective of the B.Ed. program is to equip potential teachers with school-level education, emphasizing the refinement of crucial teaching skills and the cultivation of scholarly abilities. In contrast, the PLOs for the B.Ed. Spl Ed (LD) program are specifically crafted to ready educators for teaching children with learning difficulties in inclusive settings. These PLOs play a vital role in advancing various skills pertinent to modern education and ICT-based learning. They empower student teachers to explore innovative teaching methods, grasp shifts in disciplinary knowledge, utilize effective learning facilitation strategies, and critically analyze content and syllabi. Furthermore, Course Learning Outcomes (CLOs) are integral components of the curriculum, outlining the expected goals for each course.

Faculty members meticulously devise unit plans with these CLOs in mind, ensuring a focused approach to achieving the desired learning outcomes. The institute's Academic Calendar is thoughtfully structured at the start of each semester, strategically outlining activities aligned with both PLOs and CLOs. Assessment techniques are similarly tailored to meet these outcomes, contributing to the overall enhancement of pedagogical skills, effective communication, teamwork, and other essential aspects of education. Ultimately, the faculty's commitment to integrating PLOs and CLOs into the teaching-learning process underscores their dedication to comprehensive and effective education.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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 tointernalise the knowledge, competencies and attitude required forthe 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 suggestedby 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 basisto 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 electivecourses, special lectures etc. During SIP students learn microteaching, lesson plan writing, case study etc. All the PLOs & CLOsare planned as per the instructions & academic calendar proposedby 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	View File
Any other relevant information	**No File Uploaded**

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

67

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	**No File Uploaded**

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 organisedone week orientation programs for each batch to identify the student's needs and their interest areas. Their participation invarious activities like Ice-breaking session, Quizzes, Games &Talent hunt etc. helps in assessing their self-confidence,communication skill, voice modulation, motivation and adjustmentability. 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 onnewspaper articles, journal reflections; presentations etc. toassess 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	[View File](#)
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	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

12

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

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

60

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

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

20

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

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

93

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

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

93

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

93

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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 (AIE) had been actively engaged in a range of outreach activities to sensitize and influence its students towards social issues and contribute to community development. Through initiatives like World Ozone Day in collaboration with Lakshay Foundation, Workshop on Global Accessibility Awareness Campaing, Rashtriya Poshan Maah, Puneet Sagar Abhiyan water cleaning campaign, and Jan Bhagidari Activities, AIE has instilled a strong sense of social responsibility in its students. These activities have not only raised awareness about critical issues like nutrition, water conservation, and disaster management but have also actively involved the students in hands-on efforts to address these concerns.

Moreover, AIE's participation in events like Door Darshan Panel Discussion on Natural Disaster Association Management, and Apdha Ka Samna has equipped students with knowledge and practical skills to tackle natural disasters and disability-related challenges. The educational tour to Agra, among other initiatives, has broadened students' horizons and provided them with a holistic understanding of India's cultural heritage and diversity. Through these efforts, AIE is nurturing responsible and socially conscious citizens who are actively engaged in community development and committed to addressing the pressing issues of our society.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

03

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

25

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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	All of the above

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 Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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 maximum 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 & B.Ed.Spl ED programmes, labs, library, playground, gym etc. The fully wifi enabled Institute has various Labs like, Science Lab, Maths Lab, Art & Craft Lab, Teaching Learning Resource Centre, Psychology Lab, ICT Lab, Language Lab, Health and Physical Resource Centre, separate Common Rooms for boys & girls, Seminar Hall, Amphitheatre. Library is updated with 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.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://aie.ac.in/facilities.html
Any other relevant information	View File

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

37.50661

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
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.

ILMS LibGuru has been adopted by the Institute. Nature: Version: 5.0; Automatic year: 2015 to present.

Lib Guru is a library management software that helps us run our library by automating routine tasks including acquisition, circulation, cataloguing, serials, and more.

LIB GURU assists with overseeing all aspects of library operations, including the upkeep of book records and book issuance. It also makes it possible to manage book details more efficiently, including the author's name, the edition, and many other crucial details.

