YEARLY STATUS REPORT - 2020-2021

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		**Dr. Babita Bhardwaj**
• Phone No.		**9868218513**
• Alternate phone No.(IQAC)		**01202343742**
• Mobile (IQAC)		**8810618692**
• IQAC e-mail address		**aieiqac2016@gmail.com**
• Alternate e-mail address (IQAC)		**registrar.aie@awesindia.edu.in**
3.Website address		http://www.aie.ac.in/
• Web-link of the AQAR: (Previous Academic Year)		http://aie.ac.in/Documents/AQAR/AQAR%202019-20.pdf
4.Whether Academic Calendar prepared during the year?		**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:		http://aie.ac.in/Documents/Students%20Corner/Academic%20Calendar/AIE%20ACADEMIC%20CALENDAR/ACADEMIC%20SESSION%202020-21/Academic%20Calendar%202020-21%20B.Ed.%20Sem%20I.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.86**	**2016**	**29/03/2016**	**28/03/2021**

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	05	
• 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)

* National Seminar * Faculty Development Programmes * Workshops and Awareness Programmes *Audits & Inspections * Provide multiple ICT platforms for Online Teaching, Assessment & Evaluation

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
National Seminar	The Institute organized an Online National Seminar on 04 Mar 2021 on the theme "Holistic, Multidisciplinary, Inclusive & Futuristic Education: NEP 2020 in Praxis". Out of 293 registrations, total of 67 papers were presented in Plenary Sessions, out of which 18 papers were presented by studentteachers of AIE under mentorship of Faculty members. The event was attended by eminent educationists, academicians, Principals, Teacher Educators, Research Scholars, StudentTeachers from distinguished institutions all over the country. The event was coordinated by Ms Kavitha N Karun, Asst Prof AIE and Dr Sarita Sahay, Asst Prof AIE as Convener and Co convener respectively.
Faculty Development Programmes	The Institute organised One Week Faculty Development Programme, chaired by Dr Tania Gupta, Principal AIE and convened by Ms Pratibha Garg, Asst Prof AIE from 16-24 Dec 2020 on the theme 'Education and Resilience During COVID 19 and Beyond'. 2. IQAC, Army Institute of Education, Greater NOIDA organized One Week Online FDP from 7-13 Jun 2021
Workshops and Awareness Programmes	1. Internal Complaint Committee (ICC), Army Institute of Education, Greater Noida organized an Online National Workshop on 'GenderBased Violence and Prevention of Sexual Harassment at Workplace' from 13-14 Aug 2020. On 13 Aug

2020, Smt Rekha Sharma, Chairperson, National Commission for Women, GOI graced the occasion as Chief Guest and Prof (Dr) Ritu Gupta, National Law University, New Delhi as the Guest Speaker. On 14 Aug 2020, Guest Speaker Dr Upasana Singh, Director, Human Touch Foundation, India and Valedictory Speaker, Prof (Dr) Meenakshi Handa, USMS, GGSIPU, & ICC Member, GGSIPU, New Delhi spoke on the POSH Act and Sexual Harassment at Workplace. 900 participants registered and attended the event encompassing educationists, research scholars, counselors, rehabilitation workers, school teachers, and students in HEIs. The event was coordinated by Dr Babita Bhardwaj Asst Prof & Convener ICC, AIE. 2. The Internal Committee for Students with Disabilities, AIE organized an Online Orientation and Sensitization Programme on 'The Rights of the Persons with Disabilities Act, 2016' on 25 Jul 2020. Guest Speaker was Dr Hemlata, Director, National Centre for Disability Studies, IGNOU, New Delhi. 1200 participants including educators, res ea r ch scholars, counselors, rehabilitation workers, school teachers, student teachers and university students registered and attended the online event coordinated by Dr Saloni Goel, Asst Prof AIE & Convener of the Committee. 3. NSS Cell, AIE, and NSS Cell, GGSIP University, New Delhi in collaboration with Adhyatm Yoga

Sansthan, Delhi, successfully conducted 10 Days Online National Yoga Workshop 'My Life My Yoga', from 30 Aug – 09 Sep 2020. The mega e v e n t s a w t h e overwhelming response from participants and received appreciation. The workshop included celebration of National Nutrition Week from 01- 07 Sep 2020. The event was coordinated by Ms Pratibha Garg, Asst Prof & Programme Officer NSS Cell, AIE. 4. Ÿ NSS Cell, AIE organized Online Orientation Programme on 'Role of NCC in Teacher Education' on 09 Nov 2020. Prof BVR Reddy, Program Coordinator, NSS Cell, GGSIP University, New Delhi, was the distinguished speaker for the session. 5. AIE organized Online Workshop on 'Vocational Education Nai Talim Experiential Learning (VENTEL Action Plan)' organized by Mahatma Gandhi National Council of Rural Education, GoI on 03 Nov 2020. Dr Shatrughan Bhardwaj, Regional Coordinator VENTEL, MGNCRE, Dept of Higher Education, MoE (Govt of India) was the distinguished resource person. 6. NSS Cell, AIE, observed 'Road Safety Month' from 17 Jan - 18 Feb 2021. Various activities on 'Awareness about Road Safety & Facts on Road Accidents' including presentation of video, statistics and Quiz were conducted during the month. Road Safety Pledge was also taken by everyone. 7. NSS Cell, AIE in association with Sri Mata Vaishno Devi Narayana Superspeciality Hospital &