For both students and the librarian, this makes it simpler to look for books and locate the appropriate resources.

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 -Drilbita is a global plagiarism detector that detects even the most complex types of plagiarism using cutting edge technology.

4. ONLINE JOURNALS & E-BOOKS

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://aie.ac.in/facilities
Any other relevant information	[View File](#)

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 thorough strategy in place to enable everyone to access library materials remotely. Prior to the pandemic, both in-person and remote usage were commonplace. A few Online Library resources are Language Lab, LAN, Residential facility, and the following.

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 is very helpful for education professionals and students as it covers a wide range of topics related to education.

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 unnecessaryduplication wherever possible.

3. Drilbit- Antiplagiarism Software- A global checker that uses the most advanced technology to catch the most sophisticated forms of plagiarism.

4. ONLINE JOURNALS & E-BOOKS .

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

5,33,592

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

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

154

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://aie.ac.in/Documents/Facilities/LIbrary%20Services.pdf
Any other relevant information	View File

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	View File
Any other relevant information	View File

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 Labs and ICT Resource Rooms. The college has 77computers in the year 2023 of which 57computers are available for student use in the Computer Lab, ICT Resource Rooms ,

Special Education ICT Lab, Science Lab, Psychology Lab, Teaching Learning Resource Centre (TLRC) and Library.10Computers are available for faculty use and the rest10computers are for office and library use.

10 Hikvision Bullet Camera, 2 Secureye 4 Port POE Switch, 2 Intercom Telephone Set have been added in the year 2023. The wi-fi facility upgraded with 200 mbps in the year 2023. AMC of Wifi/internet services at AIE campus has been updated with M/S Precious IT Services Noida for the period 1.02.2022 to 31.01.2023. Renewal, upgradation and AMC of Wordsworth English language lab has been updated from 01.04.2022 to 31.03.2023. Web based Drill Bit Anti-Plagiarism cloud based application Licence renewed from 29.03.2023 to 28.03.2024. DELNET software updated from 23.02.23 to 22.02.24 and EBESCO software updated from 20.03.23 to 19.03.24. For e-governance purpose MS Team , Edu Marshal and Tally Softwares are used.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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	**Five or more of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=sE5HHLLC0Zw
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://aie.ac.in/Documents/Facilities/E-Content%20Developed%20by%20Faculty.pdf
Any other relevant information	View File

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)

51.629608

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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	https://aie.ac.in/facilities.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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	All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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	Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent	A. All of the above

mechanism for timely redressal of student 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	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
57	70

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

08

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

33

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
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

The batch coordinator orients the recently admitted student teachers on numerous groups and committees during the induction session. Students can suggest and be elected to serve on a variety of groups and committees. The nominated members attend all committee meetings, including the Institutional Management Committee, IQAC NSS, and other sessions. In order to promote transparency and make sure that students are informed of how the committees operate, their participation is welcomed. In keeping with the democratic tradition, nominations are requested and representatives are chosen by popular vote. Within their purview, clubs and committees plan a variety of events and collaborate when planning larger ones. Various clubs and committees arrange lectures, workshops, and programs of national significance throughout the year.

The task of completing the activities has been given to the students. We have a zero tolerance policy for ragging, and any issues relating to these instances are brought before the relevant committee for appropriate action.Students' problems are actively addressed by the guidance and counselling unit. Regular interactions between mentors and mentees allow students to receive individualized attention for personal or academic concerns.

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

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

53

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

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

The Army Institute of Education maintains a functioning, albeit unregistered, Alumni Association. Every student instructor from

the batches that have graduated is a member of this organization. Alumni from the association's inaugural class, which graduated in 2003, still make up a growing portion of its current membership. Through active participation in the Alumni Talk Series and the provision of placement leads, the Alumni have been contributing to the Institution's progress. Since the majority of them work for reputable organizations, they are really beneficial in enlightening our student instructors about the advancements and subtleties of the instructing profession. There is an annual event called "ANUSMARAN" where our alumni participate every year.It took place on October 23, 2021, and was repeated in offline form on June 24, 2022, following a two-year hiatus.The alumni have also significantly contributed by taking part in the Alumni Talk Series and serving as judges for competitions in debates, essay writing, infographics and poster making, and cultural events.Also, the alumni have played a significant role in raising awareness on numerous social media sites, including Facebook, WhatsApp, YouTube, and others.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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	

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The Alumni Association stands as a formidable pillar of support for our institute, providing an essential backbone for its success. Alumni are the bedrock of our institution, demonstrating unwavering loyalty and commitment.

Engaging with alumni goes beyond sentimental value; it is a strategic move to perpetuate the benefits of their expertise and experiences. Their involvement ensures the seamless operation of the institute, showcasing a continued dedication to its progress.

In hosting an Alumni Talk series, we delve into diverse topics, ranging from unconventional teaching methods to navigating the challenges of being a fresher. This series serves as a platform

to explore the dynamic nature of teaching and underscores the importance of meticulous lesson planning.

Our annual event, "ANUSMARAN," is a tribute to our accomplished alumni, recognizing their achievements with esteemed awards such as the Chief of Army Staff Award and Awards of Academic Excellence.

The institute is dedicated to supporting alumni in their Continuous Professional Development (CPD), ensuring that they remain at the forefront of their respective fields.

it is a living, dynamic force that propels our institute towards continued success. The relationship is reciprocal, with the institution providing ongoing support to alumni, fostering a thriving community committed to lifelong learning and growth.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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.

AIE adheresto the vision and mission of the institution directed by the AWES with proper guidelines and state of conduct. The governance of the institution is directed by the Army Welfare Education Society (AWES) which administers AIE vision and mission followed by the Institute Managing Committee (IMC) and IQAC meetings to modify and implement the future plan as per institution governance.

Decision Making -The Institute Managing Committee (IMC) is followed every 3 months to discuss the further planning for the welfare of the institution. The IMC consists of academic staff,

non- academic staff and student representatives-

- **Chairman of the Institute**
- **Principal, AIE**
- **Registrar, AIE**
- **Faculty representative on rotation**
- **Student Representative**

All the official records of academic and administrative work are well maintained on time. Minutes of meetings of IMC and every meeting at Institute, Academic Advisory Committee, and purchase committee Board officers etc. each and every document is organized and filled in a proper manner. All the stakeholders are given equal opportunity to participate and give their views in meetings. Regular follow up meetings are organized by institute.There are various committees, boards and clubs in which faculty members, non-teaching staff and student representatives are involved.

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

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

AIE is directed by AWES for its institutional practices which are focusing on the participative management and decentralization process. It follows theguidelines of the Rule books (Blue, Yellow book). All the rules and guidelines for administration, various leadership and other participative committees for both academics and admin work are clearly mentioned in the rule book of AWES.

As per rule book, the Institute consists of three tier top management - Board of Governors and its Executives Committee at

Army Headquarters Board of Administration at Western Command Headquarters that regulates Institute Management Committee of AIE.The IMC convenes quarterly meetings that involve faculty representatives.

IMC are planned every 3 months for regular follow up with

COS Delhi Area- Chairman

BGS Delhi Area, SO Col, Principal AIE - Member

One faculty in rotation- Teacher Representation

Registrar, AIE- Member Secy

The decentralized approach is further exemplified by the engagement of staff members in various boards like Purchase Board, Destruction and Appointment Board, Audit and COAS Trophy Boards. Decisions within the organization are made through a multi-tiered process, with involvement at various levels:

Patron in Chief (GOC-in-C, Western Command)

Chandimandir Patron (GOC, Headquarters, Delhi Area)

Chairman (COS, Headquarters, Delhi Area)

Principal, AIE

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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 Operations: AIE operates as a self-funded institution, having Information and Communication Technology (ICT) for accounting and financial management. All transactions are recorded in both digital and physical formats. Accounting tasks

are efficiently managed using Tally software. Regular audits are conducted for maintain transparency. Payments are executed through various secure modes including cheques, NEFT and UPI. The institute maintains a multi-layered scrutiny system for financial documents, including quarterly audits by a (CA) and an annual inspection of books by the headquarters. Audited financial statements are accessible on website.