	Global Helping Hand, NGO organized Webinar on 'Prevention & Treatment of Heart Attack' on 31 Mar 2021 with accomplished cardiologist Dr Nikhil Mahajan, Consultant Cardiologist as the chief speaker. 8. NSS Cell, AIE in collaboration with Mahatma Gandhi National Council of Rural Education, Department of Higher Education, MoE, GoI organized Online Workshop on 'Guidance for Psychosocial Counselling & Covid Helper Skills' on 02 June 2021. Dr Shatrughan Bhardwaj, Regional Coordinator, VENTEL, MGNCRE, MoE, GoI was the esteemed Guest Speaker.
Audits & Inspections	1. Lt Gen VK Mishra, AVSM, GOC, HQ Delhi Area & Patron AIE, along with Lt Col Sandeep Ahlawat, SO Colleges, HQ Delhi Area visited the Institute on 09 Oct 2020. 2. Adm and Technical Inspection- Adm and Technical Inspection 2019- 20 was conducted by Lt Gen Yogendra Dimri, AVSM, VSM, COS HQ Western Command on 16 Feb 2021 in presence of Maj Gen Alok Kacker, COS HQ Delhi Area & Chairman AIE along with Col Vivek Jalla, SO Colleges, HQ Delhi Area and Lt Col SPS Aulakh, SO to COS, HQ Western Command. 3. Book Inspection- Book Inspection 2019-20 was conducted in the Institute on 02 Feb 2021. Col DK Sinha from HQ Delhi Area was the Presiding Officer, Lt Col Aditi Goswamy, AEC officer from 60 Inf Bde & Col Vivek Jalla, SO Colleges, HQ Delhi Area were members. 4. Inspection by Shri Mahesh Kumar Karwal, Deputy

	Director, PwD Department, Meerut Mandal and District Officer, PwD Dept, GB Nagar, UP was conducted in the Institute on 26 Jun 2021.
Use of multiple ICT platforms for Online Teaching, Assessment & Evaluation	1. Teachers used various online platforms such as Google Classroom, Google Meet, MS Teams, Zoom and Streamyard for conducting classes, workshops, webinars etc. 2. University examination were conducted in proctored mode in which teachers performed invigilation duties and did evaluation. Open Book Examination was conducted for internal evaluation using google classroom. 3. Students as well as teachers attended many webinars, workshops, conferences and participated in various competitions. They completed MOOCS and gained certificates during pandemic. 4. Recorded Lectures on YouTube/ Facebook/ Live Talk i. Dr Tania Gupta, Principal AIE, delivered a GGSIPU Facebook Live lecture on the topic 'Reflective Writing and Preparing E-portfolios on School Experience' on 15 Jul 2020. Ms Pratibha Garg's, Asst Prof AIE Lecture on 'BED212-Types of Knowledge' was uploaded on official You Tube channel of GGSIP University on 05 Jul 2020. ii. Ms Kriti Guleria's Lecture, on 'BED102- Constructivist Approach to Learning', was uploaded on official You Tube channel of GGSIP University on 05 Jul 2020. iii. Ms Pratibha Garg, Asst Prof AIE delivered Facebook live Session for GGSIPU on the topic 'Teachers as Researchers: A Professional

	Necessity' on 28 Jul 2020 iv. Dr Jyoti Tiwari, Asst Prof AIE delivered Facebook live Session for GGSIPU on the topic 'Types of Disability and Range of Learning Problems' on 30 Jul 2020.
Principal Talk Series and Alumni Talk Series	1. Principal Talk Series : With the focus on acquainting student-teachers with current happenings in the schools and to keep them abreast with the latest specific requirements, the Institute organised Principal Talk Series, where 16 school Principals from all over the country were invited to take the sessions 2. Alumni Talk Series :To get the learning from Institute's alumni, Training & Placement Cell (TPC) AIE organized Online Alumni Talk Series in which 05 Alumni delivered the talk during the session.

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

Year	Date of Submission
2020-21	21/01/2022

Extended Profile

2.Student

2.1	162

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	**130**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**65**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**171**

File Description	Documents
Data Template	View File

2.6	**172**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**153.79909**
Total expenditure, excluding salary, during the year (INR in	

Lakhs):	
4.2 Total number of computers on campus for academic purposes	**53**

5.Teacher

5.1 Number of full-time teachers during the year:	**15**

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**19**

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

Scrupulous and conscientious planning of curriculum is very much inherent in the working strategy of Army Institute of Education, because only a well-planned action can achieve its completion with all its objectives. To mention a few strategies, which the institute adapts in proper curriculum planning, are Induction of faculty towards the course objectives in the faculty Meetings, laying the roadmap for the entire session, Orientation Programme at the beginning of the session to orient the students with syllabus, institute and curriculum. Advisory committee reports help to be on track with planning and upgrade its plan of action. Academic calendar gives an overview of the course with reference to time. Unit plan is made at the begging of each semester to plan the completion of syllabus well in time keeping in the preparatory holidays and exam timings. AIE also has a practice of making syllabus completion report every month by each faculty to keep a track on time and proper distribution of syllabus over the semester. Seminars and workshops on relevant topics are organised from time to time. Internal assignments and mock tests are also conducted time to

time to check on the learning outcomes of the students

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	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	No File Uploaded

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

A. All of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	[View File]
URL to the page on website where the PLOs and CLOs are listed	http://aie.ac.in/Documents/Programme%20and%20Course%20Outcomes/Programme%20&%20Course%20Outcomes%20-%202017%20Onwards.pdf
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

26

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	http://aie.ac.in/AIE%20Academic%20Calendar%202020-21.html
Any other relevant information	https://bit.ly/347PrWO

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

4

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

4

File Description	Documents
Data as per Data Template	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

65

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

161

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	**No File Uploaded**

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

21

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

21

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.

A Fundamental & Coherent Understanding of the Field of Teacher

Education

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

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

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

Values & Attitude- Students being part of the Organising Committee of various events help them to develop the positive work culture, positive attitude towards their roles and responsibilities, strengthens interpersonal bonding, collaborative skills and respect for others perspective.

File Description	Documents
List of activities conducted in support of each of the above	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

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

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

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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

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

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

workshops & Guest Lectures on the theme specific for Personality Development.

AIE also take CTET Preparatory classes on regular basis for all its students to prepare them for the National level Competitive exam. Internship programmes spread over the semesters also provide students with real life experience of teaching in the school and class management which is very much required for any teacher. Students are also given timely feedback about their performance in school internship programmes.

File Description	Documents
Documentary evidence in support of the claim	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	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

172

2.1.1.1 - Number of students enrolled during the year

172

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	**No File Uploaded**

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

30

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

30

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	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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.

Different learning needs of the students were identified during the entry-level from the induction time onwards. Communication Skills, Self Confidence, ability to work in Group, Skills in ICT were assessed. Some assessments were done on individual basis and others were in informal group settings. To assess communication skills and

identify the need of training communication drill has been done. Students were asked to do self-introduction that helped to know about their level of confidence and ability to communicate. Group activities like games and icebreaking sessions were conducted. The happiness score of students was assessed by administering the oxford happiness assessment Questionnaire. Basic ICT Knowledge skills were assessed by administering a small test on ICT based skills.

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	**Two of the above**

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

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

16:1

2.2.4.1 - Number of mentors in the Institution

11

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	**No File Uploaded**

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.

Teachers adopt various modes of teaching-learning process including experiential learning like practice of experiential learning to give direct experience for students in relation with learning situations. Experientiallearning like participation in seminars and workshops helps in getting direct experience on the learning situations.

Activities related to community, activiity on needs of children with differential needs etc.are providing experiential input to students. In participative learning, students are encouraged to attend the discussions, exploring materials from different sources. The collaborative modes of learning help students to learn from each other. Real case related situations were given to students to conduct case studies in special education.Conducting experiments from school subjects adds opportunities for learning in problem solving method

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/l/team/19%3a9yqreQ972LpTs_yHGYuzsFpVUomYAXh5wMo_kHxYNAY1%40thread.tacv2/conversations?groupId=e795d343-1891-490b-8759-756546c06152&tenantId=bf421b4b-9551-4e84-9dde-2841b84382de Guidance and Counselling https://teams.microsoft.com/l/team/19%3acb4a4fabed2b4fb9aff768ef22c7ea9c%40thread.tacv2/conversations?groupId=817009c0-9fb6-48f0-ac3c-8d51750ede5f&tenantId=bf421b4b-9551-4e84-9dde-2841b84382de Life Skills Education https://classroom.google.com/u/2/c/MTMwOTM0NDgxNDQz Psycho-Social and family Issues https://classroom.google.com/u/3/c/Mzk0NzU4MjI4MjQx Teaching Learning and Evaluation https://classroom.google.com/u/3/c/MzI5MzIxMTA5Nzgy Teaching of Political Science https://classroom.google.com/u/3/c/MzQzMzY1ODg1NjI0 Human Growth and Development

	https://classroom.google.com/u/3/c/MjQ4MjA5M zkyNTAy Micro Teaching Micro Teaching Batch 2020-22 (google.com) Simulated Teaching Simulated Teaching of Social Science and Political Science (google.com) Internship Kaushalya World School, Greater NOIDA SIP (google.com) (4) General (Kaushalya World School SIP) | Microsoft Teams Teaching of Social Science (Batch 2020-22) Teaching of Social Science A&B (google.com) Teaching of Social Science Lesson Plan (Batch 2020-22) SOCIAL SCIENCE LESSON PLANS- Dr. Jyoti Tiwari (google.com) Creating an Inclusive School (Batch 2019-21) Creating an Inclusive School 2019-21 JT A&B (google.com) Language Across the Curriculum https://classroom.goog le.com/u/0/c/MjQ4MjE4MTk2MTgw Simulated Teaching https://classroom.google.com/u/0/c/ MTI3NTgyNzQ0ODM1 Microteaching https://class room.google.com/u/0/c/MTIzNDA4MjM4NTEy Gender School & Society https://classroom.go ogle.com/u/0/c/NTAwMDIyMjU2ODRa https://clas sroom.google.com/u/0/c/NTAwMDIyMjU2Njda Teaching of English https://classroom.google .com/u/0/c/NDk5MzQyODQ0NTRa
Any other relevant information	**No File Uploaded**

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

172

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	**No File Uploaded**

2.3.4 - ICT support is used by students in	**Five/Six of the above**

various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

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://www.mindmeister.com/1726765659?t=Mw2NzaM2uE# https://classroom.google.com/c/MTUzMDE3MzUwMjAy/p/MjE4Njk4NTIxNTMz/details https://classroom.google.com/c/MTUzMDE3MzUwMjAy/a/MTUxNDM2NTk1Mjcw/details https://classroom.google.com/u/1/c/MzgzOTUxNDkwOTEx/gb/sort-name https://classroom.google.com/u/1/c/Mzg2OTc0Njk0MTI5 https://classroom.google.com/c/MjU5OTAyNTE2MzQ1/a/MzE3NTQyOTUyNjU1/details MULTIMEDIA LESSON BED253 LESSON PLAN 2 (google.com) https://youtu.be/mswhTZTCLkQ https://youtu.be/AWB3lxHJv7M https://youtu.be/GelPi6Mfcv4 https://youtu.be/GelPi6Mfcv4
Any other relevant information	**No File Uploaded**

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

Students were mentored to work in groups through activities inclusing club activities andhouse activities. Total four houses are there, Pragya, Pratishta, Pratigya and Pragynam. Both B.Ed. and B.Ed. Special education students are allotted on errnrollmentnumber basis to the houses. Housewise morning assembly helds on every day. House on duty organises the morning assembly. House in charge ensures hundred percentage collaboration inplanning,practice and

execution. This helps in enhancing the ability to work in group, learn from each other and being supportive to each other. The institute has different clubs like Life skills club, innovative club, Ek Bharat Shreshta Bharath club, Research and Development Club, Dance Club, etc.,all the clubs organize programmes on days of importance including International Girl Child Day, Anti Apartheid Day, Day for Zero Discrimination etc. These activities help in understanding about the different needs and ways of helping them and supporting others. Participation as member or leader or supporter of different activities gives the opportunity to take responsibility, and modifiy behavior through grooming, managing stress and knowing about recent trends in educational and other aspects.

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 encourages students to come with innovative ways of problem solving, thus the creativity is being

enhanced. Many actitivities are given by teachers to enhance divergent and lateral thinking. Flexibility in mode of assignment preparations enhances freedom of thought. The optional papers like Life Skills education give assignments and activities to nurture creativity. Innovations are encouraged through freedom in thinking.Problem-solving situations and expressions of content learned through mind mapping etc nurtures innovations and creativity.Visit to nearby villages and working for children belong to marginalised for inclusive education help in developing empathy. Morning assembly has many slots for news reading and special presentations related to current national and international importance.