Academic Operations: B.Ed and B.Ed Special Education programs are provided by the Institute and the admission process relies on the Common Entrance Test (CET) organized by Guru Gobind Singh Indraprastha University in Delhi. Candidates who have successfully passed the CET are eligible for admission only, and their acceptance is by university's counseling process, ensuring they meet all eligibility and admission requirements.

Transparency in Administrative Practices: The institution upholds transparency in its administrative processes by publishing the minutes of Governing Council meetings on website. The website also grants access to disclosure materials, such as minutes from various meetings. Both administrative and academic committees exist to accountability and sufficient independence in decision-making.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

AIE focuses on strategic plans every year that are segregated into long -short term goals. The institute has different clubs, committees and cells that are working towards the achievement of strategic plans. ECO Club which is focusing on the achievement of sustainable development goals and has a comprehensive Energy usage policy to overlook the usages of energy in a systematic way that will focus on renewable energy, have a positive impact on the green environment and spread awareness about energy conservation.

AIE has implemented an action plan to conserve energy, water and promote ecological balance. Has environment friendly vehicles in the campus, reusing RO water, rain water harvesting, water sprinkles, solar panels utilization, LED to save energy, waste management segregated in dry wet & E-waste.

Each year the institute organizes tree plantation drives in the campus. AIE has herbal garden having different varieties of plants, and a vermicomposting process is also implemented.

The organization promotes the use of bicycles and shared transportation among its employees and educators for commuting, advocating for the reduction of paper through electronic management. The institution prioritizes the reduction of landfill waste and advocates for the adoption of reuse – recycling to sustain the ecological equilibrium.

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

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.

AIE follows proper channels and planning for academics at various levels to discuss about IMC, financial limits and other agendas.

The role and function of the institution, recruitment of faculty members/NTS as per the GGSIPU , monitoring and progress of all the inspections, admin functioning records and inspections.

All the decision making process and discussion are done with the collaboration and approval of higher authorities in the order -

Patron-in-Chief (GOC-in-C, Western Command, Chandimandir)

Patron (GOC Headquarters Delhi Area).

Chairman (COS Headquarters Delhi Area).

Principal, Registrar, Academic Coordinators, Faculty Members and Office staff including the student-teachers of the AIE

Each quarterly IMC has been conducted, minutes and progress records are maintained in a proper way and uploaded on AIE website. Transparency has maintained.

Key responsibilitiesof the IMC are as follows -

Supervising the operations of the Institute.

Managing finances

Offering on-site administrative assistance.

Supplementary tasks and responsibilities for the Director/Principal and other staff members.

Create committees for the purchase of goods and equipment and oversee the allocation of funds for these purposes.

Reviewing and endorsing the Institute's yearly budget as proposed by the Principal, including overseeing the annual audit process.

File Description	Documents
Link to organogram on the institutional website	https://aie.ac.in/management_committee.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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.

AIE has various committees, clubs, and cells equipped with clearly defined structures and roles dedicated towards the holistic development of the children. Regular meetings are convened during which detailed minutes of each aredocumented.

The operational aspect of one cell is elaborated below. The Placement Cellis constituted as one of the best standout features. Its operations are meticulously structured and aligned with the institute's requirements. The cell initiates the process by providing pre-service teachers with a comprehensive orientation regarding its functioning, furnishing all the necessary details outlined in the placement policy. Each student has to sign the policy as per the norms seeking placement or non-placement feature from institute.

This cell takes a hands-on approach to various aspects of placement. It arranges personality development classes and workshops, facilitates interactions between students and alumni, and organizes talks with school principals through Alumni and Principal Sessions. Additionally, the cell maintains a beneficial connection with alumni, leveraging this network to secure placements for current students. Beyond mere placement, the cell conducts carefully planned mock interviews as part of its broader spectrum of activities. In essence, it is a multifaceted cell of AIE.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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 organization has a clear promotion and employee welfare policy, providing financial support to enhance faculty competence. The institute funds faculty members' attendance at national and international conferences and workshops and plans programs for professional development. Performance evaluation is established, and the institute offers welfare schemes for teaching and non-teaching staff. Many staff members have availed of benefits in the last five years, including duty leave, medical leaves, maternity and paternity leave, and group insurance.

Teaching staff receive maternity and paternity leave for 180 and 15 days, child adoption leave for 180 days, medical leave, casual leave, and emergency leave. They also receive medical facilities, gifts on special occasions, subsidized housing facilities, and funeral allowances. Additionally, a 50% amount is provided for participation in seminars, workshops, and FDPs for continuous improvement.

Non-teaching staff receive welfare measures such as PPF for those below the salary of Rs 15,000, casual leave, medical leave, emergency leave, subsidized housing facilities, funeral allowances, and gifts on special occasions. These measures aim to ensure continuous improvement in both professional and personal aspects for both teaching and non-teaching staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

30

File Description	Documents
Data as per Data Template	<u>View File</u>
Brochures / Reports along with Photographs with date and caption	<u>View File</u>
List of participants of each programme	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

14

File Description	Documents
Data as per Data Template	<u>View File</u>
Copy of Course completion certificates	**No File Uploaded**
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.

The Performance Appraisal System (ACR) is an integral component of the institute's quality assurance framework, ensuring the continuous evaluation and improvement of both teaching and non-teaching staff. This annual process serves as a comprehensive assessment of individual performance, fostering a culture of professional development and excellence within the institution.

For academic staff, the ACR process is initiated by the principal, who plays a pivotal role in setting performance expectations and providing guidance throughout the evaluation cycle. Faculty members are evaluated based on a range of parameters, including performance measurements, regularity of attendance, clarity of instruction, depth of knowledge, pace of teaching, and engagement with students. Feedback from colleagues and superiors is also incorporated into the evaluation process, providing a holistic view of each faculty member's contributions.

Similarly, non-teaching staff undergo a thorough ACR process, initiated by the HoA/Registrar. This evaluation encompasses a comprehensive assessment of their duty allocation, adherence to work schedules, and overall performance in their respective roles. Factors such as intelligence, skill, maintenance of workspaces, discipline, interpersonal relations, punctuality, and outstanding contributions are carefully considered. The initiation officer provides detailed observations and recommendations, ensuring a fair and objective evaluation.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
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

AIE follows the Yellow Book's financial management audit procedure for all colleges run by AWES. Internal audits involve the Quarterly Audit Board, while external audits are conducted by a chartered accounting firm. Accounts are closed monthly; balance sheets are prepared; bank passbooks are updated; and reconciliation statements are prepared.

The institute conducts internal and external financial audits through various methods, including:

1. The Quarterly Audit Board (QAB) reviews columnar cash books and accounts every quarter, reporting to the Chairman for necessary actions.
2. The annual audit, led by a chartered accountant nominated by the managing committee, includes a physical check of fixed deposit receipts.
3. Surprise account checks are ordered by key authorities and performed by designated officials, with observations and recommendations submitted for review.

4. **The annual statement of accounts, attested by auditors, is included in the college's annual report and forwarded to HQ AWES.**
5. **Chartered accountant employment is periodically approved by the Managing Committee, with firms rotating as necessary.**
6. **Audit objections and observations are addressed based on the chairman's directives, with monthly progress reports submitted until resolution.**
7. **Book inspections and AAT sessions are held annually to ensure financial compliance and transparency.**

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	View File
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 institute has a comprehensive financial policy for efficient

use of funds for academic, administrative, and infrastructure development. The budget is approved by the Institute Managing Committee, with tuition fees as the primary income source. The IMC oversees expenses, while AWES grants support for welfare activities. GIA funds are used for events, publications, library resources, maintenance, and infrastructure. Purchase committees rotate quarterly.