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

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 and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All 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 with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching /	Ten/All of the above

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

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	No File Uploaded

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

File Description	Documents
Data as per Data Template	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	**No File Uploaded**

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	**No File Uploaded**

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 event	**All of the above**

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	View File

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

The internship is a systematically planned activity. The schools for internships are selected based on the teaching subjects available. For B.Ed. special education, inclusive education schools are selected for internships. Orientation to the school principals and teachers are done through the detailled write ups by the principal of the institute and the SIP and PSE Coordinators. Students are being oriented on internship based on the roles and responsibilities by the respective facuty mentors. School mentors are oriented based on the ways of mentoring, observation and assessment to be done. Assessment modes are discussed with students through workshops. Internships are planned in such a way that the interns are being familiarised with all the components of the school system.

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

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

88

File Description	Documents
Data as per Data Template	[View File](#)
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 Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Nine/All of the above**

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	**No File Uploaded**
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.

Mentoring of SIP functions in multi level. During Micro Teaching session the entire interns were under faculty mentors to practice skills. For lesson planning the interns were alloted to the suject teachers. Simulated teaching and discussion plans were done under the subject teacher. After completion of the pre internship sessions, the interns were alloted to the schools there one faculty menbtor from the teacher education instituion and subject mentors from the school also alotted. Both the mentorscoordinate with each

other anddiscuss on the imporvement andneeds of the interns. The lessson plans of the interns werechecked by the subject teacher from the institute and and the subject teacher from the school also. The School mentor from the institte observe the classess taken by the intern and gives feedback and suggestions.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	**No File Uploaded**

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)	**Three 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	**No File Uploaded**

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	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

16

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

12

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

19

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

14

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	[View File](#)

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

To update oneself with evolving nature of education, teachers engage in many activities. All the development in the field of education are discussed in the faculty group. Presentations were done to educate mutually. Faculty development programmes, seminar presentations, functioning as resource persons for many events, reading and discussing based on recent developments in the field of education. teachers collaborate with each other through seminars and FDPs. Social networking systems are effectively being used for the sharing and dissemination of knowledge. Programmes are live-streamed and recorded programmes and uploaded in the Youtube link and Institutional Website. Publication of articles based on the experience also helps in being updated on innovative trends in education.

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

Continuous evaluation is done from the induction programme onwards to guide and create a need based learning environemnt in the institution. Student Teachers are regularly assessed through oral, written, performace, self assessment and peerassessment. Assessment is being implemented in a continuous way in which students are getting opportunity to improve stage by stage. Activities like concept mapping on learned content, reflections in classroomactivities, writing reflective journal every week, attending online quizzes, writing small essays, representing the

content as flowchart or handouts, presenting paper based on the content, presenting seminar paper, debating on given topic, participating in extemporary, participating and attending panel discussion etc are the ways of continuous assessment.Internal theory and practical examinations are also taken in every semester for assessment as per the guidelines of GGSIPU.

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	**No File Uploaded**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[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	**No File Uploaded**

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

The institute has a well constituted Committee for grievance redressal. The institution follows a multi layered grievance redressal system, in which the first grievaance platform is the mentor. The student can communicate the grievance to the mentor and

if the matter ofconcern is coming under the purview of the mentor the grievance will be resolved there. For the resolution of any grievance that can not be resolved by mentor that is brought to the notice of CGRC/SGRC committee which includes Registrar, Principal, One Psychologist ,Faculty COnvenor and students as members. The concern can directly passed to the grievance redressal cell via mail or the suggestion box kept with the registrar. Examination result will be uploaded in website and the students can approach the grievance platforms as per the nature of the concern.Orientation on facility for grievance is being shared with the students during the induction programme in the beginning of the session.

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.

.Based on affiliated university calendar institute prepares academic calendar in consultation with the academic advisory committee. The final academic calendar is uploaded in institute website and a copy is being displayed in faculty room for immediate reference and planning the course. Based on the academic calendar the academic coordinator prepares time table by incorporating curricular and cocurricular activities. Course in charges prepare unit plans in advance and prepare syllabus completion report after every month. Through period faculty meeting the institute ensures the conducive environment to work according to academic calendar.

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.

Teaching Learning procedure is planned based on the course objectives.The concerned faculty prepares unit plans by realizring the objectives.The faculty meetings, participation in FDPs, seminars and enrichment programmes help teachers in updating oneself atpar with the evolving course outcome and programme outcome.As per the guidelines of the affiliating university, the institute plans the curriculum by keeping in mind to prepare Intellectually competent,

socially concerned, morally upright and technically inclined teachers who act as catalyst to shape the destiny of India. Academic advisory committee to review previous year activities and decide plan of academic action for the academic year. The recommendations are communicated to the faculty through faculty meetings. Various pedagogical practices are conducted to ensure implementation of PLOs and CLOs on regular basis.Various cells, committees and clubs under IQAC plan for the curriculum delivery. Well planned academic calendar incorporates curricular activities suggested by the affiliating university, state, national and international concerns. for effective implementation of curriculum, faculty participates in workshops and FDP. Faculty members prepared YouTube videos and participated in facebook live sessions organized by affiliating university during the lockdown. The reflection and evaluation on implementaion annd realisation of the course outcome is discussed.

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	[View File](#)

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

The needs assessed during the entry of the student teachers are kept in mind while planning the sessions. Professional and personla qulaities are being consideed by organizing diferent programmes of personality development and enrichment programmes.The session like life skills training, communivcation skill practice, well being programmes, mental helath related activities, participation in yoga and meditation, active participation in cultural activities,

participation in NSS Cell activities etc enhances the personal aand professional skills of the students. Dance yoga, interacting with resource persons, practivcing mindful activities, arepart of the curriculum. Those actities help students in evolve oneself to a better personality who can deal effectively with the emerging challenges and demands.