1. A clear financial policy ensures efficient fund utilization for academic, administrative, and infrastructure purposes.
2. The institute budget, approved by IMC, covers all anticipated costs, including one-time expenses.
3. Tuition fees constitute the primary source of income, supplemented by HQ funding through GIA.
4. IMC oversees expense management, ensuring resources are allocated effectively.
5. Funds are allocated under specific heads, including salaries, infrastructure, equipment, and research.
6. The principal, registrar, and staff review requirements, prioritize objectives, and maximize financial efficiency.
7. IMC regularly monitors spending, reviews the budget, and provides input on optimal fund utilization.
8. A defined process for funding approval, advance payments, and bill submissions is followed.
9. GIA from AWES supports institutional and student welfare activities, covering events, publications, and resources.
10. Principal plans academic sessions in consultation with faculty and administrators, ensuring effective resource allocation.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 Internal Quality Assurance Cell (IQAC) at AIE is responsible

for planning academic and co-curricular activities, including online and offline classes, internal assessments, internships, research, placement, personality development, ICT-enabled teaching, and outreach programs

During the academic year 2022-2023, IQAC carried out the most significant incidents listed below:

1. An EBSCO workshop took place on October 20, 2022.
2. The institution conducted a Research and Development (RDC) Committee meeting on October 29, 2022.
3. On November 7, 2022, a workshop on 'How to Write a Research Paper' was conducted.
4. An education conclave took place on November 30, 2022.
5. The International Conference on 'Reinventing and Reimagining Post-Pandemic Society: In Perspective of Education, Economy, and Health' was held on February 21, 2023..
6. A workshop on 'Integrating Art in Education' took place on April 10-11, 2023.
7. From May 1 to May 7, 2023, a Student Faculty Development Programme (SFDP) 2023 was organized.
8. An online induction training and orientation program for faculty in universities, colleges, and institutions of higher education was held from May 23 to June 21, 2023.
9. From June 6 to June 20, 2023, Janbhagidari activities were organized to commemorate India's G20 Presidency

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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.

The Institutional Quality Assurance Cell (IQAC) is responsible for enhancing the teaching-learning process at the institute. It follows a meticulously planned academic calendar, outlining curricular and co-curricular activities and exam schedules. New students undergo an orientation program, learning about the institute's philosophy, pedagogical approach, evaluation system,

and campus culture. They are informed about the course schedule and syllabus before each semester.

The principal, registrar, and individual faculty members receive and correctly analyze feedback. AIE reviews its teaching-learning process periodically through the following quality mechanisms:

The institute is dedicated to creating a dynamic and effective teaching environment. Teachers prepare monthly syllabus completion reports, allowing for detailed discussions on topics, methodologies, and materials. Student feedback is sought through surveys and focus groups, allowing for continuous improvement. Mentor-mentee meetings offer a supportive space for discussing academic challenges and personal concerns. Peer observation among faculty members encourages collaboration on teaching techniques. Internal assessments focus on student engagement, participation, discipline, and punctuality. Academic planning is meticulously crafted, adhering to university guidelines. A balanced weekly timetable is created, balancing theoretical and practical courses while considering university requirements and learners' needs. These measures contribute to a stimulating learning environment and academic excellence.

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

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

31

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

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

Institutions keep track of the incremental improvements achieved in academic and administrative domains of their functioning through quality assurance initiatives. The National Assessment and Accreditation Council (NAAC) has re-accredited an institution with an A grade and a 3.14 CGPA, indicating high quality in academic and administrative domains.

Academic domains: The college promotes academic excellence by incorporating ICT into teaching and learning. Digital tools like Microsoft Certification, multimedia lesson plans, OER, EBSCO, Endnote, Drillbit, Wordsworth English, educational videos on YouTube, and online portfolios support these efforts. This approach fosters student and staff development in academic and research endeavors. It enhances the teaching and learning process, making it more engaging and effective.

Administrative domains: The institution prioritizes faculty development, research promotion, and accessibility through a comprehensive set of administrative initiatives. By providing financial support for seminars and faculty development programs, organizing international conferences, guest lectures, webinars, and FDPs, and purchasing essential software like OCR, EBSCO, Endnote, and Drillbit, the institution fosters an inclusive and supportive environment that cultivates academic excellence.