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

63

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 persormace of students changes with time through effective academic activities. The various assessment tasks shows that students have improved in their skills in communication, personality, pereverance and professional skills. the continues assessment system provides details on student persormance in varioius activities. The student presenattions areuploaded in the pubilc platform like youtube when they perform remarkably in areas of scholastic endeavors.the initally identified learning needs were

considered qand dealt. The assessment afterward shows that they have remarkably improved in their scholastic, Co-Scolastic and Personality aspects. To build confidence in children the guidance cell of Army Institute organises diferent programmes.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

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

NA

File Description	Documents
Data as per Data Template	View File
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)

NA

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	All of the above

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

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	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
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

29

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	**No File Uploaded**

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

28

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	**No File Uploaded**

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

8

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	**No File Uploaded**

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

161

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	**No File Uploaded**

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

161

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

161

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	**No File Uploaded**

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.

Community is a group of people who follow a social structure within a society (culture, norms, values, status). They may work together to organize social life within a particular place, or they may be bound by a sense of belonging sustained across time and space. Community is a very important pillar in the system of education & AIE through its endeavors makes sure that the this aspect of community work is carried forward by all the future teachers we prepare. The sudden outbreak of pandemic which hit everyone in person & the community in general threw a challenge as how to keep the community united & strong. The NSS cell of AIE took command & organized various online webinars & wellness series while keeping COVID & it's extreme repercussions in mind. Various webinars like Guidance for Psychological Counselling & Covid Helpers skills, Guidance for psychosocial counseling for COVID-19 positive patients & their family members, constituting a special task force for beatingCOVID campaign in association with MGNCRE were undertaken. AIE being an inclusive institute also conducted various awareness program on special needs like "The Rightsof Special Children", "Sensitization Program on Rights of persons with disabilties act 2016"

Other awareness events like "World Earth Day" was also organized by AIE, under the community service program and a visit to primary sschool in Jaitpur village was undertaken where Teaching Learning Materials were also donated.

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	No File Uploaded

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

02

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	View File
Report of each linkage along with videos/photographs	View File
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

9

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 Practice	**Five/Six of the above**

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	No File Uploaded

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 maximise benefit and welfare of the studentsin 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 new purchase of new books, Journals, Magazines, subscription of e-resources and renewal of available one. Classrooms are equipped with projectors, well lighted and elevated classrooms, notices being put up on Notice Boards of Academic Block and Hostel. Outsourcing is done for maintenance of the campus and repairing of infrastructuralfacilities. Regular cleaning of water tanks, Pest Control, Garbage management, arboriculture, landscaping adding environmental sustainability along withaesthetics 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	http://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)

8.24

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.

The Institute has adopted ILMS LibGuru Nature: Version: 5.0 Year of

automation: 2015 to till date.

Lib Guru is a library management software that provides automation for everyday

operations with circulation, acquisition, cataloguing, serials and more to help us

manage our library.

LIB GURU helps to manage the entire library operations from maintaining book records to

issue a book. In addition, it allows streamlined management of fine details of books such as

author name, edition, and many other important details. So, it is easier to search for books

and find the right materials for students and the librarian.

Other features are:

1. EBSCO - E-Resource Database for full text database, providing full text, indexing and abstracts for hundreds of periodical, books and year books, this database covers a board range of subjects pertaining to education and is invaluable for education students, professionals.
2. DELNET- DELNET provides facility of resources sharing among the libraries through the development of network besides offering computerized service to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible.
3. Drilbit- Antiplagiarism Software
4. ONLINE JOURNALS & E-BOOKS

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://aie.ac.in/Documents/Facilities/Library%20Services_updated.pdf
Any other relevant information	No File Uploaded

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

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

1. LIBGURU- LibGuru Nature: Version: 5.0 Year of automation: 2015 to till date.

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

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

1. 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.
2. 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 | Two of the above |

Shodhganga e-books Databases

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)

7.01

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

23

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	http://aie.ac.in/Documents/Facilities/Library%20Services_updated.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 and Educational Technology Lab. The college has 53 computers of which 31 are in the computer lab and the rest 22 are spread across in the campus like in the educational technology lab, psychology lab, library and the various offices. These computers are branded having latest technology & software i3Processors with 3GB RAM and 320 GB HDD, all computers are Multimedia enabled. All the computers

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

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

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

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	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
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Four of the above

File Description	Documents
Data as per Data Template	[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	http://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)

7.22

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 Quatation 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	http://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	No File Uploaded

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	No File Uploaded

5.1.3 - The Institution has a transparent 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

A. All of the above

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	No File Uploaded

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)

Two 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
46	65

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).

7

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)

38

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	View File

5.3 - Student Participation and Activities

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

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

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

14

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

Alumni Association:

We at Army Institute of Education have a non-registered but functional Alumni Association . All student teachers of the batches that have passed out, are members of this association. Till date we have students from the very first batch ie. 2003 and since then the numbers are increasing. The Alumni have been contributing to the development of the Institution by actively participating in the Alumni Talk Series and providing leads for placement. Since most of them are placed in institutions of repute, they are quite helpful in providing insight to our student teachers about the developments and nuances of the teaching profession. Every year there is an annual program , 'ANUSMARAN', where our Alumni are felicitated with Chief of Army Staff Award and Awards of Academic Excellence. This year it was held on 23 Oct 2021.

The Alumni have also made significant contributions by participating in Alumni Talk Series and also being judges in events like Infographics & Poster Making Competition , Debates ,Essay Writing Competition and cultural events. The Alumni also have been instrumental in spreading awareness about our premier teacher educator college on various social platforms like YouTube Channel , Website and College Facebook Page.

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

Five/Six of the above

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

Alumni Association- An effective support system

Alumni Association acts as an effective support system to any Institute. They are the edifice of any institution and on them rests the laurels .Our Alumni have also been very instrumental in providing motivation to the students by being a part of the Alumni Talk Series and sharing their experiences and making the students aware of the nuances and the latest developments in the field of education.

Our Alumni have been constantly participating and guiding students through Alumni Talk Series and Annual Alumni Event- ANUSMARAN'. They have been active and supporting in recognizing ,nurturing and furthering talent in their juniors, by sharing opportunities, openings in schools and also by letting them share their experiences in an interactive session .They guide and motivate students by displaying the real life skills that are needed on job front and utilize their expertise to groom the employability skills of student teachers.

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.