The college is committed to continuous improvement and is always looking for ways to enhance the quality of its academic and administrative domains.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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.

AIE energy -policy defines institution's commitment to manage energy-conservation in a very methodical manner,The policy entails exploring renewal energy-resources and identification of alternative natural-resources as a substitute to energy-crisis which applies to stakeholders ,and uploaded on AIE website also It is reviewed regularly. Eco-club of AIE undertakes practices of green-initiatives and energy-conservation. Policy assist in integrating environnmental-conciousness and recognises duties towards energy-conservation & energy-utilization.Old AC's replaced with 5 star ACs.Shape of buildings allows maimum sunlight for miminum-usage of energy.

Objectives:

- To undertake tree-plantation drive
- To reduce water-wastage.
- To maximise the use of alternate energy-resources
- E-management to be applied to minimize paper-usage,

Energy-Conservation:

- Environment-friendly vehicles used in campus.
- Normal bulbs are replaced with LED bulbs.
- Provision of energy-conservation uploaded on the college-website.

Water-Conservation: Waste-water released from RO used in watering plants. Water collected in rain-water harvesting units are used in gardening Water sprinklers are used.

Ecological Balance:

- Systematic waste-management mechanism is adopted.
- Eco-club organizes environmental-activities.
- Vermicomposting pits are developed.
- Ensures sustainability by diminishing waste-water to landfills ,and maximise recycle & reuse.

Alternate-sources of energy: The institute currently uses five generator-sets of total 597.5 KVA power as an alternative source to meet its power requirements.LED lights and power-saving lights are also used.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

Institution haspolicyfor implementation of waste-management in itsRule Book of AWES.Amendment are done every year. There is a provision ofcollection of waste-material. Biodegradable, non-degradable,ewastescategorically.

Solid-Waste Management - Solid waste material is collected in separate dustbinsAIEhas waste management dump-yard in which all the collected waste is dumped. More than five years old used internal assessment answers sheets, practical records and old newspapers, are sold to the local vendors for recycling Ithas two vermicomposting pits.

The biodegradable waste collected from the campus is converted into the vermicompost which is used as manure. Non-biodegradable waste is collected by GNDA, for disposal,recycling.

Liquid-waste-Management- The Institute is located within the jurisdiction of GNDAand thewasteis connected to the drainage system provided by the municipality whichis pumped into sewage lines of the GNDA.Ithasseven rain-water harvesting points. Waste-water is recycled and collected in the reservoirs. Students are sensationized throughactivities

E-Waste Management: -Students and faculty members are discouraged to use temporary e-resources. Useful parts ofgadgets are removed before dumping The unserviceable electronic-wasteare auctioned to licensed purchasers for recycling.Scrap isdisposed.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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 towards maintenance of cleanliness, sanitation, green cover and providing pollution-free healthy environment.

Cleanliness- AIE engages the students and faculty-members in various activities under"Swachh Bharat Mission".It has been enlisted as one of the 6750 Swachh Institutions of the country in 2018-19 by MGNCRE, Dept of Higher Education,Government Of

India..

Sanitation- The support-staff is outsourced for maintenance of cleanliness and proper sanitation. Many dustbins are used for disposal of wastes.Eco-friendly Sanitary Napkin Burning Machines are installed in the ladies' toilets of academic block and hostel for its safe disposal. Log list is kept in all the washrooms to ensure regular cleanliness monitoring.

Green -cover- Lush green campus of AIE provides space for study, play, outdoor-events, relaxation,aesthetic appreciation. It has achieved Environment Audit Certificate for 2022-25 and Green Audit Certificate with Platinum Ranking. There are number of trees and shrubs in the campus and herbal garden which is an abode to a number of species.

Pollution-free environment:--In compliance with the framework provided by the NTCP(2007-2008), the institute prohibits smoking and other tobacco products.It has a large green cover for clean and fresh air.It strictly bans usage of single use plastics for a 'Plastic Free Campus'.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

Rs.604010.00/ -(six lakhs four thousand ten/-)

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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 great efforts to leverage local-environment, locational-knowledge & resources, community-practices and challenges.