The vision and mission are two different statements but very closely integrated with each other. Vision is keeping in mind what we want to have or create for future. Mission on the other hand declares the practical commitments and actions that an organization believes are needed to achieve its vision. AIE teaching staffs, non – teaching staffs and students are always thriving towards achieving the vision by collaborating with each other and working together as one team. Allwork together under different committees delegating the work

amongfor better outputs. Faculty, NTS and student representatives are involved in various decision making bodies.InstituteManagement Committe meeting comprising of Chairman of the institute, Principal, Registrar, Faculty Members, and Student Representatives are held every six months. Staff representatives are a part of IQAC,Academic Advisory committee, purchasecommittee Board of Officers etc. Regular meetings are held to take the opinion of faculty members for improvement of academics and infrastructuralfacilities.

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

The practice of decentralized and participative management is clearly mentionedin the Rule books (Blue book and Yellow book) of AWES. All the rules mentioned are to be strictly followed for academic and administrative functioning of the institute. Top management consisting of the three-tier command as follows: (i) Board of Governors and its Executive Committee at Army Headquarters (ii) Board of Administration at Headquarters Western Command (iii) Institute Management Committee with a proper functional hierarchy. The decisions are taken at various levels as follows:

1. Patron in Chief (GOC-in-C, Western Command), Chandimandir
2. Patron (GOC, Headquarters', Delhi Area)
3. Chairman (COS, Headquarters' Delhi Area)
4. Principal
5. Registrar
6. Academic Co Ordinator
7. Faculty Members
8. Office staff

Other such example is: The recruitment process follows and maintains a high-quality standard and transparency as it's involving the

management from HQ, representative from Western Command, University and external excellent educationist, Principal of AIE along with a Faculty Member and the Psychologist on board.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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.

Maintaining of transparency in different ways. Some are mentioned below. 1) Regular faculty meetings are conducted where in regular platform is provided to all the faculty members for uprising their viewpoints. Minutes of meetings are maintained which are read and signed by the attendees and it becomes easy access to those who were not able the attend the same. 2) Faculty and NTS is involved in all the functionaries example maintain the records, convening body (sale and purchase). 3) Multi-layered inspections of the financial documents like audit by CA (quarterly),Book inspection by HQ (annually) are regularly held. All the documents and balance sheets of the college uploaded on the college website. 4) Application form for admission, the fee structure, results, etc are shared with the students through mail and are also displayed on thewebsite. 5)Vacant Positions (Faculty and NTS) are published in the National News Papers and also uploaded on the website.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

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

That for upgradation of the infrastructure or for purchasing any new item one convening order is passed mentioning name of BOO Members and the objectives of the Board. Quotations are called for the work

to be done or to purchase any item. There after the work proceeds further. One major successful activity effectively implemented in context to today's scenario of online teaching is the Internet WIFI upgradation and the purchase and utilization of MS team's platform. Steps for effective deployment was done starting with the requirement creation using the agenda, followed by approval, putting out the tender on the website, carefully going through the quotations received and finally achieving the planned goal with the instalment of over 20 routers in the academic block of the campus. Similarly for the smooth functioning of the online teaching MS teams was purchased and is being used successfully utilised by the faculty and student-teachers for daily classes, assignment submissions, uploading the notes and even for house meets and events.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.aie.ac.in/Notice/Notice2021/Feb/Notice%20Inviting%20Tender%20for%20Automation%20of%20AIE%20ICT%20Infra%202020-21.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.

Top management consisting of the three-tier command as follows: (i) Board of Governors and its Executive Committee at Army Headquarters (ii) Board of Administration at Headquarters Western Command (iii) Institute Management Committee with a proper functional hierarchy. With a proper decentralized structure in place various decisions like approval of agenda points for academic and AG Meeting for financial matters, IMC, etc are done at various levels (i) Patron – in – Chief (GOC-in-C, Western Command, Chandimandir. (ii) Patron (GOC Headquarters Delhi Area). (iii) Chairman (COS Headquarters Delhi Area). (iv) Principal. (v) Registrar. (vi) Academic Coordinators. (vii) Faculty Members. (viii) Office staff including the student- teachers of the AIE. Implementation of the discussions and decisions in done with equal collaboration at each off the above levels mentioned. The roles and functioning of the Institutionalbodiesof the institution consist of framing policies, recruiting faculty members/ NTS as per the regulations of the University, Monitoring and Inspecting Academic and Admisnistrative functions of the college. All the rules and regulations pertaining

to the role of the members of the institutionalbodiesare explained in the Rule books (Blue book and Yellow book) and all are to abide by these rules.

File Description	Documents
Link to organogram on the institutional website	http://www.aie.ac.in/management_committee.html
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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	**All 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	**No File Uploaded**

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

We have various committees, clubs and cells with their well defined structure and roles working for the holistic development of the children. Regular meetings are held and minutes of meeting are recorded. The functioning of one such cell in elaborated below. A well functional Placement Cell is one of the best features of AIE. The working of the cell is well structured and planned as per the requirements of the institute. The cell provides the pre service teachers with an orientation of the working of the placement cell and enclosing each detail mentioned in the policy to be signed by

the student teacher. The cell personally looks into different aspects for placement. Providing personality development classes or workshops, interaction with alumni and the principals of different schools through Alumni and Principal talk. The cell also benefits by being in touch with the alumni for placing the current students. The carefully planned mock interviews are also a part of the activities conducted by the placement cell other than just placing the students. It's an overall power packed cell.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Welfare measures for both the teaching and the non-teaching staff are well communicated to both. Teaching Staff: .For teaching staff the welfare measures provided are asfollows: 1) Maternity Leave and Paternity leave for 180 and 15 days respectively 2) Child Adoption leave for 180 days 3) Medical Leave, Casual Leave, Emergency Leave, are other such categories of leave provided by the institution. 4) Medical Facilities, Gifts on Special Occasions, Subsidised Housing facilities, Funeral Allowance are a part of the perks provided to the teaching staff. 5) 50% amount for participation in Seminars, Workshops, FDPs Etc are also provided to the teachers for their continuous improvement in both professional and personal aspects. Non-Teaching Staff: For Non - teaching staff the welfare measures provided are are follows. 1)PPF applicable to those below the salary of 15,000. 2) Casual Leave, Medical Leave, Emergency Leave, Subsidised Housing facilities, Funeral allowance, Gifts on Special Occasionsare a part of welfare measures.