Local environment - The institute is located in lush green campus with Yoga lawn, aherbal garden,various types ofFlora and fauna for conducive environment for all types of activities. Medical facilities and market facilities are available in adjoining area.

Locational Knowledge and Resources - The institute collaborates with local government and non-government authorities to organize various awareness rallies. Many schools including Special and

inclusive schools are situated near the institute which providesopportunitiesto strengthen the enduring relationship with the schools for internship and job-placement also. To strengthen the relationships, MoUs are also signed with different organisations. for medical facilities institute has collaboration with Army Welfare Housing Organization in which ECHS dispensary is freely available. It has collaborationwith Kailash Hosptial and Yatharth hospital for providing medical services on discounted rate to all the members of AIE .

Community-Practices and Challenges - The institute organises awareness programmes, street-plays, donation of teaching-aids etc. in the neighbouring areas. AIE in collaboration with an NGO 'Human Touch Foundation', NSS cell, Eco-club and Electoral-Cell organises various awareness programmes .They spreads awareness about Tuberculosis ,Anaemia ,AIDs, etc.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	[View File](#)
Web-Link to the Code of Conduct displayed on the institution's website	[View File](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View File](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View File](#)
Any other relevant information	[View File](#)

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

The two best practices which institutes follows are:--Best Practice 1: Environmental-Sustainability

AIE have a lush green campus spread over 2.92 acres It provides an ideal environment for learning. In the last five years, It has successfully undertaken innovative practices and activities for environmental-sustainability.

Objectives:

- To create a pollution-free environment for better learning.
- To promote comprehensive recycling,composting of biodegradable-wastes.
- To organizeactivities to promote sustainable-development andconservation of renewable,non-renewable resources.
- To achieve Certification for Energy Audit,Green Audit ,Environmental Audit.

Context: The rate of environmental degradation is alarming.To maintain environmental-sustainability,AIE hasbeen constantly

workingto createand maintain,eco-friendly campus with awareness activities.Built-up learning spaces of AIE meet all local building laws. A huge green area is a habitat for diverse flora and fauna.

Best Practice 2: Student-Centric Teaching-Learning Approach

AIE strives to provide infrastructural-support to the student-teachers for their all-round development and efficient professional life.

Objectives :

- To provide conducive, safe, learner-friendly environment.
- To implement innovative pedagogical-practices
- To organize events to provide platform.
- To assess, evaluate students on their competencies.
- Training students in becoming reflective-practitioners

Context: -As the paradigm is shifting from teacher-centred to learner-centred approach, teachers'role changes asmentors.They make students active participants and provide ample opportunities to conduct, organize, execute events and activities.AIE has constantly organizing such events.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

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

The institutional performance in one area of distinctiveness related to its vision, priority and thrust is:-

Training and Placement cell:-

Vision,Priority ,Thrust -At the commencement of session ,TPCmeticulously planspolicy which isreconstituted annually. It consists of one Convener,two faculty-members and few student-

members who proactively work for maximum placement. Policy is also uploaded on the website.Placement-Brochure is published annually.and isshared with different schools.

Initiatives of TPC :

Personality-Development Programme:-- is organised every year in which speakers enrich students in different domains by sessions.Important topics like Communication Skills,Resume-Writing, Impeccable Interview-Skillsetc are covered.

Mock-interviews- areconducted which helps in developing students' confidence for facing interviews.

Placement-drive school- In placement-drive school-Principals/management are invited. AIE is having enduring relationship with many schools pan India.

Principal Talk-Series- Withfocus on acquainting student-teachers with current happenings ,the Institute organises Principal Talk-Series, where school-Principals from all over the country are invited to takesessions.

Alumni-Talk Series- To get lessons fromInstitute's alumni,TPCorganizes Alumni Talk-Series. Alumni share their experiences and inform studentswith the latest trends in education.

Witness real interviews:-Students are send in groups,as part of observation-team for observinginterviews for teaching post in APS, Delhi.

International Internship-Programme-Students. haveattended one-week Internship in Dubai Scholars Private School,UAEpreviously which will continue in future.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File