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	**No File Uploaded**

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

04

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.

12

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
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

15

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 institution has a performance appraisal system for teaching and non-teaching staff which is confidential but is structured in the following way. For continuation of the services probation report is submitted to the chairman once after completion of six months and second after completion of probation time period. Annual confidential reports are sent to the chairman and reviewed by the patron or chairman of the college which includes personal data and self-appraisal.

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

The Institute go through internal and external financial audit regularly. Internal audit consists the inspections by Army Officers from HQ Delhi. External audit included inspection by GGSIP University Delhi. Besides various bodies such NCTE andRCI. ISO audit is also done.

1. Annual Administrative and Technical (AAT) Inspection

AAT inspection was held on 16 Feb 2021. Inspection team consisted Lt Gen Yogendra Dimri, AVSM, VSM, COS HQ Western Command as the inspecting officer, Col DK Sinha, Presiding Officer, AAT Book Inspection Team, HQ Delhi Area, Lt Col Aditi Goswamy, HQ, Col Vivek Jalla, SO Colleges HQ Delhi Area.

AAT Inspection report consists of following parts:

Part -I Basic data- related to affiliation and approval.

Part- II Administrative Inspection - Land, building, infrastructure, property, transport, fincancial management, contractual and house keeping services, office correspondence, maintanance record, selection and appointment of admininstarative staff.

Part- III Technical Inspection- intake of course, library, syllabus, teacing faculty, technical staff, placemnet record, award, medals, scholarship, enrollment, admission through migration, acdemic organization, academic infrastructure, academic result, games and sports, contact with parents .

2. Joint Assessment Committee (JAC)

JAC inspection by GGSIP University is also conducted annually. The Institute received "A" grade consequently for five years. Last JAC inspection was held in the year 2019, but due to pandemic this inspection was not conducted in the academic session 2020-21.

3. International Organization for Standardization (ISO) inspection also held inthisacademic session.

4. Rehabilitation Council of India (RCI) and Persons With Disabilities (PWD) inspections were held for B.Ed. Special Education (LearningDisability) programme.

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	View File

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 Institution has strategies for mobilization of funds and the

optimal utilization of resources. The Institute receives Grant in Aid (GIA) from Army Welfare Education Society (AWES). This fund is utilized for the Institutional and students' welfare. In this session GIA was utilised to organize Guest Lectures, Principal Talk Series, Personality Development Programmes, Workshops, and National Seminar. Institutional publications including Annual Magazine, seminar proceedingsd, biannual News Letter, Eduspectra Journal are published utilizing this fund. Purchase of LibraryBooks,E Journals, Campus maintenance, Infrastructure and ICT facilities . Besidemaintenance, Infrastructural facilities also come under this category. For organization of each event, the convener of the programme gives a proposal with estimated expenditure for the approval of the Principal.

Purchase committe is reconstituted on quarterly basis and members are selected on rotation basis.For purchasing the items the quotations are invited from vartious vendors, the Committee/ Board gives reccomemdation for the approval from higher authority.

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

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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) of AIE has contributed significantly for institutionalizing the quality assurance strategies. During its quarterly meetings important acdemic and co-curricular activities are planned.

Theory and practical classess(online/offline), unit planning,

internal assessment, internship, practicalrelated aspects are discussed in the meetings. Emphasis is given to research and development, placement, personality development, and ICT enabled teaching. Seminar, Faculty DevelopmentProgramme, Orientation Sessions and workshops are also planned.

The following events were undertaken by IQAC in the academic session 2020-21:

1 Online National Seminar Holistic Multidisciplinary, Inclusive, Futuristic, Education: NEP 2020 in Praxis 04 March 2021

2 Online Faculty Development Programme Enhancing Qualitative Approach in Education 07-13 June 2021

3 Online National Workshop Brain Gym Activities and Exercises 04 December 2021

4 National Workshop Screening, Assessment and Intervention of Children with Learning Disabilities 30 December 2021

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	**No File Uploaded**
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.

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

1. Syllabus Completion Report- teachers prepare monthly syllabus

completion reportmentioning teaching topic, method, and TLM completed during the month.

2. Student Feedback: The Institute collects timely feedback from Students regarding Teaching and Learning process.

3. Mentor Mentee Meetings: students share their problems in the weekly mentor mentee meetings, related to Teaching and Learning issues and personal problems. Students also give suggestions and for the improvement of Teaching Learning Process.

4. Peer observation: Faculty members observe classes mutually and give feedback to their colleagues. On the basis of feedback the Principal takes neccessary action which helps to improve the Teaching Learning Process.

5. Internal Assessment- Internal assessment is based on students engagement and participation in various activities. Due importance is given to discipline and punctuality of the students.

6. Academic planning- On the basis of the previous year's academic planning and its implementation, academic calendar is prepared for the next academic session.

7. Weekly time table- Weightagetotheory and practical courses are given as per the university requirement and need of the learner.

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

4

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	http://aie.ac.in/Documents/IQAC/IQAC%20-%2016%20(%2009%20July%202020).pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://aie.ac.in/Documents/AQAR/AQAR%202019-20.pdf
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	View File

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

In the last year the notable incremental improvements are (1) hybrid mode of teaching and learing and (2) 100% placement of desirous students.

In covid period AIE functioned in online and hybrid mode. The institute is well equipped for providingonline classes . College campus and Faculty residence is WiFi enabled. Laptops are provided to faculty members and all classrooms are having Projectors. After lockdown period Teachers were physically present in full and half strength as per the requirement and state/university guidelines.Covid protocolswere followed during physical presence on the campus. MS Team premium, G-Meet, Zoom platforms were used for taking classes. MS IDprovided to all students and faculty members.Assignments and Practical Works were recieved throgh MS Team and Google classrooms. Open Book Examinations were conducted using Google Classroom.

Placement cell made a incremental work by offering 100% placement. All student got placed in reputed schools except those who applied for non seeking placement and choose for higher studies. Campus placement is also a good scuccess. Placement cell conducted personality deelopment programme, mock interviews, profile making wokshops, Alumni talks, Microsoft certification course etc.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
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.

The institute makes all efforts for energy saving and conservation.

LED lights have been installed to reduce energy consumption. Master switches have been installed in all the classrooms and floors and they are labeled so that, only those required can be switched on. Instructions, to keep the switches ofwhen not in use, are displayed near each switch board and the same is ensured in practice also. The air conditioners are maintained at or above 24-degree Celsius temperature.

Tree plantation is done on the campus andin the adjoining area of the campus. Eco friendlysaplings are gifted to resource persons as memento. Rain Water Harvesting system is installed in the institution where rain water is collected and utilised for different purposes. To ensure saving of the paper one side printed papers are used for rough work and two sides of paper printing isencouraged. Waste management is done judiciously by keeping separate dustbins for dry and wet waste. Solar panel is also installed to generate solar energy for meeting the power requirement. Man power is out sourced for keeping the campus clean.

During day time there is no need to keep lights ON as rooms are well lighted and ventilated.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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.

In the institute there is provision of categorically collection of waste. Biodegradable, non-degradable, & E wastes are collected separately. Solid waste material is collected in separate dustbins. More than five years oldused internal assessment answers sheets, practical records, newspapers, are sold to the local vendors for recycling purpose. The biodegradable waste from college campus is converted into the vermi compost. The vermi compost is used as manure in the garden. E waste is collected in separate dustbins which is taken away by a vendor for disposal. Liquid waste is connected to the city drainage system. After removing useful parts of electronic gadgets miscellaneous e-waste such as CDs, batteries, and electronic items etc are collected and handed over to a vendor for appropriate disposal.

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

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	No File Uploaded

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	No File Uploaded

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

Lush green campus of AIE provides space for study, play, outdoor events, relaxation and aesthetic appreciation. There are number of

trees including many fruits trees and shrubs on campus along with a herbal garden having many medicinal plants. The varied green cover of the institute is also an abode to a number of species of reptiles and birds. The aesthetically designed landscape of trees and plants provide pollution free clean and cool air to the students and staff. In compliance with the framework provided by the National Tobacco Control Programme (NTCP) 2007-2008, the institute prohibits smoking and other tobacco products. The institute administration strictly bans the use of single use plastics in its premise to make it a 'Plastic Free Campus'. In the girls' washrooms, both in the hostel and academic block, sanitary napkins incinerators are installed for safe disposal of used sanitary pads. For maintenance of cleanliness, sanitation and green cover man power is outsourced. Log list is kept in all the washrooms to ensure regular monitoring of cleanliness. Students and staff are also contributing in keeping the campus clean by using the dustbins for disposal of wastes.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Four 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	No File Uploaded
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)

4.75

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	No File Uploaded

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

Many schools are situated near the institute; it provides an opportunity to strengthen the enduring relationship with the schools for internship and placement of the students. The institution organisesawareness programmes, nukkad natak, donation of teaching aids etc in the Jaitpur village situated near the institute. AIE is located adjacent to Gurjinder Vihar, an Army Welfare Housing Organisation in which ECHS dispensary is available, where students can avail medical facility. In case of emergency, Students can avail medical facilities at Yatharth hospital also which is one kilometer away from the institute.

The Institute incollaboration with an NGO, Human Touch Foundation organizes different events for social awareness. Dr. Upasna Singh, Director Human Touch Foundation, was invited in an online workshop on "Gender-Based Violence and Prevention of Sexual Harassment at Workplace " as a resource person on 13-14 Aug 2020. AIE NSS cell and Electoral Cell organised various awareness programmes during the session.

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	B. Any 3 of the above

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

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

1. **Title of the Best Practice- 1:Physical and Mental Well Being of the society during Pandemic**
2. **NSS Cell of GGSIPU in collaboration with Adhyatam Yoga Sansthan, Dwarka, New Delhi and NSS Cell AIE,organized a ten day online National Yoga Workshop- 'My Life My Yoga' from 30th August 2020 to 9th September 2020, A Sequel to Mind over Matter Series.Dr. Tania Gupta, Co- Patron & Principal AIE and Ms. Pratibha Garg, Convener, Online National Yoga Workshop, Programme Officer, NSS Cell and Assistant Professor AIE and the entire team of NSS spear headed the online National Yoga workshop.**

The total number of registrations was astounding as more than 1600 people registered themselves for the event.

Title of the Best Practice - 2: Student – Teachers' Enrichment

Amidst prevailing Covid 19 pandemic, entire world is striving hard to look for new ways to continue learning. While rest of the world struggled to adjust to the new normal, AIE effectively managed to conduct all academic, co-curricular, and extra-curricular activities on virtual mode. Student teachers enthusiastically participated and contributed with their innovative ideas to take the learning process to new heights. It was the time when many universities and colleges started organising workshops, webinars, conferences, competitions, courses etc in online mode. This gave opportunities to faculty members and student teachers to participate in online programmes by overcoming distance and time constraints. Being virtual also allowed us to accomplish curricular and cocurricular activities successfully.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

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

Institutional Distinctiveness

The vision of the institute is to prepare intellectually competent, socially concerned, morally upright and technically inclined teachers who act as catalyst to shape the destiny of India. Each endeavor in Army Institute of Education embodies the vision and mission of the institute. The institute aims to deliver distinctive education and to make remarkable contributions to society. Institution consistently inspires and encourages students to provide a platform for methodological skill development, ethical and human value development. Recognizing the privileged position, the institute consistently makes efforts to imbibe value system among students by organizing outreach programmes on regular basis. COVID-19 had an impact on people from different walks of life across the world. In the contemporary society, youth needs to be inclined towards community service, therefore the institute is making remarkable efforts to provide opportunities to student teachers and staffto contribute for the welfare of the society.Amid COVID-19 AIE organized various events for mental wellbeing, physical fitness and

to spread awareness on various social issues amongst the members of the society.

Link for the same is :http://aie.ac.in/Documents/Institutional%20Distinctiveness/ARMY%20INSTITUTE%20OF%20EDUCATION.pdf

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded